

**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 21<sup>st</sup> 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, April 28, 2026**

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

**Hanford Joint Union High School District Office**  
**300 W. 6<sup>th</sup> 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 Performance Evaluation (Superintendent) (GC 54957)

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

**IV. REPORTS / BUSINESS**

**A. REPORT OF CLOSED SESSION**

**B. PRESENTATION**

Sierra Pacific Education Pathway Presentation

**C. COMMENTS FROM THE STAFF**

**D. 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.

**E. CORRESPONDENCE**

**F. STUDENT BOARD REPORTS**

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

Action

**G. 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. Warrants – Payment of Warrant Requests: 04/15/2026; 04/17/2026; 04/24/2026 | Creech |
| 2. Minutes of Regular Board Meeting: 04/14/2026                               | Rosa   |
| • Board Discussion/Consideration                                              |        |

#### **H. SUPERINTENDENT’S REPORT**

|             |                                                                                                                                                                                                                                                           |      |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Info Only   | 1. Field Trips                                                                                                                                                                                                                                            | Rosa |
| Action      | 2. Board Policy Updates <ul style="list-style-type: none"> <li>• Board Discussion/Consideration</li> </ul>                                                                                                                                                | Rosa |
| Info/Action | 3. District Focus Areas 2026/2027 <ul style="list-style-type: none"> <li>• Board Discussion/Consideration</li> </ul>                                                                                                                                      | Rosa |
| Info/Action | 4. Agreements Signed by Superintendent <ul style="list-style-type: none"> <li>➤ SignalPath Technology Advisors</li> <li>➤ KCOE New Teacher Induction</li> <li>➤ SJCOE Student Information System MOU</li> <li>• Board Discussion/Consideration</li> </ul> | Rosa |

#### **I. FINANCIAL REPORT**

|             |                                                                                                                                                                                                                                                  |          |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Info Only   | 1. Financial Report                                                                                                                                                                                                                              | Fagundes |
| Action      | 2. Concession Buildings at Hanford High School DSA #02-123897, Hanford West High School DSA #02-123898, and Sierra Pacific High School DSA #02-123899 Project <ul style="list-style-type: none"> <li>• Board Discussion/Consideration</li> </ul> | Creech   |
| Info/Action | 3. Sierra Pacific High School Buildings J3 & M1 Project – Change Order #5 <ul style="list-style-type: none"> <li>• Board Discussion/Consideration</li> </ul>                                                                                     | Creech   |

#### **J. EDUCATIONAL SERVICES/SPECIAL PROGRAMS**

|             |                                                                                                                                                                                                                                                                                                                                       |        |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Info/Action | 1. HJUHS Student P.E. Exemptions <ul style="list-style-type: none"> <li>• Board Discussion/Consideration</li> </ul>                                                                                                                                                                                                                   | Peters |
| Information | 2. HJUHS 2025/2026 School Plan for Student Achievement (SPSA) <ul style="list-style-type: none"> <li>➤ Hanford High School</li> <li>➤ Hanford West High School</li> <li>➤ Sierra Pacific High School</li> <li>➤ Community Day School</li> <li>➤ Earl F. Johnson Continuation High School</li> <li>➤ Hanford Online Charter</li> </ul> | Peters |

#### **K. ADMINISTRATIVE SERVICES / HUMAN RESOURCES**

|             |                                                                                                                                 |        |
|-------------|---------------------------------------------------------------------------------------------------------------------------------|--------|
| Information | 1. Certificated Staff List for 2026/2027                                                                                        | Whaley |
| Info/Action | 2. Personnel Assignments <ul style="list-style-type: none"> <li>• Board Discussion/Consideration</li> </ul>                     | Whaley |
| Info/Action | 3. Proposed 2027/2028 HJUHS School Calendars <ul style="list-style-type: none"> <li>• Board Discussion/Consideration</li> </ul> | Whaley |

#### **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](http://www.hjuhsd.k12.ca.us).

# Consent Agenda #1

**AGENDA:** Action

**TOPIC:** Warrants

**DESCRIPTION:** Payment of Warrant Requests dated:  
04/15/2026; 04/17/2026; 04/24/2026

**RECOMMENDATION:** Administration recommends approval of this item as presented.

Requested By: cestanislao

For Payments Due By 4/15/2026

04/14/2026 11:01:40AM

Comments =

| Vendor                              | Ref<br>No                           | Inv.<br>Date | Inv.<br>No | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------------|-------------------------------------|--------------|------------|----------------------------------------|-----|------------|--------------------|---------------|
| 10729 CITY OF HANFORD - PARKS & REC |                                     |              |            |                                        |     |            |                    |               |
|                                     | PO - 20261916                       | 03/20/2026   | 13506      | 0100-0000-0-1110-10000-560000-000-4140 | F   | \$1,840.00 | \$0.00             | \$0.00        |
|                                     | Description: CIVIC CHARGES FOR PROM |              |            |                                        |     |            |                    |               |
| Total Amount for Warrant            |                                     |              |            |                                        |     | \$1,840.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor             |                                     |              |            |                                        |     | \$1,840.00 | \$0.00             | \$0.00        |

Total Amount of all Payments \$1,840.00

|                                       |   |            |  |  |  |  |                            |
|---------------------------------------|---|------------|--|--|--|--|----------------------------|
| Total Number of Checks to print:      | 1 | \$1,840.00 |  |  |  |  | Use Tax                    |
| Total Number of Credit Card Payments: | 0 |            |  |  |  |  | Taxable Amount             |
|                                       |   |            |  |  |  |  | Tax Amount                 |
|                                       |   |            |  |  |  |  | Total Transfer for Use Tax |
|                                       |   |            |  |  |  |  | \$0.00                     |
|                                       |   |            |  |  |  |  | \$0.00                     |

\* = Credit Card Payment



Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                        | Ref<br>No                                   | Inv.<br>Date | Inv.<br>No     | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------|---------------------------------------------|--------------|----------------|----------------------------------------|-----|-------------|--------------------|---------------|
| 7524 ACTION EQUIPMENT RENTALS |                                             |              |                |                                        |     |             |                    |               |
| *                             | PO - 20260120                               | 03/31/2026   | 256196         | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$857.58    | \$0.00             | \$0.00        |
|                               | Description: RENTALS M.O.T                  |              |                |                                        |     |             |                    |               |
| Total Amount of Payment       |                                             |              |                |                                        |     | \$857.58    | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |                                             |              |                |                                        |     | \$857.58    | \$0.00             | \$0.00        |
| 3160 AMAZON BUSINESS          |                                             |              |                |                                        |     |             |                    |               |
|                               | PO - 20261909                               | 04/01/2026   | 1WFF-1GVY-363T | 0100-1100-0-1110-10000-430000-094-0000 | P   | \$60.10     | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES HH                    |              |                |                                        |     |             |                    |               |
| Total Amount for Warrant      |                                             |              |                |                                        |     | \$60.10     | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |                                             |              |                |                                        |     | \$60.10     | \$0.00             | \$0.00        |
| 4492 AMERICAN INCORPORATED    |                                             |              |                |                                        |     |             |                    |               |
|                               | PO - 20261319                               | 03/30/2026   | 5338958        | 0100-8150-0-0000-81100-580000-043-0000 | F   | \$28,697.00 | \$0.00             | \$0.00        |
|                               | Description: REPLACEMENT OF HVAC M.O.T      |              |                |                                        |     |             |                    |               |
| Total Amount for Warrant      |                                             |              |                |                                        |     | \$28,697.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |                                             |              |                |                                        |     | \$28,697.00 | \$0.00             | \$0.00        |
| 5 A-Z BUS SALES INC.          |                                             |              |                |                                        |     |             |                    |               |
|                               | PO - 20260220                               | 04/07/2026   | INVCOL66367    | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$79.58     | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES AND REPAIRS           |              |                |                                        |     |             |                    |               |
|                               | PO - 20260220                               | 04/06/2026   | INVSAC45499    | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$273.16    | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES AND REPAIRS           |              |                |                                        |     |             |                    |               |
| Total Amount for Warrant      |                                             |              |                |                                        |     | \$352.74    | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |                                             |              |                |                                        |     | \$352.74    | \$0.00             | \$0.00        |
| 12276 BAKERS FLOORING INC     |                                             |              |                |                                        |     |             |                    |               |
|                               | PO - 20261445                               | 03/30/2026   | 1959           | 0100-6762-0-1163-10000-580000-086-0000 | F   | \$19,659.26 | \$0.00             | \$0.00        |
|                               | Description: PC STAGE FLOORING INSTALLATION |              |                |                                        |     |             |                    |               |
| Total Amount for Warrant      |                                             |              |                |                                        |     | \$19,659.26 | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |                                             |              |                |                                        |     | \$19,659.26 | \$0.00             | \$0.00        |
| 10456 BIMBO BAKERIES USA      |                                             |              |                |                                        |     |             |                    |               |
|                               | PO - 20260092                               | 04/03/2026   | 5240           | 1300-5310-0-0000-37000-470001-094-0000 | P   | \$214.00    | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

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                                |        | 04/09/2026   | 5269               | 1300-5310-0-0000-37000-470001-094-0000 | P   | \$75.00    | \$0.00                 | \$0.00     |
|                                              |        | Description: | NUTRITION SERVICES |                                        |     |            |                        |            |
| PO - 20260092                                |        | 03/16/2026   | 5135               | 1300-5310-0-0000-37000-470001-094-0000 | P   | \$353.00   | \$0.00                 | \$0.00     |
|                                              |        | Description: | NUTRITION SERVICES |                                        |     |            |                        |            |
| PO - 20260109                                |        | 04/09/2026   | 5268               | 1300-5310-0-0000-37000-470001-096-0000 | P   | \$213.00   | \$0.00                 | \$0.00     |
|                                              |        | Description: | NUTRITION SERVICES |                                        |     |            |                        |            |
| Total Amount for Warrant                     |        |              |                    |                                        |     | \$855.00   | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                      |        |              |                    |                                        |     | \$855.00   | \$0.00                 | \$0.00     |
| 5558 BRENNTAG PACIFIC INC.                   |        |              |                    |                                        |     |            |                        |            |
| PO - 20260123                                |        | 03/23/2026   | BPI590723          | 0100-0000-0-0000-82000-430000-071-0000 | P   | \$2,132.32 | \$0.00                 | \$0.00     |
|                                              |        | Description: | POOL CHEMICALS HH  |                                        |     |            |                        |            |
| PO - 20260123                                |        | 04/14/2026   | BPI595516          | 0100-0000-0-0000-82000-430000-071-0000 | F   | \$1,915.13 | \$0.00                 | \$0.00     |
|                                              |        | Description: | POOL CHEMICALS HH  |                                        |     |            |                        |            |
| Total Amount for Warrant                     |        |              |                    |                                        |     | \$4,047.45 | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                      |        |              |                    |                                        |     | \$4,047.45 | \$0.00                 | \$0.00     |
| 299 BUS WEST                                 |        |              |                    |                                        |     |            |                        |            |
| PO - 20260223                                |        | 04/07/2026   | XA410066967:02     | 0100-0333-0-0000-36000-430050-000-0000 | P   | \$210.58   | \$0.00                 | \$0.00     |
|                                              |        | Description: | PARTS ANSD REPAIRS |                                        |     |            |                        |            |
| PO - 20260223                                |        | 04/06/2026   | XA410066967:01     | 0100-0333-0-0000-36000-430050-000-0000 | P   | \$284.19   | \$0.00                 | \$0.00     |
|                                              |        | Description: | PARTS AND REPAIRS  |                                        |     |            |                        |            |
| Total Amount for Warrant                     |        |              |                    |                                        |     | \$494.77   | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                      |        |              |                    |                                        |     | \$494.77   | \$0.00                 | \$0.00     |
| 9681 CALIFORNIA STATE BAND CHAMPIONSHIPS     |        |              |                    |                                        |     |            |                        |            |
| PO - 20261954                                |        | 04/01/2026   | 2554-15521-53976   | 0100-1100-0-1156-10000-520000-194-0000 | F   | \$1,175.00 | \$0.00                 | \$0.00     |
|                                              |        | Description: | BAND EVENTS HH     |                                        |     |            |                        |            |
| Total Amount for Warrant                     |        |              |                    |                                        |     | \$1,175.00 | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                      |        |              |                    |                                        |     | \$1,175.00 | \$0.00                 | \$0.00     |
| 10889 CALIFORNIA TURF EQUIPMENT & SUPPLY INC |        |              |                    |                                        |     |            |                        |            |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

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 |
|----------------------------------------------|-------------------------------------|------------|-----------------|----------------------------------------|-----|-------------|------------------------|------------|
| 10889 CALIFORNIA TURF EQUIPMENT & SUPPLY INC |                                     |            |                 |                                        |     |             |                        |            |
|                                              | PO - 20261842                       | 04/01/2026 | 713423          | 0100-0000-0-0000-82000-430000-043-0000 | F   | \$1,298.57  | \$0.00                 | \$0.00     |
|                                              | Description: SUPPLIES M.O.T         |            |                 |                                        |     |             |                        |            |
| Total Amount for Warrant                     |                                     |            |                 |                                        |     | \$1,298.57  | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                      |                                     |            |                 |                                        |     | \$1,298.57  | \$0.00                 | \$0.00     |
| 9961 CALPINE ENERGY SOLUTIONS                |                                     |            |                 |                                        |     |             |                        |            |
|                                              | PV - 260888                         | 04/13/2026 | 261030023166068 | 0100-0000-0-0000-82000-550020-033-0000 |     | \$61,140.40 | \$0.00                 | \$0.00     |
|                                              | Description: UTILITIES              |            |                 |                                        |     |             |                        |            |
|                                              | PV - 260888                         | 04/13/2026 | 261030023166068 | 0100-0334-0-3200-82000-550020-033-0000 |     | \$1,280.63  | \$0.00                 | \$0.00     |
|                                              | Description: UTILITIES EFJ          |            |                 |                                        |     |             |                        |            |
|                                              | PV - 260888                         | 04/13/2026 | 261030023166068 | 0900-0000-0-0000-82000-550020-000-0000 |     | \$637.48    | \$0.00                 | \$0.00     |
|                                              | Description: UTILITIES HOC          |            |                 |                                        |     |             |                        |            |
|                                              | PV - 260888                         | 04/13/2026 | 261030023166068 | 1100-6391-0-0000-82000-550020-000-0000 |     | \$509.34    | \$0.00                 | \$0.00     |
|                                              | Description: UTILITIES HAS          |            |                 |                                        |     |             |                        |            |
| Total Amount for Warrant                     |                                     |            |                 |                                        |     | \$63,567.85 | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                      |                                     |            |                 |                                        |     | \$63,567.85 | \$0.00                 | \$0.00     |
| 327 CAROLINA BIOLOGICAL SUPPLY CO.           |                                     |            |                 |                                        |     |             |                        |            |
|                                              | PO - 20261729                       | 03/11/2026 | 53341074        | 0100-0000-0-1167-10000-430000-094-0000 | F   | \$162.44    | \$0.00                 | \$0.00     |
|                                              | Description: SUPPLIES HH            |            |                 |                                        |     |             |                        |            |
| Total Amount for Warrant                     |                                     |            |                 |                                        |     | \$162.44    | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                      |                                     |            |                 |                                        |     | \$162.44    | \$0.00                 | \$0.00     |
| 357 CDT INC.                                 |                                     |            |                 |                                        |     |             |                        |            |
|                                              | PO - 20260118                       | 03/31/2026 | 64918           | 0100-0333-0-0000-36000-580000-000-0000 | P   | \$66.00     | \$0.00                 | \$0.00     |
|                                              | Description: DOT TESTING            |            |                 |                                        |     |             |                        |            |
| Total Amount for Warrant                     |                                     |            |                 |                                        |     | \$66.00     | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                      |                                     |            |                 |                                        |     | \$66.00     | \$0.00                 | \$0.00     |
| 11803 CEN CAL BATTERIES                      |                                     |            |                 |                                        |     |             |                        |            |
|                                              | PO - 20261429                       | 03/23/2026 | 2566            | 0100-0333-0-0000-36000-430000-000-0000 | F   | \$1,169.10  | \$0.00                 | \$0.00     |
|                                              | Description: BATTERIES AND SUPPLIES |            |                 |                                        |     |             |                        |            |
| Total Amount for Warrant                     |                                     |            |                 |                                        |     | \$1,169.10  | \$0.00                 | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                                      | Ref<br>No | Inv.<br>Date | Inv.<br>No | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax<br>Taxable | Amount<br>Tax |
|---------------------------------------------|-----------|--------------|------------|----------------------------------------|-----|------------|--------------------|---------------|
| Total Amount Per Vendor                     |           |              |            |                                        |     | \$1,169.10 | \$0.00             | \$0.00        |
| 4579 Central Valley Refrigeration           |           |              |            |                                        |     |            |                    |               |
| PO - 20261554                               |           | 03/18/2026   | 68141      | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$247.00   | \$0.00             | \$0.00        |
| Description: SERVICE CALLS M.O.T            |           |              |            |                                        |     |            |                    |               |
| PO - 20261554                               |           | 03/02/2026   | 67806      | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$542.98   | \$0.00             | \$0.00        |
| Description: SERVICE CALLS M.O.T            |           |              |            |                                        |     |            |                    |               |
| PO - 20261554                               |           | 03/12/2026   | 68021      | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$1,422.16 | \$0.00             | \$0.00        |
| Description: SERVICE CALLS M.O.T            |           |              |            |                                        |     |            |                    |               |
| PO - 20261554                               |           | 03/12/2026   | 68018      | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$545.88   | \$0.00             | \$0.00        |
| Description: SERVICE CALLS M.O.T            |           |              |            |                                        |     |            |                    |               |
| PO - 20261554                               |           | 03/20/2026   | 68214      | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$337.48   | \$0.00             | \$0.00        |
| Description: SERVICE CALLS M.O.T            |           |              |            |                                        |     |            |                    |               |
| PO - 20261554                               |           | 03/13/2026   | 68039      | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$249.44   | \$0.00             | \$0.00        |
| Description: SERVICE CALLS M.O.T            |           |              |            |                                        |     |            |                    |               |
| PO - 20261554                               |           | 03/17/2026   | 68090      | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$497.71   | \$0.00             | \$0.00        |
| Description: SERVICE CALLS M.O.T            |           |              |            |                                        |     |            |                    |               |
| PO - 20261554                               |           | 03/04/2026   | 67891      | 0100-8150-0-0000-81100-560000-043-0000 | F   | \$451.14   | \$0.00             | \$0.00        |
| Description: SERVICE CALLS M.O.T            |           |              |            |                                        |     |            |                    |               |
| PO - 20261724                               |           | 03/27/2026   | 68357      | 0100-8150-0-0000-81100-560000-043-0000 | F   | \$3,850.00 | \$0.00             | \$0.00        |
| Description: REPAIRS M.O.T                  |           |              |            |                                        |     |            |                    |               |
| PO - 20261742                               |           | 03/02/2026   | 67759      | 1300-5310-0-0000-37000-560000-094-0000 | P   | \$517.91   | \$0.00             | \$0.00        |
| Description: CAFETERIA EQUIPMENT REPAIRS HH |           |              |            |                                        |     |            |                    |               |
| PO - 20261742                               |           | 03/12/2026   | 68015      | 1300-5310-0-0000-37000-560000-096-0000 | P   | \$391.44   | \$0.00             | \$0.00        |
| Description: CAFETERIA EQUIPMENT REPAIRS HW |           |              |            |                                        |     |            |                    |               |
| PO - 20261742                               |           | 03/02/2026   | 67809      | 1300-5310-0-0000-37000-560000-096-0000 | F   | \$398.18   | \$0.00             | \$0.00        |
| Description: CAFETERIA EQUIPMENT REPAIRS HW |           |              |            |                                        |     |            |                    |               |
| Total Amount for Warrant                    |           |              |            |                                        |     | \$9,451.32 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                     |           |              |            |                                        |     | \$9,451.32 | \$0.00             | \$0.00        |
| 6561 CHEMSEARCH                             |           |              |            |                                        |     |            |                    |               |
| * PO - 20260128                             |           | 04/01/2026   | 9568255    | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$970.18   | \$0.00             | \$0.00        |
| Description: ANNUAL WATER TREATMENT M.O.T   |           |              |            |                                        |     |            |                    |               |
| * PO - 20260128                             |           | 04/01/2026   | 9567337    | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$772.03   | \$0.00             | \$0.00        |
| Description: ANNUAL WATER TREATMENT M.O.T   |           |              |            |                                        |     |            |                    |               |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                    | Ref No                           | Inv. Date  | Inv. No          | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax Taxable | Amount Tax |
|---------------------------|----------------------------------|------------|------------------|----------------------------------------|-----|------------|-----------------|------------|
| 6561 CHEMSEARCH           |                                  |            |                  |                                        |     |            |                 |            |
| *                         | PO - 20261837                    | 03/27/2026 | 9561020          | 0100-8150-0-0000-81100-430000-043-0000 | F   | \$856.74   | \$0.00          | \$0.00     |
|                           | Description: SUPPLIES M.O.T      |            |                  |                                        |     |            |                 |            |
| Total Amount of Payment   |                                  |            |                  |                                        |     | \$2,598.95 | \$0.00          | \$0.00     |
| Total Amount Per Vendor   |                                  |            |                  |                                        |     | \$2,598.95 | \$0.00          | \$0.00     |
| 2790 CMEA CENTRAL SECTION |                                  |            |                  |                                        |     |            |                 |            |
|                           | PO - 20261965                    | 04/08/2026 | 35301-22471-3558 | 0100-0308-0-1110-10000-520000-094-8106 | F   | \$100.00   | \$0.00          | \$0.00     |
|                           | Description: VISALIA FESTIVAL HH |            |                  |                                        |     |            |                 |            |
| Total Amount for Warrant  |                                  |            |                  |                                        |     | \$100.00   | \$0.00          | \$0.00     |
| Total Amount Per Vendor   |                                  |            |                  |                                        |     | \$100.00   | \$0.00          | \$0.00     |
| 8671 DAIKIN APPLIED       |                                  |            |                  |                                        |     |            |                 |            |
|                           | PO - 20260473                    | 04/02/2026 | 3584920          | 0100-8150-0-0000-81100-560000-043-0000 | F   | \$3,293.00 | \$0.00          | \$0.00     |
|                           | Description: PM SERVICE M.O.T    |            |                  |                                        |     |            |                 |            |
| Total Amount for Warrant  |                                  |            |                  |                                        |     | \$3,293.00 | \$0.00          | \$0.00     |
| Total Amount Per Vendor   |                                  |            |                  |                                        |     | \$3,293.00 | \$0.00          | \$0.00     |
| 12060 DANNY BOY CHARTER   |                                  |            |                  |                                        |     |            |                 |            |
|                           | PO - 20261669                    | 03/26/2026 | 639              | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$2,800.00 | \$0.00          | \$0.00     |
|                           | Description: PARTNERSHIP HW      |            |                  |                                        |     |            |                 |            |
|                           | PO - 20261785                    | 03/17/2026 | 647              | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,450.00 | \$0.00          | \$0.00     |
|                           | Description: TRACK SP            |            |                  |                                        |     |            |                 |            |
|                           | PO - 20261833                    | 03/19/2026 | 658              | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$2,900.00 | \$0.00          | \$0.00     |
|                           | Description: TRACK SP            |            |                  |                                        |     |            |                 |            |
|                           | PO - 20261856                    | 03/27/2026 | 652              | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,650.00 | \$0.00          | \$0.00     |
|                           | Description: TRACK SP            |            |                  |                                        |     |            |                 |            |
| Total Amount for Warrant  |                                  |            |                  |                                        |     | \$8,800.00 | \$0.00          | \$0.00     |
| Total Amount Per Vendor   |                                  |            |                  |                                        |     | \$8,800.00 | \$0.00          | \$0.00     |
| 10512 EMBI TEC            |                                  |            |                  |                                        |     |            |                 |            |
|                           | PO - 20261730                    | 03/13/2026 | 53263            | 0100-0000-0-1167-10000-430000-094-0000 | F   | \$167.34   | \$0.00          | \$0.00     |
|                           | Description: MINILAB HH          |            |                  |                                        |     |            |                 |            |
|                           | PO - 20261730                    | 03/13/2026 | 53263            | 0100-1100-0-1167-10000-430000-094-0000 | F   | \$270.09   | \$0.00          | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                            | Ref<br>No | Inv.<br>Date                 | Inv.<br>No | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount     | Use Tax<br>Taxable | Amount<br>Tax |
|-----------------------------------|-----------|------------------------------|------------|----------------------------------------|-----|------------|--------------------|---------------|
| 10512 EMBI TEC                    |           |                              |            |                                        |     |            |                    |               |
|                                   |           | Description: MINILAB HH      |            |                                        |     |            |                    |               |
| Total Amount for Warrant          |           |                              |            |                                        |     | \$437.43   | \$0.00             | \$0.00        |
| Total Amount Per Vendor           |           |                              |            |                                        |     | \$437.43   | \$0.00             | \$0.00        |
| 2602 ENTERPRISE LEASING           |           |                              |            |                                        |     |            |                    |               |
| PO - 20260228                     |           | 03/10/2026 2LDNSX            |            | 0100-0000-0-0000-36000-560000-044-0000 | P   | \$544.71   | \$0.00             | \$0.00        |
|                                   |           | Description: VEHICLE RENTALS |            |                                        |     |            |                    |               |
| PO - 20260228                     |           | 03/12/2026 2N274L            |            | 0100-0000-0-0000-36000-560000-044-0000 | P   | \$415.92   | \$0.00             | \$0.00        |
|                                   |           | Description: VEHICLE RENTALS |            |                                        |     |            |                    |               |
| PO - 20260228                     |           | 03/16/2026 2P66YT            |            | 0100-0000-0-0000-36000-560000-044-0000 | P   | \$279.47   | \$0.00             | \$0.00        |
|                                   |           | Description: VEHICLE RENTALS |            |                                        |     |            |                    |               |
| PO - 20260228                     |           | 03/25/2026 2P68X3            |            | 0100-0000-0-0000-36000-560000-044-0000 | P   | \$381.90   | \$0.00             | \$0.00        |
|                                   |           | Description: VEHICLE RENTALS |            |                                        |     |            |                    |               |
| PO - 20260228                     |           | 04/01/2026 2RZKSN            |            | 0100-0000-0-0000-36000-560000-044-0000 | P   | \$648.29   | \$0.00             | \$0.00        |
|                                   |           | Description: VEHICLE RENTALS |            |                                        |     |            |                    |               |
| PO - 20260228                     |           | 03/05/2026 2JFXNQ            |            | 0100-0000-0-0000-36000-560000-044-0000 | P   | \$628.09   | \$0.00             | \$0.00        |
|                                   |           | Description: VEHICLE RENTALS |            |                                        |     |            |                    |               |
| PO - 20260228                     |           | 04/01/2026 2KHFZB            |            | 0100-0000-0-0000-36000-560000-044-0000 | P   | \$337.87   | \$0.00             | \$0.00        |
|                                   |           | Description: VEHICLE RENTALS |            |                                        |     |            |                    |               |
| PO - 20260228                     |           | 03/09/2026 2L9HKN            |            | 0100-0000-0-0000-36000-560000-044-0000 | P   | \$274.93   | \$0.00             | \$0.00        |
|                                   |           | Description: VEHICLE RENTALS |            |                                        |     |            |                    |               |
| PO - 20260228                     |           | 03/10/2026 2LC66V            |            | 0100-0000-0-0000-36000-560000-044-0000 | P   | \$668.52   | \$0.00             | \$0.00        |
|                                   |           | Description: VEHICLE RENTALS |            |                                        |     |            |                    |               |
| PO - 20260228                     |           | 03/10/2026 2LD6DK            |            | 0100-0000-0-0000-36000-560000-044-0000 | P   | \$646.78   | \$0.00             | \$0.00        |
|                                   |           | Description: VEHICLE RENTALS |            |                                        |     |            |                    |               |
| Total Amount for Warrant          |           |                              |            |                                        |     | \$4,826.48 | \$0.00             | \$0.00        |
| Total Amount Per Vendor           |           |                              |            |                                        |     | \$4,826.48 | \$0.00             | \$0.00        |
| 685 EWING IRRIGATION PRODUCTS INC |           |                              |            |                                        |     |            |                    |               |
| * PO - 20260134                   |           | 04/03/2026 29703267          |            | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$177.05   | \$0.00             | \$0.00        |
|                                   |           | Description: SUPPLIES M.O.T  |            |                                        |     |            |                    |               |
| Total Amount of Payment           |           |                              |            |                                        |     | \$177.05   | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                                     | Ref<br>No | Inv.<br>Date | Inv.<br>No | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount   | Use Tax<br>Taxable | Amount<br>Tax |
|--------------------------------------------|-----------|--------------|------------|----------------------------------------|-----|----------|--------------------|---------------|
| Total Amount Per Vendor                    |           |              |            |                                        |     | \$177.05 | \$0.00             | \$0.00        |
| 10459 FAST FEDERAL CREDIT UNION            |           |              |            |                                        |     |          |                    |               |
| PO - 20260176                              |           | 03/27/2026   | COSTCO     | 0100-0000-0-0000-71500-430000-041-0000 | P   | \$12.98  | \$0.00             | \$0.00        |
| Description: SUPPLIES                      |           |              |            |                                        |     |          |                    |               |
| PO - 20260176                              |           | 03/27/2026   | COSTCO     | 0100-0000-0-0000-71500-430000-041-0000 | P   | \$290.99 | \$0.00             | \$0.00        |
| Description: SUPPLIES                      |           |              |            |                                        |     |          |                    |               |
| Total Amount for Warrant                   |           |              |            |                                        |     | \$303.97 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                    |           |              |            |                                        |     | \$303.97 | \$0.00             | \$0.00        |
| 4604 FERRELLGAS INC                        |           |              |            |                                        |     |          |                    |               |
| * PO - 20260216                            |           | 03/12/2026   | 1133326730 | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$61.99  | \$0.00             | \$0.00        |
| Description: PROPANE M.O.T                 |           |              |            |                                        |     |          |                    |               |
| * PO - 20260216                            |           | 03/19/2026   | 1133397737 | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$63.48  | \$0.00             | \$0.00        |
| Description: PROPANE M.O.T                 |           |              |            |                                        |     |          |                    |               |
| Total Amount of Payment                    |           |              |            |                                        |     | \$125.47 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                    |           |              |            |                                        |     | \$125.47 | \$0.00             | \$0.00        |
| 12249 FRESNO MOBILE RADIO                  |           |              |            |                                        |     |          |                    |               |
| PO - 20261212                              |           | 03/31/2026   | 71828      | 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        |
| 10023 FRIENDS OF THE BULLDOG MARCHING BAND |           |              |            |                                        |     |          |                    |               |
| PO - 20261956                              |           | 04/10/2026   | 26-SCC-006 | 0100-1100-0-1156-10000-520000-194-0000 | F   | \$475.00 | \$0.00             | \$0.00        |
| Description: REGISTRATION FEE HH           |           |              |            |                                        |     |          |                    |               |
| Total Amount for Warrant                   |           |              |            |                                        |     | \$475.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                    |           |              |            |                                        |     | \$475.00 | \$0.00             | \$0.00        |
| 10211 GOLD STAR FOODS INC.                 |           |              |            |                                        |     |          |                    |               |
| PO - 20260093                              |           | 04/07/2026   | 10218674   | 1300-5310-0-0000-37000-470001-094-0000 | P   | \$567.89 | \$0.00             | \$0.00        |
| Description: NUTRITION SERVICES            |           |              |            |                                        |     |          |                    |               |
| PO - 20260093                              |           | 04/07/2026   | 10278209   | 1300-5310-0-0000-37000-470001-094-0000 | P   | \$11.64  | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

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. |        |              |                    |                                        |     |            |                 |            |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260093              |        | 04/07/2026   | 10260433           | 1300-5310-0-0000-37000-470002-094-0000 | P   | \$21.60    | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260093              |        | 04/07/2026   | 10218674           | 1300-5310-0-0000-37000-470002-094-0000 | P   | \$173.87   | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260111              |        | 04/07/2026   | 10260436           | 1300-5310-0-0000-37000-470001-095-0000 | P   | \$13.50    | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260111              |        | 04/07/2026   | 10174836           | 1300-5310-0-0000-37000-470001-095-0000 | P   | \$188.96   | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260111              |        | 04/07/2026   | 10174503           | 1300-5310-0-0000-37000-470001-095-0000 | P   | \$35.88    | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260111              |        | 04/07/2026   | 10174836           | 1300-5310-0-0000-37000-470002-095-0000 | P   | \$502.60   | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260112              |        | 03/27/2026   | 10227261           | 1300-5310-0-0000-37000-470001-096-0000 | P   | \$353.85   | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260112              |        | 04/07/2026   | 10219308           | 1300-5310-0-0000-37000-470001-096-0000 | P   | \$19.90    | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260112              |        | 04/07/2026   | 10260434           | 1300-5310-0-0000-37000-470001-096-0000 | P   | \$18.90    | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260112              |        | 03/27/2026   | 10226611           | 1300-5310-0-0000-37000-470000-096-0000 | P   | \$68.10    | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260112              |        | 03/27/2026   | 10227261           | 1300-5310-0-0000-37000-470002-096-0000 | P   | \$1,429.14 | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260112              |        | 04/07/2026   | 10219308           | 1300-5310-0-0000-37000-470002-096-0000 | P   | \$876.85   | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260113              |        | 04/07/2026   | 10239237           | 1300-5310-0-0000-37000-470002-052-0000 | P   | \$361.85   | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| PO - 20260113              |        | 04/07/2026   | 10239237           | 1300-5310-0-0000-37000-470000-052-0000 | P   | \$28.33    | \$0.00          | \$0.00     |
|                            |        | Description: | NUTRITION SERVICES |                                        |     |            |                 |            |
| Total Amount for Warrant   |        |              |                    |                                        |     | \$4,672.86 | \$0.00          | \$0.00     |
| Total Amount Per Vendor    |        |              |                    |                                        |     | \$4,672.86 | \$0.00          | \$0.00     |

2529 HANFORD AUTO &amp; TRUCK PARTS INC

\* = Credit Card Payment



Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

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 |
|------------------------------------------|--------|------------|---------------|----------------------------------------|-----|-------------|------------------------|------------|
| 2529 HANFORD AUTO & TRUCK PARTS INC      |        |            |               |                                        |     |             |                        |            |
| CM - 260143                              |        | 04/03/2026 | 511801        | 0100-0333-0-0000-36000-440000-000-0000 |     | -\$5,144.53 | \$0.00                 | \$0.00     |
| Description: CREDIT FOR INVOICE 511790   |        |            |               |                                        |     |             |                        |            |
| PO - 20261797                            |        | 04/03/2026 | 511802        | 0100-0333-0-0000-36000-440000-000-0000 | P   | \$5,209.86  | \$0.00                 | \$0.00     |
| Description: AIR CONDIONING UNIT         |        |            |               |                                        |     |             |                        |            |
| PO - 20261797                            |        | 04/02/2026 | 511790        | 0100-0333-0-0000-36000-440000-000-0000 | F   | \$5,144.53  | \$0.00                 | \$0.00     |
| Description: AIR CODITIONING UNIT        |        |            |               |                                        |     |             |                        |            |
| Total Amount for Warrant                 |        |            |               |                                        |     | \$5,209.86  | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                  |        |            |               |                                        |     | \$5,209.86  | \$0.00                 | \$0.00     |
| 5440 J.W. PEPPER & SON INC.              |        |            |               |                                        |     |             |                        |            |
| * PO - 20260344                          |        | 04/08/2026 | 368490831     | 0100-1100-0-1156-10000-430000-196-0000 | P   | \$65.00     | \$0.00                 | \$0.00     |
| Description: MUSIC HW                    |        |            |               |                                        |     |             |                        |            |
| * PO - 20260344                          |        | 04/08/2026 | 368490832     | 0100-1100-0-1156-10000-430000-196-0000 | P   | \$16.00     | \$0.00                 | \$0.00     |
| Description: MUSIC HW                    |        |            |               |                                        |     |             |                        |            |
| * PO - 20260559                          |        | 04/08/2026 | 368492490     | 0100-0308-0-1110-10000-430000-094-8106 | P   | \$52.99     | \$0.00                 | \$0.00     |
| Description: SHEET MUSIC HH              |        |            |               |                                        |     |             |                        |            |
| * PO - 20260559                          |        | 04/09/2026 | 368494606     | 0100-0308-0-1110-10000-430000-094-8106 | P   | \$33.40     | \$0.00                 | \$0.00     |
| Description: SHEET MUSIC HH              |        |            |               |                                        |     |             |                        |            |
| * PO - 20260559                          |        | 04/09/2026 | 368494429     | 0100-0308-0-1110-10000-430000-094-8106 | P   | \$66.10     | \$0.00                 | \$0.00     |
| Description: SHEET MUSIC HH              |        |            |               |                                        |     |             |                        |            |
| * PO - 20260559                          |        | 04/09/2026 | 368494428     | 0100-0308-0-1110-10000-430000-094-8106 | P   | \$33.40     | \$0.00                 | \$0.00     |
| Description: SHEET MUSIC HH              |        |            |               |                                        |     |             |                        |            |
| Total Amount of Payment                  |        |            |               |                                        |     | \$266.89    | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                  |        |            |               |                                        |     | \$266.89    | \$0.00                 | \$0.00     |
| 11443 JAY, JAMES                         |        |            |               |                                        |     |             |                        |            |
| PV - 260890                              |        | 04/10/2026 | FREEDOM DREAM | 0100-7399-0-1110-10000-520000-052-0000 |     | \$374.10    | \$0.00                 | \$0.00     |
| Description: FREEDOM DREAMING CONFERENCE |        |            |               |                                        |     |             |                        |            |
| Total Amount for Warrant                 |        |            |               |                                        |     | \$374.10    | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                  |        |            |               |                                        |     | \$374.10    | \$0.00                 | \$0.00     |
| 10297 JH TACKETT MARKETING               |        |            |               |                                        |     |             |                        |            |
| PO - 20261914                            |        | 04/09/2026 | 902740        | 0100-0307-0-0000-83000-430000-047-0000 | F   | \$134.19    | \$0.00                 | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                                               | Ref<br>No  | Inv.<br>Date | Inv.<br>No | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|------------------------------------------------------|------------|--------------|------------|----------------------------------------|-----|-------------|--------------------|---------------|
| 10297 JH TACKETT MARKETING                           |            |              |            |                                        |     |             |                    |               |
| Description: CAMPUS SAFETY                           |            |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant                             |            |              |            |                                        |     | \$134.19    | \$0.00             | \$0.00        |
| Total Amount Per Vendor                              |            |              |            |                                        |     | \$134.19    | \$0.00             | \$0.00        |
| 11161 KEENAN & ASSOCIATES                            |            |              |            |                                        |     |             |                    |               |
| PV - 260897                                          | 02/05/2026 | 333980       |            | 0100-0000-0-0000-72000-545000-018-0000 |     | \$3,804.00  | \$0.00             | \$0.00        |
| Description: LOSS CONTROL SERVICES 25/26             |            |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant                             |            |              |            |                                        |     | \$3,804.00  | \$0.00             | \$0.00        |
| Total Amount Per Vendor                              |            |              |            |                                        |     | \$3,804.00  | \$0.00             | \$0.00        |
| 1137 KINGS COUNTY MOBILE GLASS                       |            |              |            |                                        |     |             |                    |               |
| PO - 20260236                                        | 03/18/2026 | W059190      |            | 0100-0333-0-0000-36000-560000-000-0000 | P   | \$312.94    | \$0.00             | \$0.00        |
| Description: GLASS REPAIRS                           |            |              |            |                                        |     |             |                    |               |
| PO - 20260236                                        | 02/25/2026 | W059060      |            | 0100-0333-0-0000-36000-560000-000-0000 | P   | \$75.78     | \$0.00             | \$0.00        |
| Description: GLASS REPAIRS                           |            |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant                             |            |              |            |                                        |     | \$388.72    | \$0.00             | \$0.00        |
| Total Amount Per Vendor                              |            |              |            |                                        |     | \$388.72    | \$0.00             | \$0.00        |
| 1152 KINGS WASTE & RECYCLING AUTH.                   |            |              |            |                                        |     |             |                    |               |
| PO - 20261453                                        | 03/31/2026 | 272          |            | 0100-0000-0-0000-82000-580000-043-0000 | P   | \$614.30    | \$0.00             | \$0.00        |
| Description: WASTE M.O.T                             |            |              |            |                                        |     |             |                    |               |
| PO - 20261453                                        | 03/31/2026 | 257          |            | 0100-0000-0-0000-82000-580000-043-0000 | P   | \$1,743.70  | \$0.00             | \$0.00        |
| Description: WASTE M.O.T                             |            |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant                             |            |              |            |                                        |     | \$2,358.00  | \$0.00             | \$0.00        |
| Total Amount Per Vendor                              |            |              |            |                                        |     | \$2,358.00  | \$0.00             | \$0.00        |
| 1172 LAGUNA CLAY COMPANY                             |            |              |            |                                        |     |             |                    |               |
| * PO - 20261959                                      | 04/01/2026 | SQ130383     |            | 3560-7710-0-0000-85000-640000-095-1365 | P   | \$26,539.90 | \$0.00             | \$0.00        |
| Description: DEPOSIT CUSTOM GAS KILN & FURNITURE KIT |            |              |            |                                        |     |             |                    |               |
| Total Amount of Payment                              |            |              |            |                                        |     | \$26,539.90 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                              |            |              |            |                                        |     | \$26,539.90 | \$0.00             | \$0.00        |
| 1184 LAWRENCE TRACTOR CO. INC.                       |            |              |            |                                        |     |             |                    |               |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                          | Ref<br>No                       | Inv.<br>Date | Inv.<br>No      | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax<br>Taxable | Amount<br>Tax |
|---------------------------------|---------------------------------|--------------|-----------------|----------------------------------------|-----|------------|--------------------|---------------|
| 1184 LAWRENCE TRACTOR CO. INC.  |                                 |              |                 |                                        |     |            |                    |               |
|                                 | PO - 20260295                   | 02/17/2026   | 790135          | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$1,644.26 | \$0.00             | \$0.00        |
|                                 | Description: PARTS AND SUPPLIES |              |                 |                                        |     |            |                    |               |
|                                 | PO - 20260295                   | 04/10/2026   | 800894          | 0100-0333-0-0000-36000-430000-000-0000 | F   | \$321.74   | \$0.00             | \$0.00        |
|                                 | Description: PARTS AND SUPPLIES |              |                 |                                        |     |            |                    |               |
| Total Amount for Warrant        |                                 |              |                 |                                        |     | \$1,966.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor         |                                 |              |                 |                                        |     | \$1,966.00 | \$0.00             | \$0.00        |
| 3945 LESLIE'S POOL SUPPLIES     |                                 |              |                 |                                        |     |            |                    |               |
| *                               | PO - 20260480                   | 04/10/2026   | 00373-02-103316 | 0100-0000-0-0000-82000-430000-063-0000 | F   | \$356.14   | \$0.00             | \$0.00        |
|                                 | Description: SP POOL            |              |                 |                                        |     |            |                    |               |
| *                               | PO - 20260480                   | 04/10/2026   | 00373-02-103316 | 0100-0000-0-0000-82000-430000-071-0000 | F   | \$356.15   | \$0.00             | \$0.00        |
|                                 | Description: HH POOL            |              |                 |                                        |     |            |                    |               |
| Total Amount of Payment         |                                 |              |                 |                                        |     | \$712.29   | \$0.00             | \$0.00        |
| Total Amount Per Vendor         |                                 |              |                 |                                        |     | \$712.29   | \$0.00             | \$0.00        |
| 1574 LINDE GAS & EQUIPMENT INC. |                                 |              |                 |                                        |     |            |                    |               |
| *                               | PO - 20260147                   | 03/25/2026   | 55710856        | 0100-0000-0-0000-82000-430000-063-0000 | P   | \$620.26   | \$0.00             | \$0.00        |
|                                 | Description: SP POOL            |              |                 |                                        |     |            |                    |               |
| Total Amount of Payment         |                                 |              |                 |                                        |     | \$620.26   | \$0.00             | \$0.00        |
| Total Amount Per Vendor         |                                 |              |                 |                                        |     | \$620.26   | \$0.00             | \$0.00        |
| 6898 LOWE'S                     |                                 |              |                 |                                        |     |            |                    |               |
|                                 | PO - 20261592                   | 03/04/2026   | 973724          | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$72.88    | \$0.00             | \$0.00        |
|                                 | Description: SUPPLIES M.O.T     |              |                 |                                        |     |            |                    |               |
|                                 | PO - 20261592                   | 03/05/2026   | 977284          | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$12.08    | \$0.00             | \$0.00        |
|                                 | Description: SUPPLIES M.O.T     |              |                 |                                        |     |            |                    |               |
|                                 | PO - 20261592                   | 03/05/2026   | 976212          | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$18.49    | \$0.00             | \$0.00        |
|                                 | Description: SUPPLIES M.O.T     |              |                 |                                        |     |            |                    |               |
|                                 | PO - 20261592                   | 03/05/2026   | 976551          | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$343.35   | \$0.00             | \$0.00        |
|                                 | Description: SUPPLIES M.O.T     |              |                 |                                        |     |            |                    |               |
|                                 | PO - 20261592                   | 03/06/2026   | 978347          | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$61.68    | \$0.00             | \$0.00        |
|                                 | Description: SUPPLIES M.O.T     |              |                 |                                        |     |            |                    |               |
|                                 | PO - 20261592                   | 03/06/2026   | 979606          | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$115.17   | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor        | Ref No                      | Inv. Date | Inv. No | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount   | Use Tax Taxable | Amount Tax |
|---------------|-----------------------------|-----------|---------|----------------------------------------|-----|----------|-----------------|------------|
| 6898 LOWE'S   |                             |           |         |                                        |     |          |                 |            |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 03/12/2026 995125           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$117.01 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 03/16/2026 977367           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$98.66  | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 03/17/2026 980215           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$21.13  | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 03/20/2026 989254           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$260.07 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 03/20/2026 989209           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$316.96 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 03/27/2026 979258           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$174.76 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 03/28/2026 981740           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$219.00 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 04/01/2026 994227           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$27.70  | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 03/25/2026 973491           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$196.34 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 03/27/2026 978796           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$49.52  | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261592 | 03/18/2026 983583           |           |         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$54.94  | \$0.00          | \$0.00     |
|               | Description: SUPPLIES M.O.T |           |         |                                        |     |          |                 |            |
| PO - 20261608 | 03/03/2026 973055           |           |         | 0100-6387-6-3808-10000-430000-094-2000 | P   | \$529.96 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES HH    |           |         |                                        |     |          |                 |            |
| PO - 20261608 | 03/04/2026 975577           |           |         | 0100-6387-6-3808-10000-430000-094-2000 | P   | \$310.42 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES HH    |           |         |                                        |     |          |                 |            |
| PO - 20261608 | 03/16/2026 979575           |           |         | 0100-6387-6-3808-10000-430000-094-2000 | P   | \$950.72 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES HH    |           |         |                                        |     |          |                 |            |
| PO - 20261608 | 03/17/2026 982558           |           |         | 0100-6387-6-3808-10000-430000-094-2000 | P   | \$201.73 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES HH    |           |         |                                        |     |          |                 |            |
| PO - 20261608 | 03/23/2026 999971           |           |         | 0100-6387-6-3808-10000-430000-094-2000 | P   | \$754.30 | \$0.00          | \$0.00     |
|               | Description: SUPPLIES HH    |           |         |                                        |     |          |                 |            |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                          | Ref No | Inv. Date  | Inv. No   | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount     | Use Tax Taxable | Amount Tax |
|---------------------------------|--------|------------|-----------|----------------------------------------|-----|------------|-----------------|------------|
| 6898 LOWE'S                     |        |            |           |                                        |     |            |                 |            |
| PO - 20261608                   |        | 03/24/2026 | 972713    | 0100-6387-6-3808-10000-430000-094-2000 | P   | \$181.91   | \$0.00          | \$0.00     |
| Description: SUPPLIES HH        |        |            |           |                                        |     |            |                 |            |
| PO - 20261608                   |        | 03/25/2026 | 975264    | 0100-6387-6-3808-10000-430000-094-2000 | P   | \$41.05    | \$0.00          | \$0.00     |
| Description: SUPPLIES HH        |        |            |           |                                        |     |            |                 |            |
| PO - 20261608                   |        | 03/25/2026 | 973127    | 0100-6387-6-3808-10000-430000-094-2000 | P   | \$116.20   | \$0.00          | \$0.00     |
| Description: SUPPLIES HH        |        |            |           |                                        |     |            |                 |            |
| PO - 20261689                   |        | 03/16/2026 | 977381    | 0100-3550-0-3808-10000-430000-094-0000 | P   | \$382.04   | \$0.00          | \$0.00     |
| Description: SUPPLIES HH        |        |            |           |                                        |     |            |                 |            |
| PO - 20261689                   |        | 03/17/2026 | 982551    | 0100-3550-0-3808-10000-430000-094-0000 | P   | \$129.45   | \$0.00          | \$0.00     |
| Description: SUPPLIES HH        |        |            |           |                                        |     |            |                 |            |
| PO - 20261726                   |        | 03/11/2026 | 971448    | 0100-3550-0-3801-10000-430000-094-0102 | P   | \$389.55   | \$0.00          | \$0.00     |
| Description: SUPPLIES HH        |        |            |           |                                        |     |            |                 |            |
| PO - 20261854                   |        | 03/30/2026 | 988017    | 0100-0000-0-0000-77000-430000-013-0000 | P   | \$38.38    | \$0.00          | \$0.00     |
| Description: SUPPLIES IT        |        |            |           |                                        |     |            |                 |            |
| Total Amount for Warrant        |        |            |           |                                        |     | \$6,185.45 | \$0.00          | \$0.00     |
| Total Amount Per Vendor         |        |            |           |                                        |     | \$6,185.45 | \$0.00          | \$0.00     |
| 1268 MAJOR SYSCO                |        |            |           |                                        |     |            |                 |            |
| CM - 260136                     |        | 04/14/2026 | 484926468 | 1300-5310-0-0000-37000-470002-094-0000 |     | -\$77.24   | \$0.00          | \$0.00     |
| Description: CM 484926468       |        |            |           |                                        |     |            |                 |            |
| CM - 260137                     |        | 03/28/2026 | 484911723 | 1300-5310-0-0000-37000-470001-095-0000 |     | -\$138.06  | \$0.00          | \$0.00     |
| Description: CM 484911723       |        |            |           |                                        |     |            |                 |            |
| CM - 260138                     |        | 04/11/2026 | 184A8461z | 1300-5310-0-0000-37000-470001-096-0000 |     | -\$28.52   | \$0.00          | \$0.00     |
| Description: CM 184A8461z       |        |            |           |                                        |     |            |                 |            |
| PO - 20260095                   |        | 04/09/2026 | 484928077 | 1300-5310-0-0000-37000-470001-094-0000 | P   | \$752.23   | \$0.00          | \$0.00     |
| Description: NUTRITION SERVICES |        |            |           |                                        |     |            |                 |            |
| PO - 20260102                   |        | 04/09/2026 | 484928279 | 1300-5310-0-0000-37000-470002-096-0000 | P   | \$1,843.58 | \$0.00          | \$0.00     |
| Description: NUTRITION SERVICES |        |            |           |                                        |     |            |                 |            |
| PV - 260884                     |        | 04/09/2026 | 484869097 | 1300-5310-0-0000-37000-470001-094-0000 |     | \$5,906.98 | \$0.00          | \$0.00     |
| PV - 260884                     |        | 04/09/2026 | 484928076 | 1300-5310-0-0000-37000-470002-094-0000 |     | \$417.47   | \$0.00          | \$0.00     |
| PV - 260884                     |        | 04/06/2026 | 484924408 | 1300-5310-0-0000-37000-470002-094-0000 |     | \$4,606.44 | \$0.00          | \$0.00     |
| PV - 260885                     |        | 04/09/2026 | 484928282 | 1300-5310-0-0000-37000-470001-095-0000 |     | \$2,875.76 | \$0.00          | \$0.00     |
| PV - 260885                     |        | 04/06/2026 | 484924403 | 1300-5310-0-0000-37000-470001-095-0000 |     | \$1,734.39 | \$0.00          | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                              | Ref<br>No | Inv.<br>Date | Inv.<br>No | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------------|-----------|--------------|------------|----------------------------------------|-----|-------------|--------------------|---------------|
| 1268 MAJOR SYSCO                    |           |              |            |                                        |     |             |                    |               |
| PV - 260885                         |           | 04/09/2026   | 484928283  | 1300-5310-0-0000-37000-470002-095-0000 |     | \$2,116.89  | \$0.00             | \$0.00        |
| PV - 260885                         |           | 04/06/2026   | 484924404  | 1300-5310-0-0000-37000-470002-095-0000 |     | \$1,688.71  | \$0.00             | \$0.00        |
| PV - 260886                         |           | 04/09/2026   | 484928280  | 1300-5310-0-0000-37000-470001-096-0000 |     | \$2,653.42  | \$0.00             | \$0.00        |
| PV - 260886                         |           | 03/28/2026   | 484911809  | 1300-5310-0-0000-37000-430000-096-0000 |     | \$419.44    | \$0.00             | \$0.00        |
| PV - 260887                         |           | 04/09/2026   | 484928078  | 1300-5310-0-0000-37000-470002-052-0000 |     | \$672.67    | \$0.00             | \$0.00        |
| Total Amount for Warrant            |           |              |            |                                        |     | \$25,444.16 | \$0.00             | \$0.00        |
| Total Amount Per Vendor             |           |              |            |                                        |     | \$25,444.16 | \$0.00             | \$0.00        |
| 9080 MID VALLEY DISPOSAL            |           |              |            |                                        |     |             |                    |               |
| PO - 20260282                       |           | 04/01/2026   | 3476935    | 0100-8150-0-0000-81100-580000-043-0000 | P   | \$152.30    | \$0.00             | \$0.00        |
| Description: TRASH COLLECTION M.O.T |           |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant            |           |              |            |                                        |     | \$152.30    | \$0.00             | \$0.00        |
| Total Amount Per Vendor             |           |              |            |                                        |     | \$152.30    | \$0.00             | \$0.00        |
| 11166 MUNDO CHARTERS                |           |              |            |                                        |     |             |                    |               |
| PO - 20261673                       |           | 03/12/2026   | 202020     | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,600.00  | \$0.00             | \$0.00        |
| Description: SOFTBALL SP            |           |              |            |                                        |     |             |                    |               |
| PO - 20261786                       |           | 03/24/2026   | 202027     | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,600.00  | \$0.00             | \$0.00        |
| Description: TENNIS SP              |           |              |            |                                        |     |             |                    |               |
| PO - 20261789                       |           | 03/24/2026   | 202025     | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,700.00  | \$0.00             | \$0.00        |
| Description: TRACK HH               |           |              |            |                                        |     |             |                    |               |
| PO - 20261819                       |           | 03/24/2026   | 202031     | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,600.00  | \$0.00             | \$0.00        |
| Description: SWIM HH                |           |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant            |           |              |            |                                        |     | \$6,500.00  | \$0.00             | \$0.00        |
| Total Amount Per Vendor             |           |              |            |                                        |     | \$6,500.00  | \$0.00             | \$0.00        |
| 7799 MUSIC THEATRE INTERNATIONAL    |           |              |            |                                        |     |             |                    |               |
| PO - 20260980                       |           | 02/04/2026   | 01233733   | 0100-6770-0-1168-10000-430000-096-0000 | F   | \$491.35    | \$0.00             | \$0.00        |
| Description: RENTAL EQUIPMENT HW    |           |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant            |           |              |            |                                        |     | \$491.35    | \$0.00             | \$0.00        |
| Total Amount Per Vendor             |           |              |            |                                        |     | \$491.35    | \$0.00             | \$0.00        |
| 1509 PACIFIC TOWING AND TRANSPORT   |           |              |            |                                        |     |             |                    |               |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                                   | Ref<br>No | Inv.<br>Date | Inv.<br>No     | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|------------------------------------------|-----------|--------------|----------------|----------------------------------------|-----|-------------|--------------------|---------------|
| 1509 PACIFIC TOWING AND TRANSPORT        |           |              |                |                                        |     |             |                    |               |
| PO - 20261593                            |           | 03/30/2026   | 13991          | 0100-0333-0-0000-36000-580000-000-0000 | P   | \$175.00    | \$0.00             | \$0.00        |
| Description: TOWING SERVICES             |           |              |                |                                        |     |             |                    |               |
| Total Amount for Warrant                 |           |              |                |                                        |     | \$175.00    | \$0.00             | \$0.00        |
| Total Amount Per Vendor                  |           |              |                |                                        |     | \$175.00    | \$0.00             | \$0.00        |
| 1568 PORT OF SUBS                        |           |              |                |                                        |     |             |                    |               |
| PO - 20261895                            |           | 04/13/2026   | 10939631929352 | 0100-0000-0-1110-31200-430000-012-0000 | P   | \$12.53     | \$0.00             | \$0.00        |
| Description: LUNCH FOR HEARING PANEL CDS |           |              |                |                                        |     |             |                    |               |
| PO - 20261895                            |           | 04/13/2026   | 10939631929348 | 0100-0000-0-1110-31200-430000-012-0000 | P   | \$51.25     | \$0.00             | \$0.00        |
| Description: LUNCH FOR HEARING PANEL CDS |           |              |                |                                        |     |             |                    |               |
| Total Amount for Warrant                 |           |              |                |                                        |     | \$63.78     | \$0.00             | \$0.00        |
| Total Amount Per Vendor                  |           |              |                |                                        |     | \$63.78     | \$0.00             | \$0.00        |
| 9103 REFRIGERATION SUPPLY DISTRIBUTOR    |           |              |                |                                        |     |             |                    |               |
| PO - 20260161                            |           | 03/25/2026   | 35391299       | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$617.31    | \$0.00             | \$0.00        |
| Description: SUPPLIES M.O.T              |           |              |                |                                        |     |             |                    |               |
| PO - 20260161                            |           | 04/07/2026   | 35392048       | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$717.63    | \$0.00             | \$0.00        |
| Description: SUPPLIES M.O.T              |           |              |                |                                        |     |             |                    |               |
| PO - 20260161                            |           | 04/01/2026   | 35391749       | 0100-8150-0-0000-81100-430000-043-0000 | F   | \$768.18    | \$0.00             | \$0.00        |
| Description: SUPPLIES M.O.T              |           |              |                |                                        |     |             |                    |               |
| Total Amount for Warrant                 |           |              |                |                                        |     | \$2,103.12  | \$0.00             | \$0.00        |
| Total Amount Per Vendor                  |           |              |                |                                        |     | \$2,103.12  | \$0.00             | \$0.00        |
| 1666 ROE OIL CO                          |           |              |                |                                        |     |             |                    |               |
| PO - 20260303                            |           | 04/08/2026   | 285530         | 0100-0333-0-0000-36000-430010-000-0000 | P   | \$871.23    | \$0.00             | \$0.00        |
| Description: DIESEL                      |           |              |                |                                        |     |             |                    |               |
| PO - 20261923                            |           | 03/31/2026   | 285069CT       | 0100-0000-0-0000-36000-430010-044-0000 | P   | \$11,012.82 | \$0.00             | \$0.00        |
| Description: GAS                         |           |              |                |                                        |     |             |                    |               |
| PO - 20261923                            |           | 03/31/2026   | 285072CT       | 0100-0000-0-0000-36000-430010-044-0000 | P   | \$1,728.70  | \$0.00             | \$0.00        |
| Description: GAS                         |           |              |                |                                        |     |             |                    |               |
| PO - 20261923                            |           | 03/31/2026   | 285073CT       | 0100-0000-0-0000-36000-430010-044-0000 | P   | \$2,403.47  | \$0.00             | \$0.00        |
| Description: GAS                         |           |              |                |                                        |     |             |                    |               |
| PO - 20261923                            |           | 03/31/2026   | 285075CT       | 0100-0000-0-0000-36000-430010-044-0000 | P   | \$2,243.32  | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                        | Ref<br>No | Inv.<br>Date                                             | Inv.<br>No | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------|-----------|----------------------------------------------------------|------------|----------------------------------------|-----|-------------|--------------------|---------------|
| 1666 ROE OIL CO               |           |                                                          |            |                                        |     |             |                    |               |
|                               |           | Description: GAS                                         |            |                                        |     |             |                    |               |
| Total Amount for Warrant      |           |                                                          |            |                                        |     | \$18,259.54 | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |           |                                                          |            |                                        |     | \$18,259.54 | \$0.00             | \$0.00        |
| 12333 SANDRA ESPINOZA         |           |                                                          |            |                                        |     |             |                    |               |
| PV - 260889                   |           | 04/08/2026 TEXTBOOK                                      |            | 0100-0000-0-1110-24202-430000-094-0000 |     | \$13.00     | \$0.00             | \$0.00        |
|                               |           | Description: TEXTBOOK REFUND                             |            |                                        |     |             |                    |               |
| Total Amount for Warrant      |           |                                                          |            |                                        |     | \$13.00     | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |           |                                                          |            |                                        |     | \$13.00     | \$0.00             | \$0.00        |
| 1710 SAVE MART                |           |                                                          |            |                                        |     |             |                    |               |
| PO - 20260943                 |           | 04/13/2026 721997                                        |            | 0100-0332-0-1110-10000-430000-018-0000 | P   | \$76.90     | \$0.00             | \$0.00        |
|                               |           | Description: FOOD AND REFRESHMENTS DELAC PARENT MEETINGS |            |                                        |     |             |                    |               |
| Total Amount for Warrant      |           |                                                          |            |                                        |     | \$76.90     | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |           |                                                          |            |                                        |     | \$76.90     | \$0.00             | \$0.00        |
| 12141 SHARON SANTILLAN        |           |                                                          |            |                                        |     |             |                    |               |
| PV - 260891                   |           | 04/10/2026 HOME INSTRUCTI                                |            | 0100-0000-0-1150-10000-520000-018-0000 |     | \$25.23     | \$0.00             | \$0.00        |
|                               |           | Description: 3/25-4/9/26 HOME INSTRUCTION                |            |                                        |     |             |                    |               |
| Total Amount for Warrant      |           |                                                          |            |                                        |     | \$25.23     | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |           |                                                          |            |                                        |     | \$25.23     | \$0.00             | \$0.00        |
| 11218 SKYLINE BUS CHARTER LLC |           |                                                          |            |                                        |     |             |                    |               |
| PO - 20261484                 |           | 03/20/2026 1779                                          |            | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$4,650.00  | \$0.00             | \$0.00        |
|                               |           | Description: MEDICAL ACADEMY HW                          |            |                                        |     |             |                    |               |
| PO - 20261510                 |           | 03/19/2026 1948                                          |            | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$6,800.00  | \$0.00             | \$0.00        |
|                               |           | Description: CHOIR HW                                    |            |                                        |     |             |                    |               |
| PO - 20261791                 |           | 03/18/2026 2026                                          |            | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,450.00  | \$0.00             | \$0.00        |
|                               |           | Description: TRACK HW                                    |            |                                        |     |             |                    |               |
| Total Amount for Warrant      |           |                                                          |            |                                        |     | \$12,900.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |           |                                                          |            |                                        |     | \$12,900.00 | \$0.00             | \$0.00        |
| 1804 SO CALIF EDISON CO       |           |                                                          |            |                                        |     |             |                    |               |

\* = Credit Card Payment



Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

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 |
|----------------------------------|--------------|-------------------|----------------|----------------------------------------|-----|-------------|------------------------|------------|
| 1804 SO CALIF EDISON CO          |              |                   |                |                                        |     |             |                        |            |
| PV - 260893                      |              | 04/02/2026        | 700024713523   | 0100-0000-0-0000-82000-550020-033-0000 |     | \$109.32    | \$0.00                 | \$0.00     |
|                                  | Description: | MONTHLY UTILITIES |                |                                        |     |             |                        |            |
| PV - 260893                      |              | 04/02/2026        | 700207035834   | 0100-0000-0-0000-82000-550020-033-0000 |     | \$26,293.30 | \$0.00                 | \$0.00     |
|                                  | Description: | MONTHLY UTILITIES |                |                                        |     |             |                        |            |
| PV - 260893                      |              | 04/02/2026        | 700207035834   | 0100-0334-0-3200-82000-550020-033-0000 |     | \$3,065.95  | \$0.00                 | \$0.00     |
|                                  | Description: | MONTHLY UTILITIES |                |                                        |     |             |                        |            |
| PV - 260893                      |              | 04/02/2026        | 700207035834   | 1100-6391-0-0000-82000-550020-000-0000 |     | \$2,974.41  | \$0.00                 | \$0.00     |
|                                  | Description: | MONTHLY UTILITIES |                |                                        |     |             |                        |            |
| Total Amount for Warrant         |              |                   |                |                                        |     | \$32,442.98 | \$0.00                 | \$0.00     |
| Total Amount Per Vendor          |              |                   |                |                                        |     | \$32,442.98 | \$0.00                 | \$0.00     |
| 1805 SO CALIF GAS CO             |              |                   |                |                                        |     |             |                        |            |
| PV - 260892                      |              | 04/03/2026        | 183-215-8400-7 | 0100-0000-0-0000-82000-550010-033-0000 |     | \$27.01     | \$0.00                 | \$0.00     |
|                                  | Description: | MONTHLY UTILITIES |                |                                        |     |             |                        |            |
| PV - 260892                      |              | 04/03/2026        | 008-117-5300-3 | 0100-0000-0-0000-82000-550010-033-0000 |     | \$3,923.41  | \$0.00                 | \$0.00     |
|                                  | Description: | MONTHLY UTILITIES |                |                                        |     |             |                        |            |
| PV - 260892                      |              | 04/03/2026        | 107-654-0889-2 | 0100-0000-0-0000-82000-550010-033-0000 |     | \$5,225.97  | \$0.00                 | \$0.00     |
|                                  | Description: | MONTHLY UTILITIES |                |                                        |     |             |                        |            |
| Total Amount for Warrant         |              |                   |                |                                        |     | \$9,176.39  | \$0.00                 | \$0.00     |
| Total Amount Per Vendor          |              |                   |                |                                        |     | \$9,176.39  | \$0.00                 | \$0.00     |
| 5572 SOUTHWEST SCHOOL SUPPLY INC |              |                   |                |                                        |     |             |                        |            |
| PO - 20260189                    |              | 09/11/2025        | 6042232947     | 0100-0000-0-1110-27000-430000-096-0000 | F   | \$53.22     | \$0.00                 | \$0.00     |
|                                  | Description: | SUPPLIES HW       |                |                                        |     |             |                        |            |
| PO - 20260197                    |              | 04/08/2026        | 6060663006     | 0100-1100-0-1110-10000-430000-095-0000 | P   | \$48.19     | \$0.00                 | \$0.00     |
|                                  | Description: | SUPPLIES SP       |                |                                        |     |             |                        |            |
| PO - 20260198                    |              | 09/09/2025        | 6042084687     | 0100-0000-0-1110-10000-430000-095-0000 | P   | \$91.81     | \$0.00                 | \$0.00     |
|                                  | Description: | SUPPLIES SP       |                |                                        |     |             |                        |            |
| Total Amount for Warrant         |              |                   |                |                                        |     | \$193.22    | \$0.00                 | \$0.00     |
| Total Amount Per Vendor          |              |                   |                |                                        |     | \$193.22    | \$0.00                 | \$0.00     |
| 9810 STAPLES ADVANTAGE           |              |                   |                |                                        |     |             |                        |            |
| PO - 20260186                    |              | 03/31/2026        | 6059993512     | 0100-0000-0-0000-71500-430000-041-0000 | P   | \$24.78     | \$0.00                 | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                        | Ref<br>No                          | Inv.<br>Date | Inv.<br>No | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------|------------------------------------|--------------|------------|----------------------------------------|-----|------------|--------------------|---------------|
| 9810 STAPLES ADVANTAGE        |                                    |              |            |                                        |     |            |                    |               |
|                               | Description: SUPPLIES SUPT. OFFICE |              |            |                                        |     |            |                    |               |
| PO - 20260186                 | 03/31/2026                         | 6059993613   |            | 0100-0000-0-0000-71500-430000-041-0000 | P   | \$135.41   | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES SUPT. OFFICE |              |            |                                        |     |            |                    |               |
| PO - 20260186                 | 03/31/2026                         | 6059993611   |            | 0100-0000-0-0000-71500-430000-041-0000 | P   | \$24.99    | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES SUPT. OFFICE |              |            |                                        |     |            |                    |               |
| PO - 20260204                 | 03/31/2026                         | 6059993619   |            | 0100-6500-0-5760-11100-430000-018-0000 | P   | \$36.90    | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES SPED         |              |            |                                        |     |            |                    |               |
| PO - 20260204                 | 03/31/2026                         | 6059993617   |            | 0100-6500-0-5760-11100-430000-018-0000 | P   | \$124.48   | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES SPED         |              |            |                                        |     |            |                    |               |
| PO - 20260296                 | 03/31/2026                         | 6059993614   |            | 0100-0333-0-0000-36000-430000-000-0000 | F   | \$251.78   | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES M.O.T        |              |            |                                        |     |            |                    |               |
| PO - 20260735                 | 03/31/2026                         | 6059993616   |            | 1300-5310-0-0000-37000-430000-018-0000 | P   | \$48.53    | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES D.O          |              |            |                                        |     |            |                    |               |
| PO - 20260735                 | 03/31/2026                         | 6059993615   |            | 1300-5310-0-0000-37000-430000-018-0000 | P   | \$22.51    | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES D.O          |              |            |                                        |     |            |                    |               |
| PO - 20261219                 | 03/31/2026                         | 6059993618   |            | 0100-0000-0-0000-74000-430000-024-0000 | P   | \$106.47   | \$0.00             | \$0.00        |
|                               | Description: SUPPLIES HR           |              |            |                                        |     |            |                    |               |
| Total Amount for Warrant      |                                    |              |            |                                        |     | \$775.85   | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |                                    |              |            |                                        |     | \$775.85   | \$0.00             | \$0.00        |
| 9182 STAR SANITATION SERVICES |                                    |              |            |                                        |     |            |                    |               |
| PO - 20261527                 | 03/31/2026                         | 163430       |            | 0100-0000-0-1135-10000-580000-018-0096 | P   | \$162.91   | \$0.00             | \$0.00        |
|                               | Description: MONTHLY RENTAL        |              |            |                                        |     |            |                    |               |
| Total Amount for Warrant      |                                    |              |            |                                        |     | \$162.91   | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |                                    |              |            |                                        |     | \$162.91   | \$0.00             | \$0.00        |
| 12024 SUPERB LINE             |                                    |              |            |                                        |     |            |                    |               |
| PO - 20261792                 | 03/30/2026                         | 454          |            | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,800.00 | \$0.00             | \$0.00        |
|                               | Description: SOFTBALL SP           |              |            |                                        |     |            |                    |               |
| PO - 20261793                 | 03/26/2026                         | 438          |            | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,900.00 | \$0.00             | \$0.00        |
|                               | Description: SOFTBALL HW           |              |            |                                        |     |            |                    |               |
| Total Amount for Warrant      |                                    |              |            |                                        |     | \$3,700.00 | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

Comments =

| Vendor                                     | Ref No                                             | Inv. Date  | Inv. No      | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount      | Use Tax Amount Taxable | Tax    |
|--------------------------------------------|----------------------------------------------------|------------|--------------|----------------------------------------|-----|-------------|------------------------|--------|
| Total Amount Per Vendor                    |                                                    |            |              |                                        |     | \$3,700.00  | \$0.00                 | \$0.00 |
| 4726 Tennant Company                       |                                                    |            |              |                                        |     |             |                        |        |
| *                                          | PO - 20260700                                      | 04/06/2026 | 90491686     | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$2,665.13  | \$0.00                 | \$0.00 |
|                                            | Description: PARTS AND SERVICE M.O.T               |            |              |                                        |     |             |                        |        |
| Total Amount of Payment                    |                                                    |            |              |                                        |     | \$2,665.13  | \$0.00                 | \$0.00 |
| Total Amount Per Vendor                    |                                                    |            |              |                                        |     | \$2,665.13  | \$0.00                 | \$0.00 |
| 9384 THE HOME DEPOT PRO F/K/A SUPPLY WORKS |                                                    |            |              |                                        |     |             |                        |        |
|                                            | CM - 260144                                        | 12/09/2024 | 1417529064   | 0100-0000-0-0000-82000-560000-043-0000 |     | -\$369.74   | \$0.00                 | \$0.00 |
|                                            | Description: CREDIT FOR ORIGINAL INVOICE 826023129 |            |              |                                        |     |             |                        |        |
|                                            | PO - 20261698                                      | 02/14/2025 | 1805148987   | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$806.79    | \$0.00                 | \$0.00 |
|                                            | Description: SUPPLIES M.O.T                        |            |              |                                        |     |             |                        |        |
|                                            | PO - 20261698                                      | 03/26/2026 | 9247399615   | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$1,551.00  | \$0.00                 | \$0.00 |
|                                            | Description: SUPPLIES M.O.T                        |            |              |                                        |     |             |                        |        |
| Total Amount for Warrant                   |                                                    |            |              |                                        |     | \$1,988.05  | \$0.00                 | \$0.00 |
| Total Amount Per Vendor                    |                                                    |            |              |                                        |     | \$1,988.05  | \$0.00                 | \$0.00 |
| 10167 TIFCO INDUSTRIES INC                 |                                                    |            |              |                                        |     |             |                        |        |
|                                            | PO - 20261428                                      | 04/14/2026 | 72187935     | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$378.23    | \$0.00                 | \$0.00 |
|                                            | Description: PARTS AND SUPPLIES                    |            |              |                                        |     |             |                        |        |
| Total Amount for Warrant                   |                                                    |            |              |                                        |     | \$378.23    | \$0.00                 | \$0.00 |
| Total Amount Per Vendor                    |                                                    |            |              |                                        |     | \$378.23    | \$0.00                 | \$0.00 |
| 7093 TIGER INC.                            |                                                    |            |              |                                        |     |             |                        |        |
| *                                          | CM - 260139                                        | 04/09/2026 | 326284436    | 0100-0334-0-3200-82000-550010-033-0000 |     | -\$26.50    | \$0.00                 | \$0.00 |
|                                            | Description: CREDIT 114-515-5700                   |            |              |                                        |     |             |                        |        |
| *                                          | CM - 260140                                        | 04/09/2026 | 326284439    | 1100-6391-0-0000-82000-550010-000-0000 |     | -\$84.83    | \$0.00                 | \$0.00 |
|                                            | Description: CREDIT 140-515-8800                   |            |              |                                        |     |             |                        |        |
| *                                          | CM - 260141                                        | 04/09/2026 | 326284434    | 0100-0000-0-0000-82000-550010-033-0000 |     | -\$2,652.90 | \$0.00                 | \$0.00 |
|                                            | Description: CREDIT 138-415-8874                   |            |              |                                        |     |             |                        |        |
| *                                          | PV - 260894                                        | 04/09/2026 | 183-215-8400 | 0100-0000-0-0000-82000-550010-033-0000 |     | \$21.12     | \$0.00                 | \$0.00 |
|                                            | Description: MONTHLY UTILITIES                     |            |              |                                        |     |             |                        |        |
| *                                          | PV - 260894                                        | 04/09/2026 | 008-117-5300 | 0100-0000-0-0000-82000-550010-033-0000 |     | \$3,913.85  | \$0.00                 | \$0.00 |
|                                            | Description: MONTHLY UTILITIES                     |            |              |                                        |     |             |                        |        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

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 |
|----------------------------|-----------------------------------------------|------------|---------------|----------------------------------------|-----|-------------|------------------------|------------|
| 7093 TIGER INC.            |                                               |            |               |                                        |     |             |                        |            |
| *                          | PV - 260894                                   | 04/09/2026 | 147-115-2350  | 0100-0000-0-0000-82000-550010-033-0000 |     | \$150.32    | \$0.00                 | \$0.00     |
|                            | Description: MONTHLY UTILITIES                |            |               |                                        |     |             |                        |            |
| *                          | PV - 260894                                   | 04/09/2026 | 062-815-8816  | 0100-0000-0-0000-82000-550010-033-0000 |     | \$71.76     | \$0.00                 | \$0.00     |
|                            | Description: MONTHLY UTILITIES                |            |               |                                        |     |             |                        |            |
| *                          | PV - 260894                                   | 04/09/2026 | 107-654-0889  | 0100-0000-0-0000-82000-550010-033-0000 |     | \$7,478.47  | \$0.00                 | \$0.00     |
|                            | Description: MONTHLY UTILITIES                |            |               |                                        |     |             |                        |            |
| Total Amount of Payment    |                                               |            |               |                                        |     | \$8,871.29  | \$0.00                 | \$0.00     |
| Total Amount Per Vendor    |                                               |            |               |                                        |     | \$8,871.29  | \$0.00                 | \$0.00     |
| 1985 UNITED PARCEL SERVICE |                                               |            |               |                                        |     |             |                        |            |
|                            | PV - 260896                                   | 04/04/2026 | 0000783487146 | 0100-0000-0-0000-73000-590030-042-0000 |     | \$26.65     | \$0.00                 | \$0.00     |
|                            | Description: CHECK PROCESSING FEE             |            |               |                                        |     |             |                        |            |
| Total Amount for Warrant   |                                               |            |               |                                        |     | \$26.65     | \$0.00                 | \$0.00     |
| Total Amount Per Vendor    |                                               |            |               |                                        |     | \$26.65     | \$0.00                 | \$0.00     |
| 11255 W.O.W. PRODUCTIONS   |                                               |            |               |                                        |     |             |                        |            |
|                            | PO - 20260633                                 | 04/09/2026 | 1636          | 0100-6762-0-1163-10000-440000-086-0000 | F   | \$7,988.20  | \$0.00                 | \$0.00     |
|                            | Description: CAMERA/VIDEO DISPLAY             |            |               |                                        |     |             |                        |            |
|                            | PO - 20261423                                 | 04/09/2026 | 1635          | 0100-6762-0-1110-10000-640000-018-0096 | F   | \$62,857.85 | \$0.00                 | \$0.00     |
|                            | Description: AV EQUIPMENT FOR HW EVENT CENTER |            |               |                                        |     |             |                        |            |
| Total Amount for Warrant   |                                               |            |               |                                        |     | \$70,846.05 | \$0.00                 | \$0.00     |
| Total Amount Per Vendor    |                                               |            |               |                                        |     | \$70,846.05 | \$0.00                 | \$0.00     |
| 2053 WALMART               |                                               |            |               |                                        |     |             |                        |            |
|                            | PO - 20260649                                 | 04/08/2026 | 4AFE8442      | 0100-0332-0-1110-10000-430000-095-1821 | P   | \$39.45     | \$0.00                 | \$0.00     |
|                            | Description: SUPPLIES SP                      |            |               |                                        |     |             |                        |            |
|                            | PO - 20260731                                 | 04/09/2026 | 12F1BE6B      | 0100-0000-0-1167-10000-430000-096-0000 | F   | \$45.44     | \$0.00                 | \$0.00     |
|                            | Description: SUPPLIES HW                      |            |               |                                        |     |             |                        |            |
|                            | PO - 20261586                                 | 04/13/2026 | 00D5BBB1      | 0100-0332-0-0000-31400-430000-030-0000 | P   | \$127.19    | \$0.00                 | \$0.00     |
|                            | Description: SUPPLIES                         |            |               |                                        |     |             |                        |            |
|                            | PO - 20261731                                 | 04/14/2026 | FF0BA5BA      | 0100-0000-0-1110-27000-430000-094-0000 | P   | \$99.60     | \$0.00                 | \$0.00     |
|                            | Description: SUPPLIES HH                      |            |               |                                        |     |             |                        |            |
|                            | PO - 20261806                                 | 03/27/2026 | 7B3E23B2      | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$39.35     | \$0.00                 | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/17/2026

04/16/2026

3:21:31PM

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 |
|---------------------------------------|--------------|--------------------------------------|---------|----------------------------------------|-----|---------------------------|------------------------|------------|
| 2053 WALMART                          |              |                                      |         |                                        |     |                           |                        |            |
|                                       | Description: | SUPPLIES CDS                         |         |                                        |     |                           |                        |            |
| PO - 20261806                         | 03/27/2026   | A69BEB4F                             |         | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$8.29                    | \$0.00                 | \$0.00     |
|                                       | Description: | SUPPLIES CDS                         |         |                                        |     |                           |                        |            |
| PO - 20261806                         | 03/26/2026   | 3E748EE4                             |         | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$77.85                   | \$0.00                 | \$0.00     |
|                                       | Description: | SUPPLIES CDS                         |         |                                        |     |                           |                        |            |
| PO - 20261806                         | 03/26/2026   | EFD044DB                             |         | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$22.30                   | \$0.00                 | \$0.00     |
|                                       | Description: | SUPPLIES CDS                         |         |                                        |     |                           |                        |            |
| PO - 20261806                         | 03/26/2026   | 3E289753                             |         | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$9.01                    | \$0.00                 | \$0.00     |
|                                       | Description: | SUPPLIES CDS                         |         |                                        |     |                           |                        |            |
| PO - 20261806                         | 03/26/2026   | 4F439346                             |         | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$9.52                    | \$0.00                 | \$0.00     |
|                                       | Description: | SUPPLIES CDS                         |         |                                        |     |                           |                        |            |
| Total Amount for Warrant              |              |                                      |         |                                        |     | \$478.00                  | \$0.00                 | \$0.00     |
| Total Amount Per Vendor               |              |                                      |         |                                        |     | \$478.00                  | \$0.00                 | \$0.00     |
| 10740 WEST VALLEY SUPPLY, INC.        |              |                                      |         |                                        |     |                           |                        |            |
| PO - 20261430                         | 04/14/2026   | 121615                               |         | 0100-0000-0-0000-82000-430000-043-0000 | F   | \$291.57                  | \$0.00                 | \$0.00     |
|                                       | Description: | SUPPLIES M.O.T                       |         |                                        |     |                           |                        |            |
| Total Amount for Warrant              |              |                                      |         |                                        |     | \$291.57                  | \$0.00                 | \$0.00     |
| Total Amount Per Vendor               |              |                                      |         |                                        |     | \$291.57                  | \$0.00                 | \$0.00     |
| 4159 WHALEY, WARD                     |              |                                      |         |                                        |     |                           |                        |            |
| PV - 260895                           | 02/18/2026   | 04/30-5/1/26                         |         | 0100-0000-0-0000-74000-520000-024-0000 |     | \$482.00                  | \$0.00                 | \$0.00     |
|                                       | Description: | ANNUAL STATEWIDE RESIDENCY SYMPOSIUM |         |                                        |     |                           |                        |            |
| Total Amount for Warrant              |              |                                      |         |                                        |     | \$482.00                  | \$0.00                 | \$0.00     |
| Total Amount Per Vendor               |              |                                      |         |                                        |     | \$482.00                  | \$0.00                 | \$0.00     |
| Total Amount of all Payments          |              |                                      |         |                                        |     |                           | \$405,460.75           |            |
| Total Number of Checks to print:      |              |                                      | 56      | \$362,025.94                           |     | Use Tax                   |                        |            |
| Total Number of Credit Card Payments: |              |                                      | 10      | \$43,434.81                            |     | Taxable Amount Tax Amount |                        |            |
| Total Transfer for Use Tax            |              |                                      |         |                                        |     | \$0.00                    | \$0.00                 |            |

\* = Credit Card Payment

Requested By: cstanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                                         | Ref No                                        | Inv. Date  | Inv. No      | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax Taxable | Amount Tax |
|------------------------------------------------|-----------------------------------------------|------------|--------------|----------------------------------------|-----|------------|-----------------|------------|
| 7974 ACSA                                      |                                               |            |              |                                        |     |            |                 |            |
|                                                | PO - 20261934                                 | 04/23/2026 | INV000157859 | 0100-0332-0-1110-10000-520000-095-0000 | F   | \$2,300.00 | \$0.00          | \$0.00     |
|                                                | Description: REGISTRATION SUMMER INSTITUTE SP |            |              |                                        |     |            |                 |            |
| Total Amount for Warrant                       |                                               |            |              |                                        |     | \$2,300.00 | \$0.00          | \$0.00     |
| Total Amount Per Vendor                        |                                               |            |              |                                        |     | \$2,300.00 | \$0.00          | \$0.00     |
| 7456 AIRGAS USA LLC                            |                                               |            |              |                                        |     |            |                 |            |
|                                                | PO - 20260219                                 | 04/14/2026 | 9171081429   | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$130.50   | \$0.00          | \$0.00     |
|                                                | Description: SUPPLIES                         |            |              |                                        |     |            |                 |            |
| Total Amount for Warrant                       |                                               |            |              |                                        |     | \$130.50   | \$0.00          | \$0.00     |
| Total Amount Per Vendor                        |                                               |            |              |                                        |     | \$130.50   | \$0.00          | \$0.00     |
| 12226 APPLIED MAINTENANCE SUPPLIES & SOLUTIONS |                                               |            |              |                                        |     |            |                 |            |
|                                                | PO - 20261357                                 | 04/13/2026 | 7034337337   | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$157.49   | \$0.00          | \$0.00     |
|                                                | Description: PARTS AND MAINTENANCE            |            |              |                                        |     |            |                 |            |
| Total Amount for Warrant                       |                                               |            |              |                                        |     | \$157.49   | \$0.00          | \$0.00     |
| Total Amount Per Vendor                        |                                               |            |              |                                        |     | \$157.49   | \$0.00          | \$0.00     |
| 6676 ATKINSON ANDELSON LOYA RUUD & ROMO        |                                               |            |              |                                        |     |            |                 |            |
|                                                | PV - 260903                                   | 03/31/2026 | 786134       | 0100-0000-0-0000-71500-580010-018-0000 |     | \$3,920.44 | \$0.00          | \$0.00     |
|                                                | Description: LEGAL SERVICES MARCH 2026        |            |              |                                        |     |            |                 |            |
| Total Amount for Warrant                       |                                               |            |              |                                        |     | \$3,920.44 | \$0.00          | \$0.00     |
| Total Amount Per Vendor                        |                                               |            |              |                                        |     | \$3,920.44 | \$0.00          | \$0.00     |
| 5 A-Z BUS SALES INC.                           |                                               |            |              |                                        |     |            |                 |            |
|                                                | PO - 20260220                                 | 04/23/2026 | INVSAC45861  | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$1,316.73 | \$0.00          | \$0.00     |
|                                                | Description: SUPPLIES AND REPAIRS             |            |              |                                        |     |            |                 |            |
|                                                | PO - 20260220                                 | 03/30/2026 | INVSAC45233  | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$347.90   | \$0.00          | \$0.00     |
|                                                | Description: SUPPLIES AND REPAIRS             |            |              |                                        |     |            |                 |            |
|                                                | PO - 20260220                                 | 04/07/2026 | INVSAC45547  | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$475.67   | \$0.00          | \$0.00     |
|                                                | Description: SUPPLIES AND REPAIRS             |            |              |                                        |     |            |                 |            |
| Total Amount for Warrant                       |                                               |            |              |                                        |     | \$2,140.30 | \$0.00          | \$0.00     |
| Total Amount Per Vendor                        |                                               |            |              |                                        |     | \$2,140.30 | \$0.00          | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                    | Ref No                                | Inv. Date  | Inv. No        | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax Taxable | Amount Tax |
|---------------------------|---------------------------------------|------------|----------------|----------------------------------------|-----|------------|-----------------|------------|
| 2409 BATTERY SYSTEMS INC  |                                       |            |                |                                        |     |            |                 |            |
| *                         | PO - 20260221                         | 04/20/2026 | 38202604171521 | 0100-0333-0-0000-36000-430050-000-0000 | P   | \$51.84    | \$0.00          | \$0.00     |
|                           | Description: BUS BATTERIES            |            |                |                                        |     |            |                 |            |
| Total Amount of Payment   |                                       |            |                |                                        |     | \$51.84    | \$0.00          | \$0.00     |
| Total Amount Per Vendor   |                                       |            |                |                                        |     | \$51.84    | \$0.00          | \$0.00     |
| 11795 BECK, TYLER         |                                       |            |                |                                        |     |            |                 |            |
|                           | PV - 260904                           | 01/22/2026 | 5/1-5/2/26     | 0100-7010-0-3801-10000-520000-000-0000 |     | \$128.00   | \$0.00          | \$0.00     |
|                           | Description: STATE FFA FINALS         |            |                |                                        |     |            |                 |            |
| Total Amount for Warrant  |                                       |            |                |                                        |     | \$128.00   | \$0.00          | \$0.00     |
| Total Amount Per Vendor   |                                       |            |                |                                        |     | \$128.00   | \$0.00          | \$0.00     |
| 11384 BENAVIDES, KIARA    |                                       |            |                |                                        |     |            |                 |            |
|                           | PV - 260905                           | 01/22/2026 | 4/30-5/2/26    | 0100-7010-0-3801-10000-520000-000-0000 |     | \$169.00   | \$0.00          | \$0.00     |
|                           | Description: STATE FFA FINALS         |            |                |                                        |     |            |                 |            |
| Total Amount for Warrant  |                                       |            |                |                                        |     | \$169.00   | \$0.00          | \$0.00     |
| Total Amount Per Vendor   |                                       |            |                |                                        |     | \$169.00   | \$0.00          | \$0.00     |
| 10685 BLINK NETWORK LLC   |                                       |            |                |                                        |     |            |                 |            |
|                           | PO - 20261925                         | 04/04/2025 | INV9408644     | 0100-0000-0-0000-82000-580000-018-0000 | P   | \$480.00   | \$0.00          | \$0.00     |
|                           | Description: SERVICES 02/2025-02/2026 |            |                |                                        |     |            |                 |            |
|                           | PO - 20261925                         | 02/27/2026 | INV9420492     | 0100-0000-0-0000-82000-580000-018-0000 | P   | \$480.00   | \$0.00          | \$0.00     |
|                           | Description: SERVICES 02/2026-02/2027 |            |                |                                        |     |            |                 |            |
|                           | PO - 20261925                         | 02/27/2026 | INV9420496     | 0100-0000-0-0000-82000-580000-018-0000 | F   | \$480.00   | \$0.00          | \$0.00     |
|                           | Description: SERVICES 02/2026-02/2027 |            |                |                                        |     |            |                 |            |
| Total Amount for Warrant  |                                       |            |                |                                        |     | \$1,440.00 | \$0.00          | \$0.00     |
| Total Amount Per Vendor   |                                       |            |                |                                        |     | \$1,440.00 | \$0.00          | \$0.00     |
| 202 BOSTON HOUSE OF PIZZA |                                       |            |                |                                        |     |            |                 |            |
|                           | PO - 20261610                         | 04/14/2026 | 117495         | 0100-0332-0-1110-10000-430000-094-0000 | P   | \$104.14   | \$0.00          | \$0.00     |
|                           | Description: SITE COUNCIL MEETINGS HH |            |                |                                        |     |            |                 |            |
|                           | PO - 20261733                         | 03/09/2026 | 118894         | 0100-0332-0-1110-10000-430000-094-0000 | F   | \$97.70    | \$0.00          | \$0.00     |
|                           | Description: STUDENT MEETINGS HH      |            |                |                                        |     |            |                 |            |
| Total Amount for Warrant  |                                       |            |                |                                        |     | \$201.84   | \$0.00          | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                                                | Ref<br>No | Inv.<br>Date | Inv.<br>No  | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------------------------------|-----------|--------------|-------------|----------------------------------------|-----|-------------|--------------------|---------------|
| Total Amount Per Vendor                               |           |              |             |                                        |     | \$201.84    | \$0.00             | \$0.00        |
| 5558 BRENNTAG PACIFIC INC.                            |           |              |             |                                        |     |             |                    |               |
| PO - 20261454                                         |           | 04/08/2026   | BPI594535   | 0100-0000-0-0000-82000-430000-063-0000 | P   | \$1,112.02  | \$0.00             | \$0.00        |
| Description: POOL CHEMICALS SP                        |           |              |             |                                        |     |             |                    |               |
| PO - 20261454                                         |           | 03/26/2026   | BPI592521   | 0100-0000-0-0000-82000-430000-063-0000 | P   | \$1,126.06  | \$0.00             | \$0.00        |
| Description: POOL CHEMICALS SP                        |           |              |             |                                        |     |             |                    |               |
| PO - 20261454                                         |           | 04/14/2026   | BPI595517   | 0100-0000-0-0000-82000-430000-063-0000 | P   | \$3,159.97  | \$0.00             | \$0.00        |
| Description: POOL CHEMICALS SP                        |           |              |             |                                        |     |             |                    |               |
| PO - 20261454                                         |           | 04/02/2026   | BPI594534   | 0100-0000-0-0000-82000-430000-038-0000 | P   | \$1,987.15  | \$0.00             | \$0.00        |
| Description: POOL CHEMICALS HW                        |           |              |             |                                        |     |             |                    |               |
| PO - 20261454                                         |           | 04/01/2026   | BPI593213   | 0100-0000-0-0000-82000-430000-038-0000 | P   | \$1,538.92  | \$0.00             | \$0.00        |
| Description: POOL CHEMICALS HW                        |           |              |             |                                        |     |             |                    |               |
| Total Amount for Warrant                              |           |              |             |                                        |     | \$8,924.12  | \$0.00             | \$0.00        |
| Total Amount Per Vendor                               |           |              |             |                                        |     | \$8,924.12  | \$0.00             | \$0.00        |
| 12038 CALIFORNIA FCCLA                                |           |              |             |                                        |     |             |                    |               |
| PO - 20261805                                         |           | 03/31/2026   | 25260420SLC | 0100-0000-0-1110-10000-520000-000-0000 | F   | \$180.00    | \$0.00             | \$0.00        |
| Description: EXCURSION ADD ON                         |           |              |             |                                        |     |             |                    |               |
| PO - 20261805                                         |           | 03/31/2026   | 25260420SLC | 0100-6385-0-1110-10000-520000-095-0000 | F   | \$1,740.00  | \$0.00             | \$0.00        |
| Description: REGISTRATION FCCLA LEADERSHIP CONFERENCE |           |              |             |                                        |     |             |                    |               |
| Total Amount for Warrant                              |           |              |             |                                        |     | \$1,920.00  | \$0.00             | \$0.00        |
| Total Amount Per Vendor                               |           |              |             |                                        |     | \$1,920.00  | \$0.00             | \$0.00        |
| 8369 CAMFIL FARR INC                                  |           |              |             |                                        |     |             |                    |               |
| PO - 20261725                                         |           | 04/15/2026   | 30633106    | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$1,869.40  | \$0.00             | \$0.00        |
| Description: FILTERS M.O.T                            |           |              |             |                                        |     |             |                    |               |
| PO - 20261725                                         |           | 04/15/2026   | 30633110    | 0100-8150-0-0000-81100-430000-043-0000 | F   | \$6,063.96  | \$0.00             | \$0.00        |
| Description: FILTERS M.O.T                            |           |              |             |                                        |     |             |                    |               |
| PO - 20261725                                         |           | 04/15/2026   | 30633104    | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$11,010.01 | \$0.00             | \$0.00        |
| Description: FILTERS M.O.T                            |           |              |             |                                        |     |             |                    |               |
| PO - 20261725                                         |           | 04/15/2026   | 30633105    | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$4,719.74  | \$0.00             | \$0.00        |
| Description: FILTERS M.O.T                            |           |              |             |                                        |     |             |                    |               |
| Total Amount for Warrant                              |           |              |             |                                        |     | \$23,663.11 | \$0.00             | \$0.00        |

\* = Credit Card Payment



Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                             | Ref<br>No                       | Inv.<br>Date | Inv.<br>No   | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|------------------------------------|---------------------------------|--------------|--------------|----------------------------------------|-----|-------------|--------------------|---------------|
| Total Amount Per Vendor            |                                 |              |              |                                        |     | \$23,663.11 | \$0.00             | \$0.00        |
| 11967 CANON FINANCIAL SERVICES INC |                                 |              |              |                                        |     |             |                    |               |
|                                    | PO - 20260335                   | 04/11/2026   | 42994507     | 0100-0000-0-0000-72000-560000-159-0000 | P   | \$3,861.58  | \$0.00             | \$0.00        |
|                                    | Description: 25/26 COPIER LEASE |              |              |                                        |     |             |                    |               |
|                                    | PO - 20260860                   | 04/11/2026   | 43041709     | 0900-0000-0-1110-10000-560000-000-0000 | P   | \$200.26    | \$0.00             | \$0.00        |
|                                    | Description: HOC COPIER LEASE   |              |              |                                        |     |             |                    |               |
| Total Amount for Warrant           |                                 |              |              |                                        |     | \$4,061.84  | \$0.00             | \$0.00        |
| Total Amount Per Vendor            |                                 |              |              |                                        |     | \$4,061.84  | \$0.00             | \$0.00        |
| 327 CAROLINA BIOLOGICAL SUPPLY CO. |                                 |              |              |                                        |     |             |                    |               |
|                                    | PO - 20261903                   | 04/10/2026   | 53383904     | 0100-3550-0-3830-10000-430000-096-0000 | F   | \$273.33    | \$0.00             | \$0.00        |
|                                    | Description: SUPPLIES HW        |              |              |                                        |     |             |                    |               |
| Total Amount for Warrant           |                                 |              |              |                                        |     | \$273.33    | \$0.00             | \$0.00        |
| Total Amount Per Vendor            |                                 |              |              |                                        |     | \$273.33    | \$0.00             | \$0.00        |
| 6255 CENGAGE LEARNING INC.         |                                 |              |              |                                        |     |             |                    |               |
|                                    | PO - 20261618                   | 04/23/2026   | 999102499423 | 1100-3905-0-4110-10000-430000-000-0000 | F   | \$23.82     | \$0.00             | \$0.00        |
|                                    | Description: STUDENT BOOK       |              |              |                                        |     |             |                    |               |
| Total Amount for Warrant           |                                 |              |              |                                        |     | \$23.82     | \$0.00             | \$0.00        |
| Total Amount Per Vendor            |                                 |              |              |                                        |     | \$23.82     | \$0.00             | \$0.00        |
| 5917 CENTRAL RESTAURANT PRODUCTS   |                                 |              |              |                                        |     |             |                    |               |
| *                                  | PO - 20261865                   | 04/02/2026   | 540278B1     | 1300-5310-0-0000-37000-430000-094-0000 | F   | \$1,118.57  | \$0.00             | \$0.00        |
|                                    | Description: NUTRITION SERVICES |              |              |                                        |     |             |                    |               |
| *                                  | PO - 20261865                   | 04/02/2026   | 540278B1     | 1300-5310-0-0000-37000-430000-095-0000 | F   | \$1,118.57  | \$0.00             | \$0.00        |
|                                    | Description: NUTRITION SERVICES |              |              |                                        |     |             |                    |               |
| *                                  | PO - 20261865                   | 04/02/2026   | 540278B1     | 1300-5310-0-0000-37000-430000-096-0000 | F   | \$1,118.57  | \$0.00             | \$0.00        |
|                                    | Description: NUTRITION SERVICES |              |              |                                        |     |             |                    |               |
| *                                  | PO - 20261865                   | 04/02/2026   | 540278B1     | 1300-5310-0-0000-37000-430000-052-0000 | F   | \$826.25    | \$0.00             | \$0.00        |
|                                    | Description: NUTRITION SERVICES |              |              |                                        |     |             |                    |               |
| Total Amount of Payment            |                                 |              |              |                                        |     | \$4,181.96  | \$0.00             | \$0.00        |
| Total Amount Per Vendor            |                                 |              |              |                                        |     | \$4,181.96  | \$0.00             | \$0.00        |

391 CHILDS &amp; CO INC

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                           | Ref No                                | Inv. Date                 | Inv. No | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax Taxable | Amount Tax |
|----------------------------------|---------------------------------------|---------------------------|---------|----------------------------------------|-----|------------|-----------------|------------|
| 391 CHILDS & CO INC              |                                       |                           |         |                                        |     |            |                 |            |
| *                                | PO - 20260951                         | 04/06/2026 3769           |         | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$105.71   | \$0.00          | \$0.00     |
|                                  | Description: MATERIALS M.O.T          |                           |         |                                        |     |            |                 |            |
| Total Amount of Payment          |                                       |                           |         |                                        |     | \$105.71   | \$0.00          | \$0.00     |
| Total Amount Per Vendor          |                                       |                           |         |                                        |     | \$105.71   | \$0.00          | \$0.00     |
| 405 CLASSIC CHARTER INC.         |                                       |                           |         |                                        |     |            |                 |            |
|                                  | PO - 20261781                         | 03/10/2026 184282         |         | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$2,864.00 | \$0.00          | \$0.00     |
|                                  | Description: PARTNERSHIP ACADEMY HW   |                           |         |                                        |     |            |                 |            |
| Total Amount for Warrant         |                                       |                           |         |                                        |     | \$2,864.00 | \$0.00          | \$0.00     |
| Total Amount Per Vendor          |                                       |                           |         |                                        |     | \$2,864.00 | \$0.00          | \$0.00     |
| 9678 COSCO FIRE PROTECTION INC   |                                       |                           |         |                                        |     |            |                 |            |
|                                  | PO - 20261992                         | 03/31/2026 1000769854     |         | 0100-8150-0-0000-81100-560000-043-0000 | F   | \$944.21   | \$0.00          | \$0.00     |
|                                  | Description: FIRE ALARM PANEL M.O.T   |                           |         |                                        |     |            |                 |            |
| Total Amount for Warrant         |                                       |                           |         |                                        |     | \$944.21   | \$0.00          | \$0.00     |
| Total Amount Per Vendor          |                                       |                           |         |                                        |     | \$944.21   | \$0.00          | \$0.00     |
| 12060 DANNY BOY CHARTER          |                                       |                           |         |                                        |     |            |                 |            |
|                                  | PO - 20261921                         | 04/08/2026 661            |         | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,500.00 | \$0.00          | \$0.00     |
|                                  | Description: SWIM TEAM HW             |                           |         |                                        |     |            |                 |            |
|                                  | PO - 20261922                         | 03/31/2026 662            |         | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,500.00 | \$0.00          | \$0.00     |
|                                  | Description: SOFTBALL HW              |                           |         |                                        |     |            |                 |            |
|                                  | PO - 20261961                         | 04/14/2026 667            |         | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,500.00 | \$0.00          | \$0.00     |
|                                  | Description: BASEBALL HW              |                           |         |                                        |     |            |                 |            |
| Total Amount for Warrant         |                                       |                           |         |                                        |     | \$4,500.00 | \$0.00          | \$0.00     |
| Total Amount Per Vendor          |                                       |                           |         |                                        |     | \$4,500.00 | \$0.00          | \$0.00     |
| 667 EMPLOYMENT DEVELOPMENT DEPT. |                                       |                           |         |                                        |     |            |                 |            |
|                                  | PV - 260907                           | 04/20/2026 QUARTERLY REPC |         | 0100-0000-0-0000-00000-951500-000-0000 |     | \$5,105.84 | \$0.00          | \$0.00     |
|                                  | Description: SUI 1ST QUARTERLY REPORT |                           |         |                                        |     |            |                 |            |
|                                  | PV - 260907                           | 04/20/2026 QUARTERLY REPC |         | 0900-0000-0-0000-00000-951500-000-0000 |     | \$197.17   | \$0.00          | \$0.00     |
|                                  | Description: SUI 1ST QUARTERLY REPORT |                           |         |                                        |     |            |                 |            |
|                                  | PV - 260907                           | 04/20/2026 QUARTERLY REPC |         | 1100-0000-0-0000-00000-951500-000-0000 |     | \$100.04   | \$0.00          | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                              | Ref No        | Inv. Date                                         | Inv. No        | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax Amount Taxable | Amount Tax |
|-------------------------------------|---------------|---------------------------------------------------|----------------|----------------------------------------|-----|------------|------------------------|------------|
| 667 EMPLOYMENT DEVELOPMENT DEPT.    |               |                                                   |                |                                        |     |            |                        |            |
|                                     |               | Description: SUI 1ST QUARTERLY REPORT             |                |                                        |     |            |                        |            |
|                                     | PV - 260907   | 04/20/2026                                        | QUARTERLY REPC | 1300-0000-0-0000-00000-951500-000-0000 |     | \$146.21   | \$0.00                 | \$0.00     |
|                                     |               | Description: SUI 1ST QUARTERLY REPORT             |                |                                        |     |            |                        |            |
| Total Amount for Warrant            |               |                                                   |                |                                        |     | \$5,549.26 | \$0.00                 | \$0.00     |
| Total Amount Per Vendor             |               |                                                   |                |                                        |     | \$5,549.26 | \$0.00                 | \$0.00     |
| 12258 ENVIROCLEAN SANITATION SUPPLY |               |                                                   |                |                                        |     |            |                        |            |
|                                     | PO - 20261798 | 04/03/2026                                        | 0160979        | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$1,007.35 | \$0.00                 | \$0.00     |
|                                     |               | Description: SUPPLIES AND EQUIPMENT REPAIRS M.O.T |                |                                        |     |            |                        |            |
| Total Amount for Warrant            |               |                                                   |                |                                        |     | \$1,007.35 | \$0.00                 | \$0.00     |
| Total Amount Per Vendor             |               |                                                   |                |                                        |     | \$1,007.35 | \$0.00                 | \$0.00     |
| 4604 FERRELLGAS INC                 |               |                                                   |                |                                        |     |            |                        |            |
| *                                   | PO - 20260216 | 03/24/2026                                        | 1133442518     | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$64.22    | \$0.00                 | \$0.00     |
|                                     |               | Description: FORKLIFT PROPANE M.O.T               |                |                                        |     |            |                        |            |
| *                                   | PO - 20260216 | 04/13/2026                                        | 1133611445     | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$67.93    | \$0.00                 | \$0.00     |
|                                     |               | Description: FORKLIFT PROPANE M.O.T               |                |                                        |     |            |                        |            |
| *                                   | PO - 20260216 | 04/07/2026                                        | 1133564347     | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$51.23    | \$0.00                 | \$0.00     |
|                                     |               | Description: FORKLIFT PROPANE M.O.T               |                |                                        |     |            |                        |            |
| *                                   | PO - 20260216 | 02/26/2026                                        | 1133189087     | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$63.11    | \$0.00                 | \$0.00     |
|                                     |               | Description: FORKLIFT PROPANE M.O.T               |                |                                        |     |            |                        |            |
| Total Amount of Payment             |               |                                                   |                |                                        |     | \$246.49   | \$0.00                 | \$0.00     |
| Total Amount Per Vendor             |               |                                                   |                |                                        |     | \$246.49   | \$0.00                 | \$0.00     |
| 11565 FOLLETT CONTENT SOLUTIONS LLC |               |                                                   |                |                                        |     |            |                        |            |
|                                     | PO - 20261160 | 04/08/2026                                        | 737816         | 0100-0311-0-1110-10000-420000-094-0000 | P   | \$24.22    | \$0.00                 | \$0.00     |
|                                     |               | Description: LIBRARY BOOKS HH                     |                |                                        |     |            |                        |            |
| Total Amount for Warrant            |               |                                                   |                |                                        |     | \$24.22    | \$0.00                 | \$0.00     |
| Total Amount Per Vendor             |               |                                                   |                |                                        |     | \$24.22    | \$0.00                 | \$0.00     |
| 8767 FOX INTERPRETING SERVICES      |               |                                                   |                |                                        |     |            |                        |            |
|                                     | PO - 20262029 | 04/16/2026                                        | 15596          | 0100-6500-0-5760-11100-580000-018-0000 | P   | \$3,881.34 | \$0.00                 | \$0.00     |
|                                     |               | Description: INTERPRETING SERVICES                |                |                                        |     |            |                        |            |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| 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               |                                    |            |             |                                        |     |            |                 |            |
|                                              | PO - 20262029                      | 04/16/2026 | 15597       | 0100-6500-0-5760-11100-580000-018-0000 | P   | \$4,602.48 | \$0.00          | \$0.00     |
|                                              | Description: INTERPRETING SERVICES |            |             |                                        |     |            |                 |            |
| Total Amount for Warrant                     |                                    |            |             |                                        |     | \$8,483.82 | \$0.00          | \$0.00     |
| Total Amount Per Vendor                      |                                    |            |             |                                        |     | \$8,483.82 | \$0.00          | \$0.00     |
| 8557 FREESTYLE EVENT SERVICES INC.           |                                    |            |             |                                        |     |            |                 |            |
|                                              | PO - 20262016                      | 04/15/2026 | 15274       | 0100-0000-0-1110-10000-560000-000-4140 | F   | \$5,210.00 | \$0.00          | \$0.00     |
|                                              | Description: PROM 2026             |            |             |                                        |     |            |                 |            |
| Total Amount for Warrant                     |                                    |            |             |                                        |     | \$5,210.00 | \$0.00          | \$0.00     |
| Total Amount Per Vendor                      |                                    |            |             |                                        |     | \$5,210.00 | \$0.00          | \$0.00     |
| 9986 GOODYEAR COMMERCIAL TIRE & SERVICE CENT |                                    |            |             |                                        |     |            |                 |            |
|                                              | PO - 20261426                      | 04/16/2026 | 172-1058323 | 0100-0333-0-0000-36000-430030-000-0000 | P   | \$885.18   | \$0.00          | \$0.00     |
|                                              | Description: TIRES                 |            |             |                                        |     |            |                 |            |
|                                              | PO - 20261426                      | 04/14/2026 | 172-1058316 | 0100-0333-0-0000-36000-430030-000-0000 | F   | \$3,665.58 | \$0.00          | \$0.00     |
|                                              | Description: INTERPRETING SERVICES |            |             |                                        |     |            |                 |            |
| Total Amount for Warrant                     |                                    |            |             |                                        |     | \$4,550.76 | \$0.00          | \$0.00     |
| Total Amount Per Vendor                      |                                    |            |             |                                        |     | \$4,550.76 | \$0.00          | \$0.00     |
| 2529 HANFORD AUTO & TRUCK PARTS INC          |                                    |            |             |                                        |     |            |                 |            |
|                                              | PO - 20261869                      | 03/30/2026 | 511302      | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$36.49    | \$0.00          | \$0.00     |
|                                              | Description: PARTS AND SUPPLIES    |            |             |                                        |     |            |                 |            |
|                                              | PO - 20261869                      | 03/30/2026 | 511337      | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$31.14    | \$0.00          | \$0.00     |
|                                              | Description: PARTS AND SUPPLIES    |            |             |                                        |     |            |                 |            |
|                                              | PO - 20261869                      | 03/26/2026 | 511037      | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$219.05   | \$0.00          | \$0.00     |
|                                              | Description: PARTS AND SUPPLIES    |            |             |                                        |     |            |                 |            |
|                                              | PO - 20261869                      | 04/10/2026 | 512434      | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$445.44   | \$0.00          | \$0.00     |
|                                              | Description: PARTS AND SUPPLIES    |            |             |                                        |     |            |                 |            |
|                                              | PO - 20261869                      | 04/08/2026 | 512190      | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$24.35    | \$0.00          | \$0.00     |
|                                              | Description: PARTS AND SUPPLIES    |            |             |                                        |     |            |                 |            |
|                                              | PO - 20261869                      | 04/07/2026 | 512076      | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$5.50     | \$0.00          | \$0.00     |
|                                              | Description: PARTS AND SUPPLIES    |            |             |                                        |     |            |                 |            |
|                                              | PO - 20261869                      | 04/07/2026 | 512085      | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$22.56    | \$0.00          | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                                 | Ref No                          | Inv. Date | Inv. No | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount     | Use Tax Taxable | Amount Tax |
|----------------------------------------|---------------------------------|-----------|---------|----------------------------------------|-----|------------|-----------------|------------|
| 2529 HANFORD AUTO & TRUCK PARTS INC    |                                 |           |         |                                        |     |            |                 |            |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/02/2026                      | 511676    |         | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$76.21    | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/02/2026                      | 511677    |         | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$289.02   | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/20/2026                      | 513254    |         | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$309.17   | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/17/2026                      | 513021    |         | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$80.31    | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/16/2026                      | 512890    |         | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$43.09    | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/15/2026                      | 512842    |         | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$64.69    | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/14/2026                      | 5127306   |         | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$27.04    | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/13/2026                      | 512562    |         | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$19.46    | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/10/2026                      | 512465    |         | 0100-0333-0-0000-36000-430000-000-0000 | F   | \$37.67    | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/03/2026                      | 511808    |         | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$209.13   | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| PO - 20261869                          | 04/01/2026                      | 511536    |         | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$41.11    | \$0.00          | \$0.00     |
|                                        | Description: PARTS AND SUPPLIES |           |         |                                        |     |            |                 |            |
| Total Amount for Warrant               |                                 |           |         |                                        |     | \$1,981.43 | \$0.00          | \$0.00     |
| Total Amount Per Vendor                |                                 |           |         |                                        |     | \$1,981.43 | \$0.00          | \$0.00     |
| 862 HANFORD ELEMENTARY SCHOOL DISTRICT |                                 |           |         |                                        |     |            |                 |            |
| PO - 20261899                          | 04/08/2026                      | 260210    |         | 0100-0000-0-0000-82000-430000-043-0000 | F   | \$540.00   | \$0.00          | \$0.00     |
|                                        | Description: SUPPLIES M.O.T     |           |         |                                        |     |            |                 |            |
| Total Amount for Warrant               |                                 |           |         |                                        |     | \$540.00   | \$0.00          | \$0.00     |
| Total Amount Per Vendor                |                                 |           |         |                                        |     | \$540.00   | \$0.00          | \$0.00     |
| 11306 HEIGHTS CATERING                 |                                 |           |         |                                        |     |            |                 |            |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                        | Ref<br>No                             | Inv.<br>Date | Inv.<br>No | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount   | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------|---------------------------------------|--------------|------------|----------------------------------------|-----|----------|--------------------|---------------|
| 11306 HEIGHTS CATERING        |                                       |              |            |                                        |     |          |                    |               |
|                               | PO - 20261694                         | 05/19/2026   | CATERING   | 0100-0332-0-1110-10000-430000-018-8301 | F   | \$326.38 | \$0.00             | \$0.00        |
|                               | Description: SCHOLARSHIP AWARD DINNER |              |            |                                        |     |          |                    |               |
| Total Amount for Warrant      |                                       |              |            |                                        |     | \$326.38 | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |                                       |              |            |                                        |     | \$326.38 | \$0.00             | \$0.00        |
| 12269 HERNANDEZ & SONS        |                                       |              |            |                                        |     |          |                    |               |
|                               | PO - 20261376                         | 03/19/2026   | 14412      | 0100-0333-0-0000-36000-560000-000-0000 | P   | \$125.00 | \$0.00             | \$0.00        |
|                               | Description: TESTING AND REPAIRS      |              |            |                                        |     |          |                    |               |
|                               | PO - 20261376                         | 03/19/2026   | 14410      | 0100-0333-0-0000-36000-560000-000-0000 | P   | \$125.00 | \$0.00             | \$0.00        |
|                               | Description: TESTING AND REPAIRS      |              |            |                                        |     |          |                    |               |
|                               | PO - 20261376                         | 04/16/2026   | 14449      | 0100-0333-0-0000-36000-560000-000-0000 | P   | \$105.00 | \$0.00             | \$0.00        |
|                               | Description: TESTING AND REPAIRS      |              |            |                                        |     |          |                    |               |
| Total Amount for Warrant      |                                       |              |            |                                        |     | \$355.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |                                       |              |            |                                        |     | \$355.00 | \$0.00             | \$0.00        |
| 981 HORN SHOP                 |                                       |              |            |                                        |     |          |                    |               |
|                               | PO - 20260372                         | 04/15/2026   | 26713      | 0100-1100-0-1156-10000-560000-195-0000 | P   | \$517.65 | \$0.00             | \$0.00        |
|                               | Description: REPAIRS                  |              |            |                                        |     |          |                    |               |
| Total Amount for Warrant      |                                       |              |            |                                        |     | \$517.65 | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |                                       |              |            |                                        |     | \$517.65 | \$0.00             | \$0.00        |
| 9876 IMPERIAL BAG & PAPER LLC |                                       |              |            |                                        |     |          |                    |               |
| *                             | PO - 20260094                         | 04/01/2026   | 41198682   | 1300-5310-0-0000-37000-430000-094-0000 | F   | \$104.09 | \$0.00             | \$0.00        |
|                               | Description: NUTRITION SERVICES       |              |            |                                        |     |          |                    |               |
| *                             | PO - 20260114                         | 04/01/2026   | 41198686   | 1300-5310-0-0000-37000-430000-095-0000 | P   | \$38.07  | \$0.00             | \$0.00        |
|                               | Description: NUTRITION SERVICES       |              |            |                                        |     |          |                    |               |
| *                             | PO - 20260114                         | 04/08/2026   | 41280272   | 1300-5310-0-0000-37000-430000-095-0000 | P   | \$532.34 | \$0.00             | \$0.00        |
|                               | Description: NUTRITION SERVICES       |              |            |                                        |     |          |                    |               |
| *                             | PO - 20260114                         | 04/15/2026   | 41363385   | 1300-5310-0-0000-37000-430000-095-0000 | P   | \$644.38 | \$0.00             | \$0.00        |
|                               | Description: NUTRITION SERVICES       |              |            |                                        |     |          |                    |               |
| *                             | PO - 20260114                         | 03/25/2026   | 41119717   | 1300-5310-0-0000-37000-430000-095-0000 | P   | \$964.20 | \$0.00             | \$0.00        |
|                               | Description: NUTRITION SERVICES       |              |            |                                        |     |          |                    |               |
| *                             | PO - 20260115                         | 04/08/2026   | 41280277   | 1300-5310-0-0000-37000-430000-096-0000 | P   | \$830.37 | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                        | Ref<br>No     | Inv.<br>Date | Inv.<br>No         | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------|---------------|--------------|--------------------|----------------------------------------|-----|-------------|--------------------|---------------|
| 9876 IMPERIAL BAG & PAPER LLC |               |              |                    |                                        |     |             |                    |               |
|                               |               | Description: | NUTRITION SERVICES |                                        |     |             |                    |               |
| *                             | PO - 20260115 | 03/25/2026   | 41119718           | 1300-5310-0-0000-37000-430000-096-0000 | P   | \$642.23    | \$0.00             | \$0.00        |
|                               |               | Description: | NUTRITION SERVICES |                                        |     |             |                    |               |
| *                             | PO - 20260115 | 04/15/2026   | 41361222           | 1300-5310-0-0000-37000-430000-096-0000 | P   | \$318.83    | \$0.00             | \$0.00        |
|                               |               | Description: | NUTRITION SERVICES |                                        |     |             |                    |               |
| *                             | PO - 20260115 | 03/25/2026   | 41119718           | 1300-5310-0-0000-37000-430000-096-0000 | P   | \$1,741.56  | \$0.00             | \$0.00        |
|                               |               | Description: | NUTRITION SERVICES |                                        |     |             |                    |               |
| *                             | PO - 20260115 | 03/25/2026   | 41119719           | 1300-5310-0-0000-37000-430000-096-0000 | P   | \$98.69     | \$0.00             | \$0.00        |
|                               |               | Description: | NUTRITION SERVICES |                                        |     |             |                    |               |
| *                             | PO - 20260116 | 04/21/2026   | 41119721           | 1300-5310-0-0000-37000-430000-052-0000 | P   | \$451.37    | \$0.00             | \$0.00        |
|                               |               | Description: | NUTRITION SERVICES |                                        |     |             |                    |               |
| *                             | PV - 260898   | 04/01/2026   | 41198684           | 1300-5310-0-0000-37000-430000-094-0000 |     | \$482.64    | \$0.00             | \$0.00        |
|                               |               | Description: | INV 41198684       |                                        |     |             |                    |               |
| *                             | PV - 260898   | 04/01/2026   | 41198680           | 1300-5310-0-0000-37000-430000-094-0000 |     | \$17.12     | \$0.00             | \$0.00        |
|                               |               | Description: | INV 41198680       |                                        |     |             |                    |               |
| *                             | PV - 260898   | 04/08/2026   | 41279472           | 1300-5310-0-0000-37000-430000-094-0000 |     | \$69.39     | \$0.00             | \$0.00        |
|                               |               | Description: | INV 41279472       |                                        |     |             |                    |               |
| *                             | PV - 260898   | 04/08/2026   | 41279473           | 1300-5310-0-0000-37000-430000-094-0000 |     | \$386.72    | \$0.00             | \$0.00        |
|                               |               | Description: | INV 41279473       |                                        |     |             |                    |               |
| *                             | PV - 260898   | 04/15/2026   | 41361225           | 1300-5310-0-0000-37000-430000-094-0000 |     | \$1,260.22  | \$0.00             | \$0.00        |
|                               |               | Description: | INV 41361225       |                                        |     |             |                    |               |
| *                             | PV - 260898   | 04/15/2026   | 41361224           | 1300-5310-0-0000-37000-430000-094-0000 |     | \$304.21    | \$0.00             | \$0.00        |
|                               |               | Description: | INV 41361224       |                                        |     |             |                    |               |
| *                             | PV - 260898   | 04/15/2026   | 41361223           | 1300-5310-0-0000-37000-430000-094-0000 |     | \$304.21    | \$0.00             | \$0.00        |
|                               |               | Description: | INV 41361223       |                                        |     |             |                    |               |
| *                             | PV - 260898   | 03/25/2026   | 41119424           | 1300-5310-0-0000-37000-430000-094-0000 |     | \$1,549.15  | \$0.00             | \$0.00        |
|                               |               | Description: | INV 41119424       |                                        |     |             |                    |               |
| *                             | PV - 260898   | 03/25/2026   | 41119422           | 1300-5310-0-0000-37000-430000-094-0000 |     | \$28.42     | \$0.00             | \$0.00        |
|                               |               | Description: | INV 41119422       |                                        |     |             |                    |               |
| *                             | PV - 260898   | 03/25/2026   | 41119422           | 1300-5310-0-0000-37000-430000-094-0000 |     | \$166.15    | \$0.00             | \$0.00        |
|                               |               | Description: | INV 41119423       |                                        |     |             |                    |               |
| Total Amount of Payment       |               |              |                    |                                        |     | \$10,934.36 | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                            | Ref<br>No                                            | Inv.<br>Date | Inv.<br>No   | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|-----------------------------------|------------------------------------------------------|--------------|--------------|----------------------------------------|-----|-------------|--------------------|---------------|
| Total Amount Per Vendor           |                                                      |              |              |                                        |     | \$10,934.36 | \$0.00             | \$0.00        |
| 5440 J.W. PEPPER & SON INC.       |                                                      |              |              |                                        |     |             |                    |               |
| *                                 | PO - 20260018                                        | 04/15/2026   | 368510981    | 0100-1100-0-1157-10000-430000-175-0000 | P   | \$5.74      | \$0.00             | \$0.00        |
|                                   | Description: MUSIC HW                                |              |              |                                        |     |             |                    |               |
| *                                 | PO - 20260018                                        | 04/15/2026   | 368509940    | 0100-1100-0-1157-10000-430000-175-0000 | F   | \$62.59     | \$0.00             | \$0.00        |
|                                   | Description: MUSIC HW                                |              |              |                                        |     |             |                    |               |
| *                                 | PO - 20261688                                        | 04/09/2026   | 368495106    | 0100-1100-0-1156-10000-430000-194-0000 | P   | \$35.17     | \$0.00             | \$0.00        |
|                                   | Description: CONCERT MUSIC HH                        |              |              |                                        |     |             |                    |               |
| Total Amount of Payment           |                                                      |              |              |                                        |     | \$103.50    | \$0.00             | \$0.00        |
| Total Amount Per Vendor           |                                                      |              |              |                                        |     | \$103.50    | \$0.00             | \$0.00        |
| 8130 JOSTENS INC.                 |                                                      |              |              |                                        |     |             |                    |               |
|                                   | PV - 260908                                          | 03/25/2026   | REGISTRATION | 0100-0308-0-1110-10000-520000-094-8109 |     | \$630.00    | \$0.00             | \$0.00        |
|                                   | Description: JAU REGISTRATION                        |              |              |                                        |     |             |                    |               |
| Total Amount for Warrant          |                                                      |              |              |                                        |     | \$630.00    | \$0.00             | \$0.00        |
| Total Amount Per Vendor           |                                                      |              |              |                                        |     | \$630.00    | \$0.00             | \$0.00        |
| 6176 KELLER MOTORS                |                                                      |              |              |                                        |     |             |                    |               |
|                                   | PO - 20260865                                        | 05/01/2026   | 75949        | 0100-0000-0-0000-36000-640000-044-0000 | P   | \$52,207.26 | \$0.00             | \$0.00        |
|                                   | Description: 2026 CHEVROLET EXPRESS 12 PASSENGER VAN |              |              |                                        |     |             |                    |               |
| Total Amount for Warrant          |                                                      |              |              |                                        |     | \$52,207.26 | \$0.00             | \$0.00        |
|                                   | PO - 20261872                                        | 03/25/2026   | 5144919      | 0100-0333-0-0000-36000-560000-000-0000 | P   | \$36.68     | \$0.00             | \$0.00        |
|                                   | Description: SUPPLIES AND REPAIRS                    |              |              |                                        |     |             |                    |               |
|                                   | PO - 20261872                                        | 02/23/2026   | 5143952      | 0100-0333-0-0000-36000-560000-000-0000 | P   | \$461.03    | \$0.00             | \$0.00        |
|                                   | Description: SUPPLIES AND REPAIRS                    |              |              |                                        |     |             |                    |               |
| Total Amount for Warrant          |                                                      |              |              |                                        |     | \$497.71    | \$0.00             | \$0.00        |
| Total Amount Per Vendor           |                                                      |              |              |                                        |     | \$52,704.97 | \$0.00             | \$0.00        |
| 1139 KINGS COUNTY OFFICE OF EDUC. |                                                      |              |              |                                        |     |             |                    |               |
|                                   | PV - 260910                                          | 11/24/2025   | 260584       | 0100-0000-0-0000-72000-430000-018-0000 |     | \$46.50     | \$0.00             | \$0.00        |
|                                   | Description: SEPTEMBER 2025 TREASURY FEES            |              |              |                                        |     |             |                    |               |
| Total Amount for Warrant          |                                                      |              |              |                                        |     | \$46.50     | \$0.00             | \$0.00        |

\* = Credit Card Payment



Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                            | Ref<br>No                                                               | Inv.<br>Date | Inv.<br>No    | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|-----------------------------------|-------------------------------------------------------------------------|--------------|---------------|----------------------------------------|-----|-------------|--------------------|---------------|
| Total Amount Per Vendor           |                                                                         |              |               |                                        |     | \$46.50     | \$0.00             | \$0.00        |
| 1140 KINGS COUNTY PIPE AND SUPPLY |                                                                         |              |               |                                        |     |             |                    |               |
|                                   | PO - 20260144                                                           | 04/20/2026   | 2035279       | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$43.30     | \$0.00             | \$0.00        |
|                                   | Description: SUPPLIES M.O.T                                             |              |               |                                        |     |             |                    |               |
| Total Amount for Warrant          |                                                                         |              |               |                                        |     | \$43.30     | \$0.00             | \$0.00        |
| Total Amount Per Vendor           |                                                                         |              |               |                                        |     | \$43.30     | \$0.00             | \$0.00        |
| 12234 KRAZAN & ASSOCIATES         |                                                                         |              |               |                                        |     |             |                    |               |
|                                   | PO - 20261065                                                           | 03/31/2026   | A627850-33911 | 3560-7710-0-0000-85000-620030-095-1365 | P   | \$13,870.00 | \$0.00             | \$0.00        |
|                                   | Description: M1 & J3 PROJECT SPECIAL INSPECTIONS & MATERIALS TESTING SP |              |               |                                        |     |             |                    |               |
| Total Amount for Warrant          |                                                                         |              |               |                                        |     | \$13,870.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor           |                                                                         |              |               |                                        |     | \$13,870.00 | \$0.00             | \$0.00        |
| 1182 LAWNMOWER MAN                |                                                                         |              |               |                                        |     |             |                    |               |
|                                   | PO - 20261885                                                           | 04/10/2026   | 35515         | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$443.05    | \$0.00             | \$0.00        |
|                                   | Description: SUPPLIES AND REPAIRS                                       |              |               |                                        |     |             |                    |               |
|                                   | PO - 20261885                                                           | 04/08/2026   | 35490         | 0100-0000-0-0000-82000-430000-043-0000 | F   | \$27.17     | \$0.00             | \$0.00        |
|                                   | Description: SUPPLIES AND REPAIRS                                       |              |               |                                        |     |             |                    |               |
| Total Amount for Warrant          |                                                                         |              |               |                                        |     | \$470.22    | \$0.00             | \$0.00        |
| Total Amount Per Vendor           |                                                                         |              |               |                                        |     | \$470.22    | \$0.00             | \$0.00        |
| 1574 LINDE GAS & EQUIPMENT INC.   |                                                                         |              |               |                                        |     |             |                    |               |
| *                                 | PO - 20260147                                                           | 04/14/2026   | 56062837      | 0100-0000-0-0000-82000-430000-071-0000 | F   | \$739.45    | \$0.00             | \$0.00        |
|                                   | Description: HH POOL                                                    |              |               |                                        |     |             |                    |               |
| *                                 | PO - 20260147                                                           | 04/14/2026   | 56061040      | 0100-0000-0-0000-82000-430000-063-0000 | P   | \$672.39    | \$0.00             | \$0.00        |
|                                   | Description: SP POOL                                                    |              |               |                                        |     |             |                    |               |
| Total Amount of Payment           |                                                                         |              |               |                                        |     | \$1,411.84  | \$0.00             | \$0.00        |
| Total Amount Per Vendor           |                                                                         |              |               |                                        |     | \$1,411.84  | \$0.00             | \$0.00        |
| 1268 MAJOR SYSCO                  |                                                                         |              |               |                                        |     |             |                    |               |
|                                   | CM - 260145                                                             | 04/22/2026   | 484943987     | 1300-5310-0-0000-37000-470002-094-0000 |     | -\$19.35    | \$0.00             | \$0.00        |
|                                   | CM - 260145                                                             | 04/22/2026   | 484943988     | 1300-5310-0-0000-37000-470001-094-0000 |     | -\$87.73    | \$0.00             | \$0.00        |
|                                   | CM - 260146                                                             | 04/15/2026   | 484934970     | 1300-5310-0-0000-37000-470000-095-0000 |     | -\$7.88     | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                                   | Ref No | Inv. Date      | Inv. No       | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount      | Use Tax Amount Taxable | Amount Tax |
|------------------------------------------|--------|----------------|---------------|----------------------------------------|-----|-------------|------------------------|------------|
| 1268 MAJOR SYSCO                         |        |                |               |                                        |     |             |                        |            |
| CM - 260146                              |        | 04 / 15 / 2026 | 484934971     | 1300-5310-0-0000-37000-470001-095-0000 |     | -\$53.90    | \$0.00                 | \$0.00     |
| CM - 260147                              |        | 04 / 15 / 2026 | 484934969     | 1300-5310-0-0000-37000-470001-096-0000 |     | -\$113.70   | \$0.00                 | \$0.00     |
| CM - 260147                              |        | 04 / 07 / 2026 | OBCL484883506 | 1300-5310-0-0000-37000-470001-096-0000 |     | -\$411.26   | \$0.00                 | \$0.00     |
| CM - 260147                              |        | 04 / 18 / 2026 | 484940382     | 1300-5310-0-0000-37000-470002-096-0000 |     | -\$102.20   | \$0.00                 | \$0.00     |
| CM - 260147                              |        | 04 / 15 / 2026 | 484934968     | 1300-5310-0-0000-37000-470002-096-0000 |     | -\$36.47    | \$0.00                 | \$0.00     |
| PO - 20260095                            |        | 04 / 16 / 2026 | 484936493     | 1300-5310-0-0000-37000-470001-094-0000 | P   | \$892.81    | \$0.00                 | \$0.00     |
| Description: NUTRITION SERVICES          |        |                |               |                                        |     |             |                        |            |
| PO - 20260099                            |        | 04 / 13 / 2026 | 484932735     | 1300-5310-0-0000-37000-470000-095-0000 | P   | \$266.14    | \$0.00                 | \$0.00     |
| Description: NUTRITION SERVICES          |        |                |               |                                        |     |             |                        |            |
| PV - 260899                              |        | 04 / 13 / 2026 | 484932732     | 1300-5310-0-0000-37000-470002-052-0000 |     | \$19.31     | \$0.00                 | \$0.00     |
| PV - 260899                              |        | 04 / 13 / 2026 | 484932732     | 1300-5310-0-0000-37000-470001-052-0000 |     | \$81.60     | \$0.00                 | \$0.00     |
| PV - 260899                              |        | 04 / 16 / 2026 | 484936495     | 1300-5310-0-0000-37000-470001-052-0000 |     | \$283.30    | \$0.00                 | \$0.00     |
| PV - 260900                              |        | 04 / 13 / 2026 | 484932835     | 1300-5310-0-0000-37000-470001-094-0000 |     | \$4,139.71  | \$0.00                 | \$0.00     |
| PV - 260900                              |        | 04 / 13 / 2026 | 484932834     | 1300-5310-0-0000-37000-470002-094-0000 |     | \$4,052.36  | \$0.00                 | \$0.00     |
| PV - 260900                              |        | 04 / 16 / 2026 | 484936492     | 1300-5310-0-0000-37000-470002-094-0000 |     | \$559.01    | \$0.00                 | \$0.00     |
| PV - 260901                              |        | 04 / 13 / 2026 | 484932737     | 1300-5310-0-0000-37000-470002-095-0000 |     | \$1,803.12  | \$0.00                 | \$0.00     |
| PV - 260901                              |        | 04 / 16 / 2026 | 484936853     | 1300-5310-0-0000-37000-470002-095-0000 |     | \$1,066.09  | \$0.00                 | \$0.00     |
| PV - 260901                              |        | 04 / 13 / 2026 | 484932736     | 1300-5310-0-0000-37000-470001-095-0000 |     | \$1,184.49  | \$0.00                 | \$0.00     |
| PV - 260901                              |        | 04 / 16 / 2026 | 484936852     | 1300-5310-0-0000-37000-470002-095-0000 |     | \$3,178.72  | \$0.00                 | \$0.00     |
| PV - 260902                              |        | 04 / 13 / 2026 | 484932734     | 1300-5310-0-0000-37000-470001-096-0000 |     | \$2,980.09  | \$0.00                 | \$0.00     |
| PV - 260902                              |        | 04 / 16 / 2026 | 484936844     | 1300-5310-0-0000-37000-470001-096-0000 |     | \$3,012.23  | \$0.00                 | \$0.00     |
| PV - 260902                              |        | 04 / 13 / 2026 | 484932733     | 1300-5310-0-0000-37000-470002-096-0000 |     | \$2,120.85  | \$0.00                 | \$0.00     |
| PV - 260902                              |        | 04 / 16 / 2026 | 484936845     | 1300-5310-0-0000-37000-470002-096-0000 |     | \$1,656.63  | \$0.00                 | \$0.00     |
| Total Amount for Warrant                 |        |                |               |                                        |     | \$26,463.97 | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                  |        |                |               |                                        |     | \$26,463.97 | \$0.00                 | \$0.00     |
| 1291 MATSON ALARM CO. INC.               |        |                |               |                                        |     |             |                        |            |
| PO - 20260337                            |        | 05 / 01 / 2026 | 8202262       | 0100-0000-0-0000-83000-580000-047-0000 | P   | \$480.00    | \$0.00                 | \$0.00     |
| Description: MONTHLY ALARM SERVICE       |        |                |               |                                        |     |             |                        |            |
| PO - 20261821                            |        | 04 / 15 / 2026 | 8188705       | 0100-8150-0-0000-81100-560000-043-0000 | P   | \$94.82     | \$0.00                 | \$0.00     |
| Description: HH ALARM INSTALLATION M.O.T |        |                |               |                                        |     |             |                        |            |
| Total Amount for Warrant                 |        |                |               |                                        |     | \$574.82    | \$0.00                 | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                                                      | Ref<br>No     | Inv.<br>Date | Inv.<br>No   | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------------------------------------|---------------|--------------|--------------|----------------------------------------|-----|------------|--------------------|---------------|
| Total Amount Per Vendor                                     |               |              |              |                                        |     | \$574.82   | \$0.00             | \$0.00        |
| 6562 MEDALLION SUPPLY INC                                   |               |              |              |                                        |     |            |                    |               |
| *                                                           | PO - 20261550 | 04/14/2026   | 2877-1053875 | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$211.15   | \$0.00             | \$0.00        |
| Description: SUPPLIES M.O.T                                 |               |              |              |                                        |     |            |                    |               |
| Total Amount of Payment                                     |               |              |              |                                        |     | \$211.15   | \$0.00             | \$0.00        |
| Total Amount Per Vendor                                     |               |              |              |                                        |     | \$211.15   | \$0.00             | \$0.00        |
| 12340 MICAH RICE                                            |               |              |              |                                        |     |            |                    |               |
|                                                             | PV - 260909   | 03/30/2026   | 7/13-7/15/26 | 0100-0308-0-1110-10000-520000-094-8109 |     | \$636.41   | \$0.00             | \$0.00        |
| Description: FLIGHT FOR JOSTENS ADVISER UNIVERSITY TRAINING |               |              |              |                                        |     |            |                    |               |
| Total Amount for Warrant                                    |               |              |              |                                        |     | \$636.41   | \$0.00             | \$0.00        |
| Total Amount Per Vendor                                     |               |              |              |                                        |     | \$636.41   | \$0.00             | \$0.00        |
| 1381 MORGAN & SLATES INC                                    |               |              |              |                                        |     |            |                    |               |
| *                                                           | PO - 20260299 | 04/07/2026   | 1867295      | 0100-0333-0-0000-36000-430050-000-0000 | P   | \$34.19    | \$0.00             | \$0.00        |
| Description: PARTS AND SERVICE REPAIRS                      |               |              |              |                                        |     |            |                    |               |
| Total Amount of Payment                                     |               |              |              |                                        |     | \$34.19    | \$0.00             | \$0.00        |
| Total Amount Per Vendor                                     |               |              |              |                                        |     | \$34.19    | \$0.00             | \$0.00        |
| 7999 MORPHY AWARDS AND APPAREL                              |               |              |              |                                        |     |            |                    |               |
|                                                             | PO - 20261678 | 04/21/2026   | 5753         | 0100-0000-0-1110-27000-430000-096-0000 | F   | \$756.94   | \$0.00             | \$0.00        |
| Description: ACADEMIC LETTERS AND INSERTS HW                |               |              |              |                                        |     |            |                    |               |
| Total Amount for Warrant                                    |               |              |              |                                        |     | \$756.94   | \$0.00             | \$0.00        |
| Total Amount Per Vendor                                     |               |              |              |                                        |     | \$756.94   | \$0.00             | \$0.00        |
| 11166 MUNDO CHARTERS                                        |               |              |              |                                        |     |            |                    |               |
|                                                             | PO - 20261788 | 03/10/2026   | 202019       | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,700.00 | \$0.00             | \$0.00        |
| Description: TRACK HH                                       |               |              |              |                                        |     |            |                    |               |
| Total Amount for Warrant                                    |               |              |              |                                        |     | \$1,700.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                                     |               |              |              |                                        |     | \$1,700.00 | \$0.00             | \$0.00        |
| 1400 MUSEUM OF TOLERANCE                                    |               |              |              |                                        |     |            |                    |               |
|                                                             | PV - 260911   | 04/02/2026   | 5/11/2026    | 0100-7220-0-1110-10000-520000-096-0000 |     | \$468.00   | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                                       | Ref<br>No  | Inv.<br>Date    | Inv.<br>No                             | FD---RE---Y-GO---FN---OB-----SI---TY | P/F | Amount   | Use Tax<br>Taxable | Amount<br>Tax |
|----------------------------------------------|------------|-----------------|----------------------------------------|--------------------------------------|-----|----------|--------------------|---------------|
| 1400 MUSEUM OF TOLERANCE                     |            |                 |                                        |                                      |     |          |                    |               |
| Description: TICKETS FOR MUSEUM OF TOLERANCE |            |                 |                                        |                                      |     |          |                    |               |
| Total Amount for Warrant                     |            |                 |                                        |                                      |     | \$468.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                      |            |                 |                                        |                                      |     | \$468.00 | \$0.00             | \$0.00        |
| 5668 PANERA BREAD COMPANY                    |            |                 |                                        |                                      |     |          |                    |               |
| PO - 20261912                                | 04/14/2026 | 601060260414860 | 0100-0000-0-1110-10000-430000-094-0000 |                                      | P   | \$172.31 | \$0.00             | \$0.00        |
| Description: STAFF MEETINGS HH               |            |                 |                                        |                                      |     |          |                    |               |
| PO - 20261912                                | 04/15/2026 | 601060260415871 | 0100-0000-0-1110-10000-430000-094-0000 |                                      | P   | \$157.52 | \$0.00             | \$0.00        |
| Description: STAFF MEETINGS HH               |            |                 |                                        |                                      |     |          |                    |               |
| Total Amount for Warrant                     |            |                 |                                        |                                      |     | \$329.83 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                      |            |                 |                                        |                                      |     | \$329.83 | \$0.00             | \$0.00        |
| 3390 PAXTON/PATTERSON LLC                    |            |                 |                                        |                                      |     |          |                    |               |
| PO - 20261902                                | 04/14/2026 | 0014530         | 0100-3550-0-3830-10000-430000-096-0000 |                                      | P   | \$527.97 | \$0.00             | \$0.00        |
| Description: SUPPLIES HW                     |            |                 |                                        |                                      |     |          |                    |               |
| Total Amount for Warrant                     |            |                 |                                        |                                      |     | \$527.97 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                      |            |                 |                                        |                                      |     | \$527.97 | \$0.00             | \$0.00        |
| 11604 PEREIRRA, JESSICA                      |            |                 |                                        |                                      |     |          |                    |               |
| PV - 260912                                  | 01/22/2026 | 4/30-5/2/26     | 0100-7010-0-3801-10000-520000-000-0000 |                                      |     | \$169.00 | \$0.00             | \$0.00        |
| Description: STATE FFA FINALS                |            |                 |                                        |                                      |     |          |                    |               |
| Total Amount for Warrant                     |            |                 |                                        |                                      |     | \$169.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                      |            |                 |                                        |                                      |     | \$169.00 | \$0.00             | \$0.00        |
| 3215 PIMENTEL, LILLY                         |            |                 |                                        |                                      |     |          |                    |               |
| PV - 260913                                  | 01/22/2026 | 5/1-5/2/26      | 0100-7010-0-3801-10000-520000-000-0000 |                                      |     | \$128.00 | \$0.00             | \$0.00        |
| Description: STATE FFA FINALS                |            |                 |                                        |                                      |     |          |                    |               |
| Total Amount for Warrant                     |            |                 |                                        |                                      |     | \$128.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                      |            |                 |                                        |                                      |     | \$128.00 | \$0.00             | \$0.00        |
| 1568 PORT OF SUBS                            |            |                 |                                        |                                      |     |          |                    |               |
| PO - 20261524                                | 04/16/2026 | 10939638220839  | 0100-0000-0-1110-27000-430000-096-0000 |                                      | P   | \$140.00 | \$0.00             | \$0.00        |
| Description: ADMIN HW                        |            |                 |                                        |                                      |     |          |                    |               |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                                          | Ref<br>No | Inv.<br>Date                | Inv.<br>No | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------------------------|-----------|-----------------------------|------------|----------------------------------------|-----|-------------|--------------------|---------------|
| 1568 PORT OF SUBS                               |           |                             |            |                                        |     |             |                    |               |
| Total Amount for Warrant                        |           |                             |            |                                        |     | \$140.00    | \$0.00             | \$0.00        |
| Total Amount Per Vendor                         |           |                             |            |                                        |     | \$140.00    | \$0.00             | \$0.00        |
| 5708 PREMIER TRUCK PARTS                        |           |                             |            |                                        |     |             |                    |               |
| PO - 20261718                                   |           | 03/24/2026 79376            |            | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$52.48     | \$0.00             | \$0.00        |
| Description: PARTS AND SUPPLIES                 |           |                             |            |                                        |     |             |                    |               |
| PO - 20261718                                   |           | 03/21/2026 79366            |            | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$17.10     | \$0.00             | \$0.00        |
| Description: PARTS AND SUPPLIES                 |           |                             |            |                                        |     |             |                    |               |
| PO - 20261718                                   |           | 04/13/2026 79483            |            | 0100-0333-0-0000-36000-430000-000-0000 | F   | \$536.79    | \$0.00             | \$0.00        |
| Description: PARTS AND SUPPLIES                 |           |                             |            |                                        |     |             |                    |               |
| Total Amount for Warrant                        |           |                             |            |                                        |     | \$606.37    | \$0.00             | \$0.00        |
| Total Amount Per Vendor                         |           |                             |            |                                        |     | \$606.37    | \$0.00             | \$0.00        |
| 8775 QUADIENT FINANCE USA INC                   |           |                             |            |                                        |     |             |                    |               |
| PO - 20260182                                   |           | 04/14/2026 7900044041745450 |            | 0100-0000-0-0000-72000-590030-018-0000 | P   | \$4,000.00  | \$0.00             | \$0.00        |
| Description: POSTAGE FOR DISTRICT POSTAGE METER |           |                             |            |                                        |     |             |                    |               |
| Total Amount for Warrant                        |           |                             |            |                                        |     | \$4,000.00  | \$0.00             | \$0.00        |
| Total Amount Per Vendor                         |           |                             |            |                                        |     | \$4,000.00  | \$0.00             | \$0.00        |
| 1666 ROE OIL CO                                 |           |                             |            |                                        |     |             |                    |               |
| PO - 20261923                                   |           | 04/15/2026 285697CT         |            | 0100-0000-0-0000-36000-430010-044-0000 | P   | \$1,967.31  | \$0.00             | \$0.00        |
| Description: GAS                                |           |                             |            |                                        |     |             |                    |               |
| PO - 20261923                                   |           | 04/15/2026 285694CT         |            | 0100-0000-0-0000-36000-430010-044-0000 | P   | \$387.08    | \$0.00             | \$0.00        |
| Description: GAS                                |           |                             |            |                                        |     |             |                    |               |
| PO - 20261923                                   |           | 04/15/2026 285695CT         |            | 0100-0000-0-0000-36000-430010-044-0000 | P   | \$1,523.70  | \$0.00             | \$0.00        |
| Description: GAS                                |           |                             |            |                                        |     |             |                    |               |
| PO - 20261923                                   |           | 04/15/2026 285691CT         |            | 0100-0000-0-0000-36000-430010-044-0000 | F   | \$7,143.62  | \$0.00             | \$0.00        |
| Description: GAS                                |           |                             |            |                                        |     |             |                    |               |
| Total Amount for Warrant                        |           |                             |            |                                        |     | \$11,021.71 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                         |           |                             |            |                                        |     | \$11,021.71 | \$0.00             | \$0.00        |
| 11195 ROOK, SARAH                               |           |                             |            |                                        |     |             |                    |               |
| PV - 260914                                     |           | 01/22/2026 5/1-5/2/26       |            | 0100-7010-0-3801-10000-520000-000-0000 |     | \$128.00    | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                        | Ref<br>No | Inv.<br>Date | Inv.<br>No         | FD---RE---Y-GO---FN---OB-----SI--TY    | P/F | Amount     | Use Tax<br>Taxable | Amount<br>Tax |
|-------------------------------|-----------|--------------|--------------------|----------------------------------------|-----|------------|--------------------|---------------|
| 11195 ROOK, SARAH             |           |              |                    |                                        |     |            |                    |               |
|                               |           | Description: | STATE FFA FINALS   |                                        |     |            |                    |               |
| Total Amount for Warrant      |           |              |                    |                                        |     | \$128.00   | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |           |              |                    |                                        |     | \$128.00   | \$0.00             | \$0.00        |
| 9261 ROUND TABLE PIZZA        |           |              |                    |                                        |     |            |                    |               |
| PO - 20261598                 |           | 04/15/2026   | 127275             | 0100-0000-0-1110-27000-430000-096-0000 | P   | \$97.39    | \$0.00             | \$0.00        |
|                               |           | Description: | HW ADMIN           |                                        |     |            |                    |               |
| PO - 20261917                 |           | 04/21/2026   | 113496             | 0100-0000-0-1110-31200-430000-012-0000 | F   | \$151.51   | \$0.00             | \$0.00        |
|                               |           | Description: | SARB MEETING       |                                        |     |            |                    |               |
| Total Amount for Warrant      |           |              |                    |                                        |     | \$248.90   | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |           |              |                    |                                        |     | \$248.90   | \$0.00             | \$0.00        |
| 11606 SHEEHAN, CLAYTON        |           |              |                    |                                        |     |            |                    |               |
| PV - 260906                   |           | 01/22/2026   | 5/1-5/2/26         | 0100-7010-0-3801-10000-520000-000-0000 |     | \$128.00   | \$0.00             | \$0.00        |
|                               |           | Description: | STATE FFA FINALS   |                                        |     |            |                    |               |
| Total Amount for Warrant      |           |              |                    |                                        |     | \$128.00   | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |           |              |                    |                                        |     | \$128.00   | \$0.00             | \$0.00        |
| 11218 SKYLINE BUS CHARTER LLC |           |              |                    |                                        |     |            |                    |               |
| PO - 20261540                 |           | 04/09/2026   | 1957               | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$3,100.00 | \$0.00             | \$0.00        |
|                               |           | Description: | SALAD BOWL CLUB HH |                                        |     |            |                    |               |
| Total Amount for Warrant      |           |              |                    |                                        |     | \$3,100.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |           |              |                    |                                        |     | \$3,100.00 | \$0.00             | \$0.00        |
| 1804 SO CALIF EDISON CO       |           |              |                    |                                        |     |            |                    |               |
| CM - 260148                   |           | 04/16/2026   | 700326369678       | 0100-0000-0-0000-82000-550020-033-0000 |     | -\$8.70    | \$0.00             | \$0.00        |
|                               |           | Description: | CREDIT             |                                        |     |            |                    |               |
| PV - 260915                   |           | 04/16/2026   | 700485080674       | 0100-0000-0-0000-82000-550020-033-0000 |     | \$105.57   | \$0.00             | \$0.00        |
|                               |           | Description: | MONTHLY UTILITIES  |                                        |     |            |                    |               |
| Total Amount for Warrant      |           |              |                    |                                        |     | \$96.87    | \$0.00             | \$0.00        |
| Total Amount Per Vendor       |           |              |                    |                                        |     | \$96.87    | \$0.00             | \$0.00        |
| 1805 SO CALIF GAS CO          |           |              |                    |                                        |     |            |                    |               |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                                | Ref<br>No                         | Inv.<br>Date | Inv.<br>No       | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount     | Use Tax<br>Taxable | Amount<br>Tax |
|---------------------------------------|-----------------------------------|--------------|------------------|----------------------------------------|-----|------------|--------------------|---------------|
| 1805 SO CALIF GAS CO                  |                                   |              |                  |                                        |     |            |                    |               |
|                                       | PV - 260916                       | 04/17/2026   | 114-515-5700-0   | 0100-0334-0-3200-82000-550010-033-0000 |     | \$36.09    | \$0.00             | \$0.00        |
|                                       | Description: MONTHLY UTILITIES    |              |                  |                                        |     |            |                    |               |
| Total Amount for Warrant              |                                   |              |                  |                                        |     | \$36.09    | \$0.00             | \$0.00        |
| Total Amount Per Vendor               |                                   |              |                  |                                        |     | \$36.09    | \$0.00             | \$0.00        |
| 5572 SOUTHWEST SCHOOL SUPPLY INC      |                                   |              |                  |                                        |     |            |                    |               |
|                                       | PO - 20260056                     | 04/16/2026   | 6061215081       | 1100-6391-0-4138-10000-430000-000-0000 | P   | \$110.74   | \$0.00             | \$0.00        |
|                                       | Description: SUPPLIES HAS         |              |                  |                                        |     |            |                    |               |
|                                       | PO - 20260197                     | 09/09/2025   | 6042084685       | 0100-1100-0-1110-10000-430000-095-0000 | P   | \$29.65    | \$0.00             | \$0.00        |
|                                       | Description: SUPPLIES SP          |              |                  |                                        |     |            |                    |               |
|                                       | PO - 20260198                     | 04/16/2026   | 6061215080       | 0100-0000-0-1110-10000-430000-095-0000 | P   | \$66.68    | \$0.00             | \$0.00        |
|                                       | Description: SUPPLIES SP          |              |                  |                                        |     |            |                    |               |
|                                       | PO - 20260466                     | 09/12/2025   | 6042314771       | 0100-0000-0-0000-82000-430000-043-0000 | F   | \$5,134.56 | \$0.00             | \$0.00        |
|                                       | Description: SUPPLIES M.O.T       |              |                  |                                        |     |            |                    |               |
|                                       | PO - 20261943                     | 09/11/2025   | 6042232946       | 0100-0000-0-1110-10000-430000-096-0000 | P   | \$17.44    | \$0.00             | \$0.00        |
|                                       | Description: SUPPLIES HW          |              |                  |                                        |     |            |                    |               |
| Total Amount for Warrant              |                                   |              |                  |                                        |     | \$5,359.07 | \$0.00             | \$0.00        |
| Total Amount Per Vendor               |                                   |              |                  |                                        |     | \$5,359.07 | \$0.00             | \$0.00        |
| 1860 STEVE WEISS MUSIC INC            |                                   |              |                  |                                        |     |            |                    |               |
|                                       | PO - 20261936                     | 04/15/2026   | INV1446643.1     | 0100-1100-0-1156-10000-430000-194-0000 | F   | \$324.17   | \$0.00             | \$0.00        |
|                                       | Description: HH BAND              |              |                  |                                        |     |            |                    |               |
| Total Amount for Warrant              |                                   |              |                  |                                        |     | \$324.17   | \$0.00             | \$0.00        |
| Total Amount Per Vendor               |                                   |              |                  |                                        |     | \$324.17   | \$0.00             | \$0.00        |
| 12332 STITCH MASTER CUSTOM EMBROIDERY |                                   |              |                  |                                        |     |            |                    |               |
|                                       | PO - 20261999                     | 03/09/2026   | 24345            | 0100-6770-0-1156-10000-430000-096-0000 | F   | \$1,056.41 | \$0.00             | \$0.00        |
|                                       | Description: CLOTHING FOR HW BAND |              |                  |                                        |     |            |                    |               |
| Total Amount for Warrant              |                                   |              |                  |                                        |     | \$1,056.41 | \$0.00             | \$0.00        |
| Total Amount Per Vendor               |                                   |              |                  |                                        |     | \$1,056.41 | \$0.00             | \$0.00        |
| 7237 SUBWAY                           |                                   |              |                  |                                        |     |            |                    |               |
|                                       | PO - 20260255                     | 04/15/2026   | SPM2026041511551 | 0100-0332-0-1110-10000-430000-095-0000 | F   | \$243.96   | \$0.00             | \$0.00        |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                                     | Ref<br>No | Inv.<br>Date | Inv.<br>No | FD---RE---Y-GO---FN-----OB-----SI---TY | P/F | Amount      | Use Tax<br>Taxable | Amount<br>Tax |
|--------------------------------------------|-----------|--------------|------------|----------------------------------------|-----|-------------|--------------------|---------------|
| 7237 SUBWAY                                |           |              |            |                                        |     |             |                    |               |
| Description: MISC. SP                      |           |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant                   |           |              |            |                                        |     | \$243.96    | \$0.00             | \$0.00        |
| Total Amount Per Vendor                    |           |              |            |                                        |     | \$243.96    | \$0.00             | \$0.00        |
| 12024 SUPERB LINE                          |           |              |            |                                        |     |             |                    |               |
| PO - 20261154                              |           | 03/16/2026   | 226        | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$2,400.00  | \$0.00             | \$0.00        |
| Description: ED ACADEMY SP                 |           |              |            |                                        |     |             |                    |               |
| PO - 20261795                              |           | 03/19/2026   | 430        | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,800.00  | \$0.00             | \$0.00        |
| Description: BASEBALL SP                   |           |              |            |                                        |     |             |                    |               |
| PO - 20261920                              |           | 04/11/2026   | 464        | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$4,500.00  | \$0.00             | \$0.00        |
| Description: PARTNERSHIP ACADEMY HH        |           |              |            |                                        |     |             |                    |               |
| PO - 20261963                              |           | 04/17/2026   | 491        | 0100-0333-0-0000-36000-560000-000-0000 | F   | \$1,800.00  | \$0.00             | \$0.00        |
| Description: TRACK HH                      |           |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant                   |           |              |            |                                        |     | \$10,500.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                    |           |              |            |                                        |     | \$10,500.00 | \$0.00             | \$0.00        |
| 7874 TARGETSUCCESS INC.                    |           |              |            |                                        |     |             |                    |               |
| PO - 20262012                              |           | 02/01/2026   | 1922       | 0100-0337-0-1110-10000-580011-000-0000 | F   | \$1,450.00  | \$0.00             | \$0.00        |
| Description: ANNUAL SUBSCRIPTION           |           |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant                   |           |              |            |                                        |     | \$1,450.00  | \$0.00             | \$0.00        |
| Total Amount Per Vendor                    |           |              |            |                                        |     | \$1,450.00  | \$0.00             | \$0.00        |
| 11775 TARLTON AND SON INC.                 |           |              |            |                                        |     |             |                    |               |
| PO - 20261587                              |           | 04/30/2026   | 10489      | 0100-8150-0-0000-81100-560000-043-0000 | F   | \$4,000.00  | \$0.00             | \$0.00        |
| Description: REPAIRS DO                    |           |              |            |                                        |     |             |                    |               |
| PO - 20261839                              |           | 04/30/2026   | 10468      | 2140-0000-0-0000-85000-560000-094-1379 | F   | \$70,676.00 | \$0.00             | \$0.00        |
| Description: SIDING REPAIRS HH             |           |              |            |                                        |     |             |                    |               |
| Total Amount for Warrant                   |           |              |            |                                        |     | \$74,676.00 | \$0.00             | \$0.00        |
| Total Amount Per Vendor                    |           |              |            |                                        |     | \$74,676.00 | \$0.00             | \$0.00        |
| 9384 THE HOME DEPOT PRO F/K/A SUPPLY WORKS |           |              |            |                                        |     |             |                    |               |
| PO - 20261698                              |           | 04/20/2026   | 9248246574 | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$732.42    | \$0.00             | \$0.00        |
| Description: SUPPLIES M.O.T                |           |              |            |                                        |     |             |                    |               |

\* = Credit Card Payment



Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| Vendor                                     | Ref No                      | Inv. Date  | Inv. No        | FD---RE---Y-GO---FN---OB-----SI---TY   | P/F | Amount     | Use Tax Amount Taxable | Amount Tax |
|--------------------------------------------|-----------------------------|------------|----------------|----------------------------------------|-----|------------|------------------------|------------|
| 9384 THE HOME DEPOT PRO F/K/A SUPPLY WORKS |                             |            |                |                                        |     |            |                        |            |
|                                            | PO - 20261698               | 04/20/2026 | 9248246575     | 0100-0000-0-0000-82000-430000-043-0000 | P   | \$1,879.00 | \$0.00                 | \$0.00     |
|                                            | Description: SUPPLIES M.O.T |            |                |                                        |     |            |                        |            |
| Total Amount for Warrant                   |                             |            |                |                                        |     | \$2,611.42 | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                    |                             |            |                |                                        |     | \$2,611.42 | \$0.00                 | \$0.00     |
| 8906 THE SHERWIN-WILLIAMS COMPANY          |                             |            |                |                                        |     |            |                        |            |
|                                            | PO - 20260163               | 04/02/2026 | 82332188570426 | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$414.15   | \$0.00                 | \$0.00     |
|                                            | Description: SUPPLIES M.O.T |            |                |                                        |     |            |                        |            |
|                                            | PO - 20260163               | 04/10/2026 | 68893191400426 | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$45.02    | \$0.00                 | \$0.00     |
|                                            | Description: SUPPLIES M.O.T |            |                |                                        |     |            |                        |            |
|                                            | PO - 20260163               | 03/26/2026 | 81557188570326 | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$279.26   | \$0.00                 | \$0.00     |
|                                            | Description: SUPPLIES M.O.T |            |                |                                        |     |            |                        |            |
| Total Amount for Warrant                   |                             |            |                |                                        |     | \$738.43   | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                    |                             |            |                |                                        |     | \$738.43   | \$0.00                 | \$0.00     |
| 1986 UNITED REFRIGERATION INC.             |                             |            |                |                                        |     |            |                        |            |
|                                            | PO - 20260164               | 04/16/2026 | 18553183       | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$240.54   | \$0.00                 | \$0.00     |
|                                            | Description: SUPPLIES M.O.T |            |                |                                        |     |            |                        |            |
| Total Amount for Warrant                   |                             |            |                |                                        |     | \$240.54   | \$0.00                 | \$0.00     |
| Total Amount Per Vendor                    |                             |            |                |                                        |     | \$240.54   | \$0.00                 | \$0.00     |
| 2044 W.W. GRAINGER INC.                    |                             |            |                |                                        |     |            |                        |            |
| *                                          | PO - 20261887               | 04/02/2026 | 9865207808     | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$51.92    | \$0.00                 | \$0.00     |
|                                            | Description: MATERIAL M.O.T |            |                |                                        |     |            |                        |            |
| *                                          | PO - 20261887               | 03/31/2026 | 9862782308     | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$514.56   | \$0.00                 | \$0.00     |
|                                            | Description: MATERIAL M.O.T |            |                |                                        |     |            |                        |            |
| *                                          | PO - 20261887               | 03/27/2026 | 9857757307     | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$1,024.52 | \$0.00                 | \$0.00     |
|                                            | Description: MATERIAL M.O.T |            |                |                                        |     |            |                        |            |
| *                                          | PO - 20261887               | 04/08/2026 | 9871366879     | 0100-8150-0-0000-81100-430000-043-0000 | P   | \$410.45   | \$0.00                 | \$0.00     |
|                                            | Description: MATERIAL M.O.T |            |                |                                        |     |            |                        |            |
| *                                          | PO - 20261887               | 04/08/2026 | 9872843850     | 0100-8150-0-0000-81100-430000-043-0000 | F   | \$269.62   | \$0.00                 | \$0.00     |
|                                            | Description: MATERIAL M.O.T |            |                |                                        |     |            |                        |            |
| Total Amount of Payment                    |                             |            |                |                                        |     | \$2,271.07 | \$0.00                 | \$0.00     |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| 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   |        |            |          |                                        |     | \$2,271.07 | \$0.00          | \$0.00     |
| 2053 WALMART              |        |            |          |                                        |     |            |                 |            |
| PO - 20260510             |        | 04/15/2026 | 3AB2C794 | 0100-1100-0-1167-10000-430000-094-0000 | P   | \$23.73    | \$0.00          | \$0.00     |
| Description: SUPPLIES HH  |        |            |          |                                        |     |            |                 |            |
| PO - 20260510             |        | 04/15/2026 | 30C44165 | 0100-1100-0-1167-10000-430000-094-0000 | P   | \$109.33   | \$0.00          | \$0.00     |
| Description: SUPPLIES HH  |        |            |          |                                        |     |            |                 |            |
| PO - 20260647             |        | 04/13/2026 | 30B14653 | 0100-3550-0-3805-10000-430000-096-0000 | P   | \$111.57   | \$0.00          | \$0.00     |
| Description: SUPPLIES HW  |        |            |          |                                        |     |            |                 |            |
| PO - 20260647             |        | 03/26/2026 | B23B068D | 0100-3550-0-3805-10000-430000-096-0000 | P   | \$18.56    | \$0.00          | \$0.00     |
| Description: SUPPLIES HW  |        |            |          |                                        |     |            |                 |            |
| PO - 20260647             |        | 03/25/2026 | 8232C90B | 0100-3550-0-3805-10000-430000-096-0000 | P   | \$45.36    | \$0.00          | \$0.00     |
| Description: SUPPLIES HW  |        |            |          |                                        |     |            |                 |            |
| PO - 20260647             |        | 03/24/2026 | EEF79D3A | 0100-3550-0-3805-10000-430000-096-0000 | P   | \$95.34    | \$0.00          | \$0.00     |
| Description: SUPPLIES HW  |        |            |          |                                        |     |            |                 |            |
| PO - 20260649             |        | 04/15/2026 | EF39228D | 0100-0332-0-1110-10000-430000-095-1821 | P   | \$66.98    | \$0.00          | \$0.00     |
| Description: SUPPLIES SP  |        |            |          |                                        |     |            |                 |            |
| PO - 20261615             |        | 04/15/2026 | B69F37DC | 0100-0000-0-1110-27000-430000-096-0000 | P   | \$106.39   | \$0.00          | \$0.00     |
| Description: SUPPLIES HW  |        |            |          |                                        |     |            |                 |            |
| PO - 20261806             |        | 03/26/2026 | BD466CAD | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$49.98    | \$0.00          | \$0.00     |
| Description: SUPPLIES CDS |        |            |          |                                        |     |            |                 |            |
| PO - 20261806             |        | 03/25/2026 | 91F0A516 | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$11.90    | \$0.00          | \$0.00     |
| Description: SUPPLIES CDS |        |            |          |                                        |     |            |                 |            |
| PO - 20261806             |        | 03/25/2026 | EF95A39E | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$41.88    | \$0.00          | \$0.00     |
| Description: SUPPLIES CDS |        |            |          |                                        |     |            |                 |            |
| PO - 20261806             |        | 03/25/2026 | 9CF78742 | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$1.05     | \$0.00          | \$0.00     |
| Description: SUPPLIES CDS |        |            |          |                                        |     |            |                 |            |
| PO - 20261806             |        | 03/26/2026 | CE9449E6 | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$34.79    | \$0.00          | \$0.00     |
| Description: SUPPLIES CDS |        |            |          |                                        |     |            |                 |            |
| PO - 20261806             |        | 03/26/2026 | 5A2E2A00 | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$22.52    | \$0.00          | \$0.00     |
| Description: SUPPLIES CDS |        |            |          |                                        |     |            |                 |            |
| PO - 20261806             |        | 03/26/2026 | 4C738662 | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$29.20    | \$0.00          | \$0.00     |
| Description: SUPPLIES CDS |        |            |          |                                        |     |            |                 |            |
| PO - 20261806             |        | 03/26/2026 | b9f46738 | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$43.87    | \$0.00          | \$0.00     |
| Description: SUPPLIES CDS |        |            |          |                                        |     |            |                 |            |

\* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 4/24/2026

04/23/2026

3:48:15PM

| 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 - 20261806             | 03/26/2026 | 282d0e6c   | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$16.23        | \$0.00          | \$0.00     |
|                                        | Description: SUPPLIES CDS |            |            |                                        |     |                |                 |            |
|                                        | PO - 20261806             | 03/26/2026 | 9f6ffe01   | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$24.49        | \$0.00          | \$0.00     |
|                                        | Description: SUPPLIES CDS |            |            |                                        |     |                |                 |            |
|                                        | PO - 20261806             | 03/26/2026 | aac3561a   | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$11.90        | \$0.00          | \$0.00     |
|                                        | Description: SUPPLIES CDS |            |            |                                        |     |                |                 |            |
|                                        | PO - 20261806             | 03/26/2026 | 6998adb7   | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$38.65        | \$0.00          | \$0.00     |
|                                        | Description: SUPPLIES CDS |            |            |                                        |     |                |                 |            |
|                                        | PO - 20261806             | 03/26/2026 | f80a6ece   | 0100-3010-0-1110-10000-430000-051-0000 | P   | \$6.43         | \$0.00          | \$0.00     |
|                                        | Description: SUPPLIES CDS |            |            |                                        |     |                |                 |            |
| Total Amount for Warrant               |                           |            |            |                                        |     | \$910.15       | \$0.00          | \$0.00     |
| Total Amount Per Vendor                |                           |            |            |                                        |     | \$910.15       | \$0.00          | \$0.00     |
| 12046 WILL GEER'S THEATRICUM BOTANICUM |                           |            |            |                                        |     |                |                 |            |
|                                        | PO - 20261763             | 04/15/2026 | 9218       | 0100-0332-0-1110-10000-520000-096-0000 | F   | \$414.00       | \$0.00          | \$0.00     |
|                                        | Description: WORKSHOP HW  |            |            |                                        |     |                |                 |            |
| Total Amount for Warrant               |                           |            |            |                                        |     | \$414.00       | \$0.00          | \$0.00     |
| Total Amount Per Vendor                |                           |            |            |                                        |     | \$414.00       | \$0.00          | \$0.00     |
| 6120 ZEP MANUFACTURING CO.             |                           |            |            |                                        |     |                |                 |            |
| *                                      | PO - 20260306             | 04/16/2026 | 9012667162 | 0100-0333-0-0000-36000-430000-000-0000 | P   | \$302.58       | \$0.00          | \$0.00     |
|                                        | Description: SUPPLIES     |            |            |                                        |     |                |                 |            |
| Total Amount of Payment                |                           |            |            |                                        |     | \$302.58       | \$0.00          | \$0.00     |
| Total Amount Per Vendor                |                           |            |            |                                        |     | \$302.58       | \$0.00          | \$0.00     |
| Total Amount of all Payments           |                           |            |            |                                        |     |                | \$323,712.58    |            |
| Total Number of Checks to print:       |                           |            | 68         | \$303,857.89                           |     | Use Tax        |                 |            |
| Total Number of Credit Card Payments:  |                           |            | 11         | \$19,854.69                            |     | Taxable Amount |                 |            |
| Total Transfer for Use Tax             |                           |            |            |                                        |     | \$0.00         | Tax Amount      |            |
|                                        |                           |            |            |                                        |     | \$0.00         |                 |            |

\* = Credit Card Payment

## Consent Agenda #2

**AGENDA:** Action

**TOPIC:** Board Meeting Minutes

**DESCRIPTION:** Minutes of the Regular Meeting of April 14, 2026.

**RECOMMENDATION:** Administration recommends approval of this item as presented.

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT  
BOARD OF TRUSTEE  
Meeting of April 14, 2026  
Hanford Joint Union High School District Office  
300 W. 6<sup>th</sup> St., Hanford, California  
5:30PM Closed Session • 6:00PM Open Session**

**MINUTES**

**I. CALL TO ORDER**

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

**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 5:30PM by President Martella Trustees present: Barbeiro, Chavarin, Gillum, and Martella. Trustee Robinson was absent.

Discussion took place regarding:

- ≈ Public Employee Appointment (Certificated) (GC 54957)
- ≈ Public Employee Appointment (Classified) (GC 54957)
- ≈ Public Employee Discipline/Dismissal/Release- (Classified) (GC 54957)

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

President Martella reconvened the open meeting at 6:04 PM. Trustees present: Barbeiro, Chavarin, Gillum, and Martella. Trustee Robinson was absent.

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

President Martella led the flag salute.

**IV. REPORTS / BUSINESS**

**A. REPORT OF CLOSED SESSION**

President Martella reported that during closed session, the Board of Trustees voted to approve Resolution #26-05 which would place Classified Employee #52807 on the 39-month reemployment list.

Trustee Gillum moved and Trustee Barbeiro seconded to approve Resolution #26-05. The motion was approved by the following roll call vote:

Barbeiro – Aye  
Chavarin – Aye  
Gillum – Aye

Martella – Aye  
Robinson – Absent

Classified Employee #52807 will be placed on the 39-month reemployment list effective April 14, 2026.

#### B. RECOGNITIONS

The Board recognized the following HJUHS D Excellence in Education Honorees:

HJUHS D Excellence in Education Honorees

Teacher of the Year

Luis Garcia

Classified Employee of  
the Year

Daniel Augusto

Administrator of the  
Year

Darin Parson

The honorees thanked the board, shared brief accounts of their journeys, and introduced their families, acknowledging the support that helped them reach this point.

President Martella adjourned the meeting at 6:15 PM for a brief recess to congratulate the honorees and take photos.

President Martella reconvened the meeting at 6:23 PM

#### C. PRESENTATION

The College of the Sequoias – Brent Calvin, President

President Calvin shared the annual update for the College of the Sequoias. He shared information about the projects and improvements COS has implemented as result of the Measure C Bond and highlighted the resources available to students, including the upcoming University Center which will offer Bachelors and Masters degrees in specific areas, for students to finish in Visalia. As well as the completed educational support services building.

He provided an overview of information on HJUHS D students who are attending or have attended COS in recent years, which included statistics on enrollment trends, English and math placements, course successes, graduates, and awards.

President Calvin closed his presentation with a highlight video.

#### D. COMMENTS FROM THE STAFF

No comments from the staff.

#### E. COMMENTS FROM THE PUBLIC

No comments from the public

#### F. CORRESPONDENCE

Superintendent Rosa shared the following correspondence to the Board.

1. The Board received a letter and photos from teacher Jason Fereirra, highlighting the FFA and Ag Science accomplishments for this year.
2. The Board received a letter from District Council 16, International Union of Painters and Allied Trades. Advising the district that they will have representatives on site daily during the HWHS Exterior Painting Project to ensure that the vendor is in compliance with state law and bid specifications.

#### G. STUDENT BOARD REPORTS

1. Hanford High School Board Representative Andrea 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.

#### H. CONSENT AGENDA

1. Warrants – Payment of Warrant Requests: 03/27/2026; 04/01/2026; 04/03/2026; 04/10/2026
2. Minutes of Regular Board Meeting: 03/24/2026
3. Resolution No. 26-05: Placement of Employee #52807 on 39-Month Reemployment List Pursuant to Education Code Section 45195

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

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

#### I. 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 Softball – Templeton, CA
2. HWHS Partnership – Monterey, CA
3. HHS Floral – Los Angeles, CA
4. CDS – San Francisco, CA
5. HHS Choir & Drama – Anaheim, CA
6. HWHS Partnership – Los Angeles, CA

This item was presented for information only.

##### 2. Board Policy Updates

Dr. Rosa presented the following CSBA recommended board Policy Updates for February 2026

|              |           |           |
|--------------|-----------|-----------|
| AR 3440      | AR 5144.1 | AR 6173.1 |
| BP 4119.21   | BP 5145.2 | BP 6173.2 |
| E(1) 4119.21 | AR 5145.2 | AR 6173.2 |
| BP 4219.21   | BP 6142.7 | AR 6173.3 |
| E(1) 4219.21 | AR 6142.7 | BP 6173.4 |
| BP 4319.21   | BP 6146.1 | BP 6175   |
| E(1) 4319.21 | BP 6146.3 | AR 6175   |
| BP 4119.24   | AR 6146.3 | BB 9250   |
| BP 4219.24   | BP 6146.4 | E(1) 9250 |
| BP 4319.24   | BP 6173   | E(2) 9250 |
| BP 4156.3    | AR 6173   | BB 9320   |
| BP 4256.3    | E(1) 6173 | BB 9320.1 |
| BP 4356.3    | E(2) 6173 | BB 9322   |
| BP 5144.1    | BP 6173.1 | BB 9323   |

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

### 3. Agreements Signed by Superintendent

- HESD After School Gym Program MOU
- HESD Summer Gym Program MOU
- HESD Summer Music Program MOU
- HESD Summer Swim School MOU
- HESD Summer Theater Arts Program MOU

Motion was made by Trustee Gillum seconded by Trustee Barbeiro to approve the Agreements Signed by Superintendent as presented.

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

## J. FINANCIAL REPORT

### 1. Declaration of Surplus Property

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

Sierra Pacific High School wants to surplus one wrestling mat (asset 28007097) that was purchased in 2009, as it is unusable for our wrestlers and will be donated. New mats have been purchased.

FISCAL IMPACT: None



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

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

2. Concession Buildings at Hanford High School DSA #02-123897, Hanford West High School DSA #02-123898, and Sierra Pacific High School DSA #02-123899 Project

Assistant Superintendent Creech presented Concession Buildings at Hanford High School DSA #02-123897, Hanford West High School DSA #02-123898, and Sierra Pacific High School DSA #02-123899 Project for information.

Bids for the Concession Buildings at Hanford High School DSA #02-123897, Hanford West High School DSA #02-123898, and Sierra Pacific High School DSA #02-123899 Project are due by 2:00 p.m. on April 22, 2026.

The basis for award of this project is established as the base bid.

FISCAL IMPACT: This project is funded through bond funds.

Bid results will be presented at the next regularly scheduled meeting for Board consideration.

K. EDUCATIONAL SERVICES/SPECIAL PROGRAMS

1. Out of State Professional Development Request (L. Dowd, National School Safety Conference)

Assistant Superintendent Peters presented the Out of State Professional Development Request (L. Dowd, National School Safety Conference) for information and action.

Administrative Services is requesting approval for Lance Dowd, Coordinator of Safety & Activities, to attend the 2026 National School Safety Conference. This event is held in Orlando, FL from July 20 through July 24, 2026. This out-of-state conference includes all aspects of school safety and security and is centered on national best practices and proven methods.

FISCAL IMPACT: \$2,001.40

Motion was made by Trustee Barbeiro seconded by Trustee Chavarin to approve the Out of State Professional Development Request (L. Dowd, National School Safety Conference) as presented.

|       |                                      |
|-------|--------------------------------------|
| Ayes: | Barbeiro, Chavarin, Gillum, Martella |
|-------|--------------------------------------|

No: None  
Abstain: None  
Absent: Robinson

2. Out of State Professional Development Request (M. Rice, Jostens Advisor University)

Assistant Superintendent Peters presented the Out of State Professional Development Request (M. Rice, Jostens Advisor University) for information and action.

Hanford High School is requesting approval for Micha Rice to attend Josten's Adviser University. This offers a comprehensive training opportunity specifically for yearbook advisers at any stage in their career. In addition to a wide range of classes with practical teaching strategies for developing a high-quality publication, attendees will also have the chance to connect with fellow advisers and consult one-on-one with yearbook pros. This conference is held in Austin, Tx from July 13 through July 15, 2026.

FISCAL IMPACT: \$1,782.39

Motion was made by Trustee Chavarin seconded by Trustee Barbeiro to approve the Out of State Professional Development Request (M. Rice, Jostens Advisor University) as presented.

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

3. Williams Act 2025/2026 3<sup>rd</sup> Quarter Report

Assistant Superintendent Whaley presented the Williams Act 2025/2026 3<sup>rd</sup> Quarter Report for information only.

The 3<sup>rd</sup> Quarter report for Valenzuela/CAHSEE Lawsuit Settlement - Williams Uniform Complaint was included in the Board packet. The District is required to submit a quarterly report to the County Superintendent and the Governing Board on the nature and resolution of complaints related to insufficient textbooks and instructional materials, teacher vacancies and CAHSEE Intensive Instruction and Services quarterly.

The district is compliant in all areas

This item was presented for information only.

L. ADMINISTRATIVE SERVICES / HUMAN RESOURCES

1. Personnel Assignments

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

Certificated Employment:

Trevor West, 2026/2027 Agriculture Teacher, SPHS

Classified Resignation:

Ashley Teel, Instructional Technician, HHS, effective 04/10/2026

Alexsis Wheeler, Campus Safety I, EFJ, effective 04/10/2026

Classified Retirement:

Johnny Vryhof, Support Technician II, IT, effective 06/30/2026

Classified Probationary Termination:

Isabelle Linarez, Nutrition Services Aide, SPHS, effective 04/09/2026

Classified Employment:

Darian Celis, Nutrition Services Aide, SPHS, effective 04/15/2026

Michael Gonzales, Campus Safety II, SPHS, effective 04/20/2026

Darion Lee, Campus Safety I, HWHS, effective 04/15/2026

Viridiana Paez, Nutrition Services Aide, HHS, effective 04/15/2026

Classified Short-Term Employment:

Frances Monique Lopez, 2026/2027 Head Varsity Cheer Coach, HWHS

Freddy Rodriguez, 2026/2027 Head Girls Basketball Coach, HHS

Gabriel Lopez, Varsity/JV Assistant Baseball Coach, HWHS

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

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

2. MOU between HJUHS and CSEA and its Chapter #461- Reclassification of the Career Education Coordinator Position

The MOU between HJUHS and CSEA and its Chapter #461- Reclassification of the Career Education Coordinator Position returned for approval as submitted.

Motion was made by Trustee Barbeiro seconded by Trustee Chavarin to approve the MOU between HJUHS and CSEA and its Chapter #461- Reclassification of the Career Education Coordinator Position as presented.

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

## M. MAINTENANCE, OPERATIONS AND TRANSPORTATION REPORT

Director of MOT Stidman gave the MOT report:

Mr. Stidman reported that MOT had a very productive spring break and were able to complete a significant amount of work.

He shared further that he met with the painter's union representative who attended all job walks. His concerns aligned with ensuring quality and value for the project, and the interaction was positive—he seemed supportive and willing to help move the project forward. No major issues are expected.

## V. BOARD CALENDAR

Superintendent Rosa presented the board calendar noting the regular meeting dates and student events through May 19, 2026. In addition, Dr. Rosa noted the dates for the State of the District Luncheon and the Staff Appreciation Luncheon. Also included for Board information was the graduation schedule for 2026.

## VI. BOARD INFORMATION/DISCUSSIONS

### A. BOARD COMMITTEE REPORTS AND UPDATES

Trustee Barbeiro shared that she attended the KCSBA meeting last night and had two updates to share.

First, Scholarship Night: applications for the KCSBA scholarship are due May 1. Last year, no applications were submitted from HJUHSD students, so please encourage staff to remind students to apply.

Second, KCSBA has begun planning the fundraiser dinner scheduled for September 17, 2026. Tickets will go on sale in August, and Trustee Barbeiro will have more details as it gets closer.

## VII. ADJOURNMENT

President Martella adjourned the meeting at 6:54 PM.

As presented by:

---

Dr. Victor Rosa, Superintendent  
Secretary of the Board

---

Alicia, Martella, President of the Board

---

Janet Barbeiro, Clerk 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. HWHS ASB – Ontario, CA
2. HJUHSD FFA – Sacramento, CA
3. HOC Students – Los Angeles, CA
4. HHS Art Club – San Francisco, CA
5. EFJ/CDS Students – Monterey, CA
6. HWHS Study Skills – Monterey, CA
7. HOC Students – Los Angeles, CA
8. HWHS Freshman Class – Valencia, CA
9. HHS Academic Decathlon – Santa Cruz, CA
10. SPHS Spanish – Lompoc, CA
11. HJUHSD FFA – Chico, 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:        | HWHS                    | Transportation: | ASB  |
| Date:        | 04/18/2026 – 04/20/2026 | Lodging:        | ASB  |
| Group/Club:  | HWHS ASB                | Meals:          |      |
| Event:       | CASL Conference         | Substitutes:    |      |
| Destination: | Ontario Double Tree Inn | Admission:      |      |
| City:        | Ontario, CA             | Other:          | ---- |

|              |                                  |                 |             |
|--------------|----------------------------------|-----------------|-------------|
| Site:        | HHS/HWHS/SPHS                    | Transportation: | Brazil Fund |
| Date:        | 04/21/2026                       | Lodging:        |             |
| Group/Club:  | HJUHS D FFA                      | Meals:          |             |
| Event:       | Agriculture Day at State Capitol | Substitutes:    | AIG         |
| Destination: | California State Capitol         | Admission:      |             |
| City:        | Sacramento, CA                   | Other:          | ----        |

|              |                                 |                 |              |
|--------------|---------------------------------|-----------------|--------------|
| Site:        | HOC                             | Transportation: | Site Funding |
| Date:        | 04/23/2026                      | Lodging:        |              |
| Group/Club:  | Hanford Online Charter Students | Meals:          | Site Funding |
| Event:       | Museum Tour/Enrichment Trip     | Substitutes:    |              |
| Destination: | The Getty Center                | Admission:      |              |
| City:        | Los Angeles, CA                 | Other:          |              |

|              |                                         |                 |              |
|--------------|-----------------------------------------|-----------------|--------------|
| Site:        | HHS                                     | Transportation: | ASB          |
| Date:        | 04/24/2026                              | Lodging:        |              |
| Group/Club:  | HHS Art Club                            | Meals:          |              |
| Event:       | Museum Visit                            | Substitutes:    | Site Funding |
| Destination: | De Young Museum, Legion of Honor Museum | Admission:      |              |
| City:        | San Francisco, CA                       | Other:          | ----         |

|              |                    |                 |      |
|--------------|--------------------|-----------------|------|
| Site:        | EFJ/CDS            | Transportation: | KCOE |
| Date:        | 04/29/2026         | Lodging:        |      |
| Group/Club:  | EFJ & CDS Students | Meals:          |      |
| Event:       | College Tour       | Substitutes:    |      |
| Destination: | CSU Monterey Bay   | Admission:      |      |
| City:        | Monterey, CA       | Other:          |      |

|              |                       |                 |              |
|--------------|-----------------------|-----------------|--------------|
| Site:        | HWHS                  | Transportation: | Site Funding |
| Date:        | 05/01/2026            | Lodging:        |              |
| Group/Club:  | HWHS Study Skills     | Meals:          |              |
| Event:       | Enrichment Trip       | Substitutes:    |              |
| Destination: | Monterey Bay Aquarium | Admission:      | Site Funding |
| City:        | Monterey, CA          | Other:          | ----         |

|                                                     |                                        |
|-----------------------------------------------------|----------------------------------------|
| Site: HOC                                           | Transportation: Site Funding           |
| Date: 05/01/2026                                    | Lodging:                               |
| Group/Club: Hanford Online Charter Students         | Meals: Site Funding                    |
| Event: Museum Tour/Enrichment Trip                  | Substitutes:                           |
| Destination: Museum of Tolerance                    | Admission: Site Funding                |
| City: Los Angeles, CA                               | Other:                                 |
| Site: HWHS                                          | Transportation: Site Funding           |
| Date: 05/08/2026                                    | Lodging:                               |
| Group/Club: HWHS Freshman Class                     | Meals:                                 |
| Event: Incentive Trip                               | Substitutes:                           |
| Destination: Six Flags Magic Mountain               | Admission: Site Funding                |
| City: Valencia, CA                                  | Other: ----                            |
| Site: HHS                                           | Transportation: ASB                    |
| Date: 05/16/2026                                    | Lodging:                               |
| Group/Club: HHS Academic Decathlon                  | Meals: ASB                             |
| Event: Incentive Trip                               | Substitutes:                           |
| Destination: Santa Cruz Beach Boardwalk             | Admission: ASB                         |
| City: Santa Cruz, CA                                | Other: ----                            |
| Site: SPSHS                                         | Transportation: Program Funding        |
| Date: 05/22/2026                                    | Lodging:                               |
| Group/Club: SPSHS Spanish Students                  | Meals:                                 |
| Event: Enrichment Trip                              | Substitutes:                           |
| Destination: La Purisma Mission Historic State Park | Admission:                             |
| City: Lompoc, CA                                    | Other: ----                            |
| Site: HHS/HWHS/SPHS                                 | Transportation: San Joaquin Region FFA |
| Date: 07/20/2026 – 07/23/2026                       | Lodging: San Joaquin Region FFA        |
| Group/Club: HJUHS FFA                               | Meals: San Joaquin Region FFA          |
| Event: Regional Officer Leadership Conference       | Substitutes:                           |
| Destination: CSU Chico University Farm              | Admission:                             |
| City: Chico, CA                                     | Other: ----                            |

# Superintendent Report #2

**AGENDA:** Old Business / Action

**TOPIC:** Recommended Board Policy Updates

**DESCRIPTION:** Attached are the California School Board Association recommended Board Policy updates from February 2026

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

**FISCAL IMPACT:** None

**RECOMMENDATION:** Administration recommends approval of this item as presented.



| Policy Title List – CSBA February 2026 |                                                                                 |
|----------------------------------------|---------------------------------------------------------------------------------|
| AR 3440                                | Inventories                                                                     |
| BP 4119.21                             | Professional Standards                                                          |
| E(1) 4119.21                           | Professional Standards                                                          |
| BP 4219.21                             | Professional Standards                                                          |
| E(1) 4219.21                           | Professional Standards                                                          |
| BP 4319.21                             | Professional Standards                                                          |
| E(1) 4319.21                           | Professional Standards                                                          |
| BP 4119.24                             | Maintaining Appropriate Adult-Student Interactions                              |
| BP 4219.24                             | Maintaining Appropriate Adult-Student Interactions                              |
| BP 4319.24                             | Maintaining Appropriate Adult-Student Interactions                              |
| BP 4156.3                              | Employee Property Reimbursement                                                 |
| BP 4256.3                              | Employee Property Reimbursement                                                 |
| BP 4356.3                              | Employee Property Reimbursement                                                 |
| BP 5144.1                              | Suspension and Expulsion/Due Process                                            |
| AR 5144.1                              | Suspension and Expulsion/Due Process                                            |
| BP 5145.2                              | Freedom of Speech/Expression                                                    |
| AR 5145.2                              | Freedom of Speech/Expression                                                    |
| BP 6142.7                              | Physical Education and Activity                                                 |
| AR 6142.7                              | Physical Education and Activity                                                 |
| BP 6146.1                              | High School Graduation Requirements                                             |
| BP 6146.3                              | Reciprocity of Academic Credit                                                  |
| AR 6146.3                              | Reciprocity of Academic Credit                                                  |
| BP 6146.4                              | Differential Graduation and Competency Standards for Students with Disabilities |
| BP 6173                                | Education for Homeless Children                                                 |
| AR 6173                                | Education for Homeless Children                                                 |
| E(1) 6173                              | Education for Homeless Children                                                 |
| E(2) 6173                              | Education for Homeless Children                                                 |

|           |                                                |
|-----------|------------------------------------------------|
| BP 6173.1 | Education for Foster Youth                     |
| AR 6173.1 | Education for Foster Youth                     |
| BP 6173.2 | Education of Children of Military Families     |
| AR 6173.2 | Education of Children of Military Families     |
| AR 6173.3 | Education for Juvenile Court School Students   |
| BP 6173.4 | Education for American Indian Students         |
| BP 6175   | Migrant Education Program                      |
| AR 6175   | Migrant Education Program                      |
| BB 9250   | Renumeration, Reimbursement and other Benefits |
| E(1) 9250 | Renumeration, Reimbursement and other Benefits |
| E(2) 9250 | Renumeration, Reimbursement and other Benefits |
| BB 9320   | Meetings and Notices                           |
| BB 9320.1 | Remote Meeting and Attendance                  |
| BB 9322   | Agenda/Meeting Materials                       |
| BB 9323   | Meeting Conduct                                |

## **CSBA POLICY GUIDE SHEET**

### **February 2026**

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.

#### **Administrative Regulation 3440 - Inventories**

Regulation updated to reflect **NEW LAW (AB 629, 2025)** which (1) increases the threshold amount for which the Governing Board is required to establish and maintain an inventory of items to a current market value that exceeds \$1,500, and (2) requires the Superintendent of Public Instruction to adjust such market value biennially and post it on the California Department of Education's (CDE) website. Additionally, regulation updated to more closely align with law and CDE's federal program monitoring instrument.

#### **Board Policy 4119.21/4219.21/4319.21 - Professional Standards**

Policy updated to add, to the philosophical paragraph, the Governing Board's desire to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students, and to expand upon the expectations for district employee conduct. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which prohibits inappropriate conduct between district employees, adult volunteers, and contractors and among and between adults employed, volunteering, or under contract with the district. In addition, policy updated to clarify that inappropriate employee conduct includes (1) engaging in any conduct that endangers or threatens to endanger students, staff, or others, and (2) other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

#### **Exhibit (1) 4119.21 - Professional Standards**

Exhibit updated in conjunction with the accompanying Board Policy and to align with the most recent version of the National Education Association's Code of Ethics for Educators.

#### **Exhibit (1) 4219.21 - Professional Standards**

Exhibit updated in conjunction with the accompanying Board Policy.

#### **Exhibit (1) 4319.21 - Professional Standards**

Exhibit updated in conjunction with the accompanying Board Policy.

#### **Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions**

Policy updated to add, that for purposes of this policy, employees include interns, volunteers, contractors, and other persons with an employment relationship with the district. Additionally, policy updated to add, to the philosophical paragraph, the Governing Board's desire to provide a safe environment that promotes the learning, engagement, and safety of district students. In addition, policy updated to reflect **NEW LAW (SB 848, 2025)** which prohibits inappropriate conduct between district employees and students and expands the list of inappropriate employee conduct. Policy also updated to add new section related to violations of this policy.

#### **Board Policy 4156.3/4256.3/4356.3 - Employee Property Reimbursement**

Policy updated to clarify, in Option 2, that to the extent that the full cost of repair or replacement of an employee's personal property is not covered by another source, such as an employee's private insurance, the Governing Board authorizes the Superintendent or designee to pay the remaining cost of replacing or repairing the employee's personal property. Additionally, policy updated to add that the Board may establish a maximum value of reimbursement.

#### **Board Policy 5144.1 - Suspension and Expulsion/Due Process**

Policy updated to add that off campus student behavior may result in discipline when it disrupts district programs and activities or is otherwise prohibited by law, Board policy or administrative regulation. Additionally, policy updated to include state law authorization for the Governing Board, on a case-by-case

basis, to permit a student Board member to make restorative justice recommendations to the Board regarding specific expulsion matters. In addition, policy updated to reflect **NEW LAW (AB 1230, 2025)** which (1) requires the Board, at the time of the expulsion order, to recommend a plan for the student's rehabilitation, and (2) adds to the list of outcome data the Superintendent or designee is required to maintain.

#### **Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process**

Regulation updated to clarify that a student may not be disciplined prior to a finding being made pursuant to the Title IX grievance process, but that the district may conduct a non-discipline removal of a student in emergency situations where there is an immediate threat to the health or safety of any student or other individual. Additionally, regulation updated to add requirement that students who voluntarily disclose their use of a controlled substance, alcohol, intoxicant, or tobacco in order to seek help through services or supports may not be suspended solely for that disclosure. In addition, regulation updated to reflect **NEW LAW (AB 1230, 2025)** which (1) requires the Governing Board, at the time of the expulsion order, to recommend a plan for the student's rehabilitation, including specified components, (2) requires the County Superintendent of Schools to provide the Board notification if the County Superintendent is unable to serve students expelled by the district, whereby the Board is required to ensure that another educational program is provided, (3) requires as part of the process for a required review, that the Board indicate whether the student had access to the necessary resources to complete their rehabilitation plan, and that a rehabilitation plan that is not completed due to financial or transportation barriers or a lack of viable opportunities not be a basis to deny the student readmission, and (4) amends the conditions under which the Board may deny readmission.

#### **Board Policy 5145.2 - Freedom Of Speech/Expression**

Policy updated to (1) add language to the Governing Board's philosophical statement related to providing a welcoming, safe, and supportive school environment that protects students from discrimination, harassment, intimidation, and bullying, or other types of expression prohibited by law, (2) delete headings for On- and Off- Campus Expression, (3) expand student exercise of freedom of speech and/or the press to include official district and school websites or social media accounts identified and made available for such purpose, (4) expand which student expressions, or distributing or posting of material, is prohibited, (5) clarify material related to off-campus expression, including electronic expression via a personal device or online expression via a personal social media account, and (6) clarify material related to when student expression may be subject to discipline.

#### **Administrative Regulation 5145.2 - Freedom Of Speech/Expression**

Regulation updated to establish, at the outset, time, place, and manner restrictions, including the addition of material related to (1) the locations, physical and electronic, that the principal or designee may identify on which students and student organizations may hold rallies, express ideas, debate issues, or post information of general interest, and (2) the authorization for the principal or designee to require a disclaimer on printed materials or petitions stating that the materials or petitions are not sponsored by and do not necessarily reflect the views, ideas, and opinions of the school or district. Additionally, regulation updated to (1) add to the definition of "official school publications" courses or programs, student clubs or organizations, student newspapers or other student publications distributed to the public or student body either for a fee or free, (2) clarify material related to the written publications code, (3) modify the requirement related to the professional standards for which official student publications be held to account for publications which may not be written in English, (4) expand material related to violations of this regulation or accompanying Board policy, with first considering any feasible alternative options to limit the material, providing notice to the official student publication with specific reasons for why the submitted material may not be published, and with sufficient time, absent extraordinary circumstances, to allow the publication or student authors to either modify the material or request review by the Superintendent or designee, and (5) authorize the principal or designee to require a disclaimer on all official student publications indicating that views, ideas, and opinions expressed in official student publications do not necessarily reflect those of the school or district. In addition, regulation updated to add new section, "Student Participation in Civic or Political Events," which includes that a student in middle or high school, with advance notice, be permitted one excused absence per school year in order to participate in a civic or political event such as voting, poll working, strikes, public commenting, or attending candidate speeches, political or civic forums, or town halls.

**Board Policy 6142.7 - Physical Education and Activity**

Policy updated to reflect that districts are required to grant a student in kindergarten-grade 12 an accommodation in connection with any physical activity components of a physical education course during a period of religious fasting, and that the student be provided alternative assignments or activities for the period the student is granted an accommodation. Additionally, policy updated to reflect the requirement that the district (1) develop, adopt, and implement extreme weather protocols that incorporate the standardized guidelines compiled by the California Department of Education that include specific measures to be taken during extreme weather conditions, and (2) that the adopted weather protocols be annually reviewed, evaluated, and if necessary, updated in accordance with law. In addition, policy updated to authorize the Superintendent or designee to offer an alternate term schedule for grades 6-12 physical education courses.

**Administrative Regulation 6142.7 - Physical Education and Activity**

Regulation updated to include the definition of "extreme weather conditions," which means occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to students. Additionally, regulation updated to add required specified components of an alternate term schedule for physical education, to be included if authorized by Governing Board in the accompanying Board policy. In addition, regulation updated to delete outdated material related to the duties of a district's physical fitness test coordinator.

**Board Policy 6146.1 - High School Graduation Requirements**

Policy updated to (1) clarify where, in policy, exemptions from district-adopted graduation requirements can be found, (2) reflect **NEW LAW (AB 821, 2025)** which indefinitely extends the authorization for career technical education to count toward the visual or performing arts or world language graduation requirement, and (3) qualify that the graduation requirement for a one-semester course in ethnic studies beginning with the 2029-30 school year is contingent on state funding. Additionally, policy updated to reflect (1) the graduation requirement, beginning in the 2030-31 school year, for the completion of a stand-alone one-semester course in personal finance that may not be combined with any other course, and (2) the authorization, starting with students graduating in 2030-31, for a student who completes such a course to be exempt from the requirement to complete a one-semester course in economics. In addition, policy updated to clarify (1) that the Governing Board may adopt additional coursework or other requirements that district students are required to complete in order to obtain a high school diploma, and (2) that the Board is expressly authorized by law to adopt a policy that exempts students from additional locally adopted graduation requirements. Policy also updated to expand the section, "Exemption from District-Adopted Graduation Requirements for Highly Mobile Students," to include the graduation exemptions for foster youth, a student experiencing homelessness, a former juvenile court school student, a child of a military family, a student who is migratory or a student participating in a newcomer program as specified in law (highly mobile students), with material that was formerly in separate policies unique to the particular characteristic of the highly mobile student.

**Board Policy 6146.3 - Reciprocity of Academic Credit**

Policy updated in conjunction with the accompanying administrative regulation.

**Administrative Regulation 6146.3 - Reciprocity of Academic Credit**

Regulation updated to delete sections on transfers from accredited and non-accredited schools since state law and the accompanying Board policy require districts to accept full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school, or nonpublic nonsectarian school or agency. Additionally, regulation updated to move section on appeals and due process to follow material for which a parent/guardian may appeal. In addition, regulation updated to add section, "Transfer of Coursework and Credits for Highly Mobile Students," which includes requirements related to transfer of coursework and credits for foster youth, a student experiencing homelessness, a former juvenile court school student, a child of a military family, a student who is migratory, or a student participating in a newcomer program as specified in law (highly mobile students), with material that was formerly in separate policies unique to the particular characteristic of the highly mobile student. Regulation also updated to include new section, "Notification and Complaints," which includes required notification and applicable complaint procedures related to transfer of coursework and credit for highly mobile students.

**Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities**

Policy updated to reflect the authorization for districts to exempt a student with disabilities who was enrolled in grade 10 or higher in the 2022-23 school year, and who satisfies eligibility criteria, from all coursework and other requirements adopted by the Governing Board that are additional to the statewide course requirements, and to award the student a high school diploma.

**Board Policy 6173 - Education for Homeless Children**

Policy updated to delete reporting requirements related to students experiencing homelessness who graduated in the fourth or fifth year of high school with an exemption from district-established graduation requirements that are in addition to the statewide course requirements, as that material is in Board Policy 6146.1 - High School Graduation Requirements, in the section, "Exemption from District-Adopted Graduation Requirements for Highly Mobile Students," which includes such exemptions for all highly mobile students.

**Administrative Regulation 6173 - Education for Homeless Children**

Regulation updated to reflect the requirement for districts that offer an intersession program to grant priority access to students experiencing homelessness. Additionally, regulation updated to delete material related to transfer of coursework and credits as that material was moved to Administrative Regulation 6146.3 - Reciprocity of Academic Credit, which includes two new sections related to (1) transfer of coursework and credits and (2) related notifications and complaints, for highly mobile students. In addition, regulation updated to delete material related to exemptions from district-established graduation requirements as that material was moved to Board Policy 6146.1 - High School Graduation Requirements, and includes such exemptions for all highly mobile students.

**Exhibit (1) 6173 - Education for Homeless Children**

Exhibit updated in conjunction with the accompanying Board policy, administrative regulation, and exhibit.

**Exhibit (2) 6173 - Education for Homeless Children**

Exhibit updated in conjunction with the accompanying Board policy, administrative regulation, and exhibit.

**Board Policy 6173.1 - Education for Foster Youth**

Policy updated to delete reporting requirements related to foster youth who graduated in the fourth or fifth year of high school with an exemption from district-established graduation requirements that are in addition to the statewide course requirements, as that material is in Board Policy 6146.1 - High School Graduation Requirements in the section, "Exemption from District-Adopted Graduation Requirements for Highly Mobile Students," which includes such exemptions for all highly mobile students.

**Administrative Regulation 6173.1 - Education for Foster Youth**

Regulation updated to reflect that the definition of a "student in foster care" includes a child who is detained in a county-operated juvenile detention facility or is the subject of a juvenile court petition and has been identified by a county child welfare agency, a probation department, or an Indian tribe meeting as being at imminent risk of removal and placement into foster care. Additionally, regulation updated to reflect that, for a foster youth who is also a student with a disability, the school of origin includes a placement in a certified nonpublic, nonsectarian school. In addition, regulation updated to reflect that districts which offer an intersession program are required to grant priority access to foster youth. Regulation also updated to delete material related to transfer of coursework and credits as that material was moved to Administrative Regulation 6146.3 - Reciprocity of Academic Credit, which includes two new sections related to (1) transfer of coursework and credits, and (2) related notifications and complaints, for highly mobile students. Additionally, regulation updated to delete material related to exemptions from district-established graduation requirements, as that material was moved to Board Policy 6146.1 - High School Graduation Requirements, and includes such exemptions for all highly mobile students.

**Board Policy 6173.2 - Education of Children of Military Families**

Policy updated to reference the requirement for the California Department of Education to establish a California Purple Star School Designation Program to reduce the burden on military-connected students and their families.

**Administrative Regulation 6173.2 - Education of Children of Military Families**

Regulation updated to reflect that the United States Space Force is included in the definition of "Uniformed Services" for purposes of the Interstate Compact on Educational Opportunity for Military Children. Additionally, regulation updated to reflect **NEW LAW (AB 1412, 2025)** which requires the district, when a child of a military family who is a student with disabilities enrolls in the district, to accept unofficial records provided by the student's parent/guardian, including the individualized education program and supporting documents and any other records relating to the provision of special education and related services to the student, pending validation by the official records, in accordance with the requirements of the Interstate Compact on Educational Opportunity for Military Children. In addition, regulation updated to delete material related to transfer of coursework and credits as that material was moved to Administrative Regulation 6146.3 - Reciprocity of Academic Credit, which includes two new sections related to (1) transfer of coursework and credits, and (2) related notifications and complaints, for highly mobile students. Regulation also updated to delete material related to exemptions from district-established graduation requirements as that material was moved to Board Policy 6146.1 - High School Graduation Requirements, and includes such exemptions for all highly mobile students.

**Administrative Regulation 6173.3 - Education for Juvenile Court School Students**

Regulation updated to delete material related to transfer of coursework and credits as that material was moved to Administrative Regulation 6146.3 - Reciprocity of Academic Credit, which includes two new sections related to (1) transfer of coursework and credits, and (2) related notifications and complaints, for highly mobile students. Additionally, regulation updated to delete material related to exemptions from district-established graduation requirements as that material was moved to Board Policy 6146.1 - High School Graduation Requirements, and includes such exemptions for all highly mobile students.

**Board Policy 6173.4 - Education for American Indian Students**

Policy updated to reference the Native American Studies Model Curriculum, which is a state funded comprehensive, standards-aligned curriculum dedicated to Native American Studies that offers lessons that integrate Native perspectives across academic disciplines.

**Board Policy 6175 - Migrant Education Program**

Policy updated to clarify that first priority for services to students who are migratory is for those students who have made a qualifying move within the previous one-year period.

**Administrative Regulation 6175 - Migrant Education Program**

Regulation updated to delete material related to transfer of coursework and credits as that material was moved to Administrative Regulation 6146.3 - Reciprocity of Academic Credit, which includes two new sections related to (1) transfer of coursework and credits, and (2) related notifications and complaints, for highly mobile students. Additionally, regulation updated to delete material related to exemptions from district-established graduation requirements as that material was moved to Board Policy 6146.1 - High School Graduation Requirements, and includes such exemptions for all highly mobile students.

**Board Bylaw 9250 - Remuneration, Reimbursement and other Benefits**

Bylaw updated to (1) delete options regarding monthly compensation provided to individual Governing Board members, (2) replace with a blank for districts to specify the amount of monthly compensation that reflects district practice, and (3) separate out material which provides that Board members are not required to accept the monthly compensation. Additionally, bylaw updated to clarify material related to (1) a Board member receiving a pro rata monthly compensation, (2) reimbursement for expenses incurred when performing authorized services for the district, (3) benefits for Board members, and (4) former Board members, and the Board member's spouse/registered domestic partner and eligible dependent children, participation in the health and welfare benefits programs provided for district employees. In addition, the section, "Health and Welfare Benefits for Former Board Members," was deleted, as there are few, if any, Board members who would be eligible, since it would require serving for over 30 years, with still relevant material combined with the expanded section, "Benefits for Board Members."

#### **Exhibit (1) 9250 - Remuneration, Reimbursement and other Benefits**

Exhibit updated to clarify language in the resolution related to a Governing Board member receiving a pro rata monthly compensation, and reorganize the resolution for precision and ease of use.

#### **NEW - Exhibit (2) 9250 - Remuneration, Reimbursement and other Benefits**

New exhibit provides the maximum monthly compensation that a Governing Board member may receive as compensation for their services, and reflects **NEW LAW (AB 1390, 2025)** which increases the maximum monthly compensation amount based on the district's average daily attendance.

#### **Board Bylaw 9320 - Meetings and Notices**

Bylaw updated to clarify (1) when the Governing Board may meet in open or closed session, (2) that the existence of a Board meeting includes gathering remotely or electronically, (3) that a series of communications by a majority of the Board should not occur through official or personal social media accounts, and (4) that written notice of special Board meetings should be posted in any location required for remote meetings and attendance. Additionally, bylaw updated to delete material related to disability-related accommodations as it already exists and is more appropriately placed in Board Bylaw 9322 - Agenda/Meeting Materials. In addition, bylaw updated to reflect (1) **NEW LAW (SB 707, 2025)** which permits a remote Board meeting based on a proclaimed state of emergency or local emergency without the requirement to post the physical location of Board members, and (2) the requirement for the notice of an emergency Board meeting to the local media that have requested such notice to be by telephone or email. Bylaw also updated to delete material related to traditional teleconferencing, teleconferencing by individual Board members due to just cause, teleconferencing by individual Board members due to emergency circumstances, and teleconference meetings during a proclaimed state of emergency, as that content has been moved to new Board Bylaw 9320.1 - Remote Meetings and Attendance.

#### **NEW - Board Bylaw 9320.1 - Remote Meetings and Attendance**

New bylaw addresses circumstances in which the Governing Board is legally permitted to meet remotely and in which an individual remote Board member is permitted to attend and participate in a Board meeting. Additionally, bylaw includes the traditional method of remote attendance and reflects **NEW LAW (SB 707, 2025)** which permits (1) remote attendance and participation as an accommodation and due to just cause, and (2) remote Board meetings during a proclaimed state of emergency.

#### **Board Bylaw 9322 - Agenda/Meeting Materials**

Bylaw updated to clarify that (1) closed session items should be agendized in accordance with Board Bylaw 9321 - Closed Session, and (2) for a regular Board meeting, the Governing Board may consider an item not included in the agenda in accordance with Board Bylaw 9323.2 - Actions by the Board. Additionally, bylaw updated to add new section heading, "Public Comment," which (1) includes clarification that the agenda provide members of the public the opportunity to address the Board on any agenda item, including items to be considered in closed session and items listed on the consent agenda, (2) provides options depending on if it is district practice to have one public comment period for all open session agenda items or separate public comment for each open session agenda item, and (3) reflects **NEW LAW (SB 707, 2025)** which adds requirements to the exception to public comment requirements. In addition, bylaw updated to add new section heading, "Disability-Related Accommodations or Modifications." Bylaw also updated to add material related to Board member requests for a specific matter within the subject matter of the Board to be placed on the agenda, both when the Board member is acting in the capacity as a member of the public and acting in the capacity as a Board member. Additionally, bylaw updated to add new section, "Special Meeting Agenda Dissemination to Members of the Public," which clarifies requirements related to the dissemination of special meeting agendas.

#### **Board Bylaw 9323 - Meeting Conduct**

Bylaw updated to (1) clarify that the chair of a given Governing Board meeting will be the Board president or, if the Board president is absent, another Board member, (2) delete the time for which a regular Board meeting should be adjourned, and instead provide a blank to reflect district practice, (3) add material related to removal of an item from the consent agenda, specifying that the Board chair determine when the removed item be considered on the agenda, (4) expand material related to the prohibition from requiring members of the public to provide identifying information as a condition of attending a Board meeting and/or providing



public comment, and related exceptions, (5) delete material related to public participation that is either unnecessary or is contained within more closely related Board bylaws, (6) delete the time for which an individual providing public comment is allowed to address the Board, and instead provide a blank to reflect district practice, (6) provide clarifying language related to an individual speaker giving some or all of the speaker's time to another speaker, and (7) add language related to the public comment period when a remote Board member is attending and participating based on just cause. Additionally, bylaw updated to add new section heading, "Disruptions," which (1) reflects **NEW COURT DECISION (Berkeley People's Alliance v. City of Berkeley)** in which the California Court of Appeal held that state law requires a legislative body to clear the meeting room when a meeting is willfully disrupted and order cannot be restored by removing disruptive individuals and does not permit the legislative body to relocate the meeting to a different room in lieu of clearing the meeting room.

**Regulation 3440: Inventories**

**Status:** DRAFT

**Original Adopted Date:** 10/11/2016

In order to provide for the proper tracking and control of district property, the Superintendent or designee shall maintain an inventory of equipment in accordance with law for the following:

1. All equipment items currently valued in excess of \$1,500 (Education Code 35168)
2. All equipment items purchased with state and/or federal categorical funds that have a useful life of more than one year with an acquisition cost of \$500 or more per unit

Additionally, the Superintendent or designee may maintain a list of specific items which shall be inventoried for internal control purposes regardless of their initial cost or current value.

The inventory shall contain a record of the following information: (Education Code 35168; 5 CCR 3946; 2 CFR 200.313)

1. Model/name and type/description of the property
2. Serial/identification number
3. Original cost of the item of equipment or a reasonable estimate if the original cost is unknown
4. Date of acquisition
5. Location of use
6. The date and method of disposal

In addition to the information specified in Items #1-6 above, the following information shall be recorded for equipment acquired with state and/or federal categorical funds unless otherwise specified in law: (5 CCR 3946; 2 CFR 200.313)

1. Source of the property (funding source), including any applicable federal award identification number
2. Titleholder
3. Percentage of federal participation in the cost of the property for the federal award under which the property was acquired
4. Use and current condition of property
5. Transfer, replacement, or disposition of obsolete or unusable equipment
6. Any ultimate disposition data, including the sale price of the property upon disposition and method used to determine current fair market value

At the time of purchase, the Superintendent or designee shall affix a label to the equipment containing the identification number and the district name. Equipment items purchased with categorical program funds shall also be labeled with the name of the project in accordance with 5 CCR 3946.

Whenever an equipment item is moved to a new location or the equipment is used for a new purpose, the new location or purpose shall be recorded in the inventory.

A copy of the inventory shall be kept at the district office and at the appropriate school site.

The Superintendent or designee shall annually submit an inventory listing of federally owned property in its custody to the federal agency that granted the award. (2 CFR 200.312)

### **Physical Inventory**

At least once every two years, a physical inventory of equipment shall be conducted and the results reconciled with the property records. (2 CFR 200.313)

The Superintendent or designee shall establish procedures for conducting the physical inventory which shall include, but not be limited to, designation of person(s) responsible for coordinating and conducting the inventory, preparation and distribution of count sheets, procedures for implementing the inventory, and procedures for conducting a recount to substantiate the validity of the inventory.

The Superintendent or designee shall investigate any differences between the quantities determined by the physical inspection and those in the accounting records.

---

DRAFT

**Policy 4119.21: Professional Standards**

**Status:** DRAFT

**Original Adopted Date:** 02/27/2018

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district; advances the goals of the district's educational programs; encourages student learning, engagement, and success; and contributes to a safe and positive school climate.

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee is expected to acquire the knowledge and skills necessary to fulfill the employee's professional responsibilities and to contribute to the learning and achievement of district students.

**Inappropriate Conduct**

The Board prohibits inappropriate conduct between employees, adult volunteers, and district contractors and among and between adults employed, volunteering, or under contract with the district. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity
9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records
10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information
11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities
12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district
14. Wearing inappropriate attire
15. Other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions

### **Reports of Misconduct**

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct shall be promptly investigated by the Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

### **Notifications**

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

---

**Exhibit 4119.21-E(1): Professional Standards**

**Status:** DRAFT

**Original Adopted Date:** Pending

**CODE OF ETHICS FOR EDUCATORS**

**Preamble**

The National Education Association (NEA) believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents/guardians, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics for Educators indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

The following exhibit reproduces the Code of Ethics for Educators adopted by the National Education Association in 1975. The Code was revised in 2020 to use the broader term "educator." This code is used by the California Teachers Association and is distributed to teachers in the CTA Handbook.

The educator strives to help each student realize the student's potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
  - a. Exclude any student from participation in any program
  - b. Deny benefits to any student
  - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

**Principle II. Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications
2. Shall not misrepresent the educator's professional qualifications
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position
5. Shall not assist a noneducator in the unauthorized practice of teaching
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law
7. Shall not knowingly make false or malicious statements about a colleague
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

Source: National Education Association, 2020

---

**Policy 4219.21: Professional Standards**

**Status:** DRAFT

**Original Adopted Date:** 02/27/2018

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district; advances the goals of the district's educational programs; encourages student learning, engagement, and success; and contributes to a safe and positive school climate.

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee is expected to acquire the knowledge and skills necessary to fulfill the employee's professional responsibilities and to contribute to the learning and achievement of district students.

**Inappropriate Conduct**

The Board prohibits inappropriate conduct between employees, adult volunteers, and district contractors and among and between adults employed, volunteering, or under contract with the district. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity
9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records
10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information
11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities
12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity



Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district
14. Wearing inappropriate attire
15. Other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions

### **Reports of Misconduct**

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct shall be promptly investigated by the Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

### **Notifications**

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

---

**Exhibit 4219.21-E(1): Professional Standards**

**Status:** DRAFT

**Original Adopted Date:** Pending

**CODE OF ETHICS  
CLASSIFIED EMPLOYEES**

School employees who are in daily contact with many phases of educational work should be persons whose conduct is beyond reproach and who sincerely believe in the advancement of education and the betterment of working conditions; therefore, the California School Employees' Association (CSEA) proposes this Code of Ethics as a standard for its members.

**AS A SCHOOL EMPLOYEE I WILL:**

1. Be proud of my vocation in order that I may use my best endeavors to elevate the standards of my position so that I may merit a reputation for high quality of service -- to the end that others may emulate my example
2. Be a person of integrity, clean speech, desirable personal habits, and physical fitness
3. Be just in my criticism and be generous in my praise; to improve and not destroy
4. At all times be courteous in my relations with students, parents/guardians, teachers and others
5. Be a resourceful person who readily adapts to different kinds of work and changed conditions and finds better ways to do things
6. Conduct myself in a spirit of friendly helpfulness to my fellow employees to the end that I will consider no personal success legitimate or ethical which is secured by taking unfair advantage of another
7. Associate myself with employees of other districts for the purpose of discussing school problems and cooperating in the improvement of public school conditions
8. Always uphold my obligations as a citizen to my nation, my state, my school district and my community, and give them unswerving loyalty
9. Always bear in mind that the purpose of CSEA is to promote the efficiency and raise the standards of all school employees and that I shall be equally obligated to assist all my fellow workers

**SOURCE: CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION**

---

**Policy 4319.21: Professional Standards**

**Status:** DRAFT

**Original Adopted Date:** 02/27/2018

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district; advances the goals of the district's educational programs; encourages student learning, engagement, and success; and contributes to a safe and positive school climate.

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee is expected to acquire the knowledge and skills necessary to fulfill the employee's professional responsibilities and to contribute to the learning and achievement of district students.

**Inappropriate Conduct**

The Board prohibits inappropriate conduct between employees, adult volunteers, and district contractors and among and between adults employed, volunteering, or under contract with the district. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity
9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records
10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information
11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities
12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district
14. Wearing inappropriate attire
15. Other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions

### **Reports of Misconduct**

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct shall be promptly investigated by the Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

### **Notifications**

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

---

**Exhibit 4319.21-E(1): Professional Standards**

**Status:** DRAFT

**Original Adopted Date:** Pending

**CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS**

**Standard 1. Development and Implementation of a Shared Vision:** Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students

1A. Student-Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students

1B. Developing Shared Vision: Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders

1C. Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals

**Standard 2. Instructional Leadership:** Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth

2A. Professional Learning Culture: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance

2B. Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes

2C. Assessment and Accountability: Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning

**Standard 3. Management and Learning Environment:** Education leaders manage the organization to cultivate a safe and productive learning and working environment

3A. Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment

3B. Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate ready for college and career

3C. Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner

3D. Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment

**Standard 4. Family and Community Engagement:** Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources

4A. Parent and Family Engagement: Leaders meaningfully involve all parents/guardians and families, including underrepresented communities, in student learning and support programs

4B. Community Partnerships: Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career

4C. Community Resources and Services: Leaders leverage and integrate community resources and services to meet the varied needs of all students

**Standard 5. Ethics and Integrity:** Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard

5A. Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning

5B. Ethical Decision-Making: Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions

5C. Ethical Action: Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students

**Standard 6. External Context and Policy:** Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices

6A. Understanding and Communicating Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment

6B. Professional Influence: Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead all students to graduate ready for college and career

6C. Policy Engagement: Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students

SOURCE: COMMISSION ON TEACHER CREDENTIALING

---

DRAFT

**Policy 4119.24: Maintaining Appropriate Adult-Student Interactions**

**Status:** DRAFT

**Original Adopted Date:** Pending

For purposes of this policy employees include interns, volunteers, contractors, and other persons with an employment relationship with the district.

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 - Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

**Inappropriate Conduct**

Employees shall remain vigilant of their position of authority and not abuse it when relating with students.

The Board prohibits inappropriate conduct between employees and students. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact
2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature
3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
4. Being alone with a student outside of the view of others
5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent
6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian

In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

7. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee
8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
10. Addressing a student in an overly familiar manner, such as by using a term of endearment
11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
13. Transporting a student in a personal vehicle without prior authorization
14. Encouraging students to confide personal or family problems and/or relationships
15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students
16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence
17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
19. Using profane, obscene, or abusive language against students

#### **Violations of Policy**

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

---



**Policy 4219.24: Maintaining Appropriate Adult-Student Interactions**

**Status:** DRAFT

**Original Adopted Date:** Pending

For purposes of this policy employees include interns, volunteers, contractors, and other persons with an employment relationship with the district.

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 - Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

**Inappropriate Conduct**

Employees shall remain vigilant of their position of authority and not abuse it when relating with students.

The Board prohibits inappropriate conduct between employees and students. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact
2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature
3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
4. Being alone with a student outside of the view of others
5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent
6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian

In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

7. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee
8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
10. Addressing a student in an overly familiar manner, such as by using a term of endearment
11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
13. Transporting a student in a personal vehicle without prior authorization
14. Encouraging students to confide personal or family problems and/or relationships
15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students
16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence
17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
19. Using profane, obscene, or abusive language against students

#### **Violations of Policy**

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

---

**Policy 4319.24: Maintaining Appropriate Adult-Student Interactions**

**Status:** DRAFT

**Original Adopted Date:** Pending

For purposes of this policy employees include interns, volunteers, contractors, and other persons with an employment relationship with the district.

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 - Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

**Inappropriate Conduct**

Employees shall remain vigilant of their position of authority and not abuse it when relating with students.

The Board prohibits inappropriate conduct between employees and students. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact
2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature
3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
4. Being alone with a student outside of the view of others
5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent
6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian

In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

7. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee
8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
10. Addressing a student in an overly familiar manner, such as by using a term of endearment
11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
13. Transporting a student in a personal vehicle without prior authorization
14. Encouraging students to confide personal or family problems and/or relationships
15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students
16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence
17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
19. Using profane, obscene, or abusive language against students

#### **Violations of Policy**

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

---

**Policy 4156.3: Employee Property Reimbursement**

**Status:** DRAFT

**Original Adopted Date:** 04/15/1998

To the extent that the full cost of repair or replacement is not covered by another source, such as an employee's private insurance, the Governing Board authorizes the Superintendent or designee to pay the remaining cost of replacing or repairing employee personal property, except cash, which has been stolen or intentionally destroyed or damaged while being used for work-related purposes.

The Board may establish a maximum value of reimbursement which shall be paid. (Education Code 35213)

No reimbursement shall be made for accidental damage or for any loss due to lack of personal supervision or failure to keep property in a secured area.

The maximum payment shall be the amount specified by the district's insurance carrier for such loss or the amount specified in the applicable collective bargaining agreement, whichever is less.

Reimbursement for personal items used for work-related purposes shall be made only if: (Education Code 35213)

1. Use of the personal property was approved by the principal, site supervisor or designee before the property was brought to school or district premises
  2. At that time, the employee and district representative agreed on the value of the property
-

**Policy 4256.3: Employee Property Reimbursement**

**Status:** DRAFT

**Original Adopted Date:** Pending

To the extent that the full cost of repair or replacement is not covered by another source, such as an employee's private insurance, the Governing Board authorizes the Superintendent or designee to pay the remaining cost of replacing or repairing employee personal property, except cash, which has been stolen or intentionally destroyed or damaged while being used for work-related purposes.

The Board may establish a maximum value of reimbursement which shall be paid. (Education Code 35213)

No reimbursement shall be made for accidental damage or for any loss due to lack of personal supervision or failure to keep property in a secured area.

The maximum payment shall be the amount specified by the district's insurance carrier for such loss or the amount specified in the applicable collective bargaining agreement, whichever is less.

Reimbursement for personal items used for work-related purposes shall be made only if: (Education Code 35213)

1. Use of the personal property was approved by the principal, site supervisor or designee before the property was brought to school or district premises
  2. At that time, the employee and district representative agreed on the value of the property
-

**Policy 4356.3: Employee Property Reimbursement**

**Status:** DRAFT

**Original Adopted Date:** Pending

To the extent that the full cost of repair or replacement is not covered by another source, such as an employee's private insurance, the Governing Board authorizes the Superintendent or designee to pay the remaining cost of replacing or repairing employee personal property, except cash, which has been stolen or intentionally destroyed or damaged while being used for work-related purposes.

The Board may establish a maximum value of reimbursement which shall be paid. (Education Code 35213)

No reimbursement shall be made for accidental damage or for any loss due to lack of personal supervision or failure to keep property in a secured area.

The maximum payment shall be the amount specified by the district's insurance carrier for such loss or the amount specified in the applicable collective bargaining agreement, whichever is less.

Reimbursement for personal items used for work-related purposes shall be made only if: (Education Code 35213)

1. Use of the personal property was approved by the principal, site supervisor or designee before the property was brought to school or district premises
2. At that time, the employee and district representative agreed on the value of the property

DRAFT

**Policy 5144.1: Suspension And Expulsion/Due Process**

**Status:** DRAFT

**Original Adopted Date:** 12/11/2018 | **Last Revised Date:** 11/26/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

Off campus behavior may result in discipline when it disrupts district programs and activities or as otherwise prohibited by law, Board policy, or administrative regulation.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

**Appropriate Use of Suspension Authority**

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

**On-Campus Suspension**

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.



Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

### **Authority to Expel**

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

On a case-by-case basis, a 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.

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

### **Plan for Rehabilitation**

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, in accordance with the accompanying administrative regulation.

### **Maintenance and Monitoring of Outcome Data**

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions , including, but not limited to: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The grounds for each recommended expulsion
3. The actions taken by the Board, including whether the student was subsequently expelled and whether the expulsion order was suspended
4. The types of referral made after each expulsion
5. The disposition of the students after the expulsion period, including the completion of a rehabilitation plan or the successful readmission of the student, or both
6. The average length of expulsion terms, including any extensions

For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board at least annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan, which may include monitoring intervention effectiveness.

---

**Regulation 5144.1: Suspension And Expulsion/Due Process**

**Status:** DRAFT

**Original Adopted Date:** 12/11/2018 | **Last Revised Date:** 11/26/2024

**Definitions**

*Suspension* means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days

*Expulsion* means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

**Notice of Regulations**

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

**Grounds for Suspension and Expulsion: Grades K-12**

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

*Imitation firearm* means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

No student may be disciplined prior to a finding being made pursuant to the grievance process established by 34 CFR 106.45, in accordance with Administrative Regulation 5145.71 Title IX Sexual Harassment Complaint Procedures. However, a district may conduct a non-discipline removal of a student in emergency situations where there is an immediate threat to the health or safety of any student or other individual.

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

*Hazing* means a method of initiation or pre-initiation into a student organization or body, regardless of whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

*Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

*Bullying* includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

*Bullying* also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

*Electronic act* means the creation or transmission originated on or off the school site by means of an electronic

device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

*Reasonable student* means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

*Burn page* means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

*Credible impersonation* means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

*False profile* means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An *electronic act* is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. Additionally, the principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A *terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

However, students who voluntarily disclose their use of a controlled substance, alcohol, an intoxicant of any kind, or tobacco in order to seek help through services or supports may not be suspended solely for that disclosure. (Education Code 48900)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

#### **Additional Grounds for Suspension and Expulsion: Grades 4-12**

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

*Sexual harassment* means conduct which, when considered from the perspective of a reasonable person of the

same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

*Hate violence* means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

### **Suspension from Class by a Teacher**

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

Additionally, a teacher may refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

### **Suspension by Superintendent, Principal, or Principal's Designee**

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the accompanying Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

### **Length of Suspension**

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

### **Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal

At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone

Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the

county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

Additionally, the notice shall state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

- a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process
- c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)
- d. If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)
- e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public



meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **On-Campus Suspension**

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law
2. The student shall have access to appropriate counseling services
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

### **Superintendent or Principal's Authority to Recommend Expulsion**

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
  - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
  - b. The student's possession of over-the-counter medication for use by the student for medical purposes
  - c. Medication prescribed for the student by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code

#### 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

#### **Stipulated Expulsion**

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

#### **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

#### **Written Notice of the Expulsion Hearing**

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

*Legal counsel* means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

*Nonattorney adviser* means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

#### **Additional Notice of Expulsion Hearing for Foster Youth, Students Experiencing Homelessness, and Indian Children**

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

#### **Conduct of Expulsion Hearing**

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting

If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion

After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs

The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
  - a. Any complaining witness shall be given five days' notice before being called to testify
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony
  - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential
  - d. The person presiding over the hearing may remove a support person who is disrupting the hearing

- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment
  - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony
  - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room
  - iii. The person conducting the hearing may:
    - a. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - b. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
    - c. Permit one of the support persons to accompany the complaining witness to the witness stand

- 6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed (Education Code 48918(a))

#### **Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Additionally, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which shall include, but not be limited to, periodic review and a preliminary assessment for readmission at least 45 days before the end of the expulsion term. The plan shall be tailored to the student's needs and address the behavior that led to the expulsion. The plan may be developed in consultation with district staff who have knowledge or special expertise regarding the student and include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs. (Education Code 48916)

The Board shall assist the student in locating accessible opportunities that are necessary to complete the requirements of the student's plan for rehabilitation, including, but not limited to, opportunities for counseling and community service. (Education Code 48916)

The Board shall not require the student or the student's parents/guardians to pay for any costs or services the Board determines to be necessary for the student to complete the student's plan of rehabilitation. (Education Code 48916)

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

### **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student, or if the student is under 18 years of age, to the student's parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

2. A description of readmission procedures (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

### **Decision to Suspend Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation  
  
This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)

### **Appeal**

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### **Notification to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

### **Placement During Expulsion**

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

The Board shall receive notification from the County Superintendent of Schools, if at any time during the expulsion term and for any reason the County Superintendent is unable to serve the students expelled by the district. Upon notification, the Board shall ensure that another educational program is provided to the student for the duration of the expulsion order which may include entering into an agreement with a County Superintendent in another county to provide education services for the district's expelled students. (Education Code 48916.1)

Upon the change of a student's eligibility for an educational program or at the request of the student's parent/guardian, the Board shall review with the student and the student's parent/guardian the educational options for expelled students as outlined in the plan to provide education services to expelled students pursuant to Education Code 48926. (Education Code 48916.1)

### **Readmission After Expulsion**



Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

As part of the review process, the Board shall, upon being informed by the Superintendent or designee, indicate whether the student had access to the necessary resources to complete the student's rehabilitation plan. A rehabilitation plan that is not completed due to financial or transportation barriers or a lack of viable opportunities to complete a term of the rehabilitation plan shall not be a basis to deny the readmission of a student. (Education Code 48916)

2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

4. The Board may deny readmission only if it finds that the student either: (Education Code 48916)

- a. Has not substantially satisfied the conditions of the rehabilitation plan despite having access to the necessary resources and viable opportunities to complete their rehabilitation plan
- b. That the student continues to exhibit documented behaviors that the student was expelled for or is documented to have committed one or more new acts during the expulsion term that would make the student eligible for another expulsion

5. If Board denies the readmission of a student pursuant to Item #4, the expulsion term may be extended for one semester at a time, at which point the student shall be reassessed for readmission pursuant to Item #1

6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

7. The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

### **Maintenance of Records**

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

---

DRAFT

**Policy 5145.2: Freedom Of Speech/Expression**

**Status:** DRAFT

**Original Adopted Date:** 03/25/2008

The Governing Board believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular. Additionally, the Board is committed to providing a welcoming, safe, and supportive school environment that protects students from discrimination, harassment, intimidation, and bullying, or other types of expression prohibited by law.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official school written publications as approved by administration. (Education Code 48907)

Students' freedom of expression shall be restricted only as established by this Board policy, the accompanying administration regulation, Education Code 234.1, 48907, and 48950, and other applicable state and federal laws. Such restrictions include, but are not limited to, prohibitions against students making any expressions or distributing or posting any materials that:

1. Are obscene, libelous, or slanderous
2. Are discriminatory, harassing, intimidating, or bullying
3. Are likely to immediately incite action on district property or during district-sponsored programs or activities that is unlawful or that violates Board policies, administrative regulations, or other district or school rules
4. Substantially disrupt the orderly operation of the district

Additionally, the use of "fighting words" or epithets is prohibited where they are abusive and insulting, rather than merely offensive or provocative, and they are likely to create an actual danger that will cause a breach of the peace.

District staff shall not prohibit or prevent the distribution of, or otherwise censor, material prepared for official school publications except insofar as the content of the material violates this Board policy and the accompanying administrative regulation. (Education Code 48907)

Off-campus student expression, such as electronic expression via a personal device or online expression via a personal social media account, may subject a student to discipline when such expression poses a threat to the safety of other district students, staff, or property, or does or is likely to substantially disrupt the district's educational program. As necessary, the Superintendent or designee shall document the actual or expected impact of the expression.

Student expression that violates this Board policy or the accompanying administrative regulation may be subject to discipline in accordance with Board Policy/Administrative Regulation 5144 - Discipline, Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities).

---

**Regulation 5145.2: Freedom Of Speech/Expression**

**Status:** DRAFT

**Original Adopted Date:** 03/25/2008

**Time, Place, and Manner Restrictions for Student Expression**

Each principal or designee may annually identify physical or electronic locations, such as school courtyards, bulletin boards, or social media accounts, on which students and student organizations may hold a public rally, express and debate issues, or post information of general interest. Additionally, students may distribute handbills, leaflets, and other printed or electronic material, whether produced within or outside of the school. In addition, students may collect signatures on petitions concerning school or nonschool issues. All such expression in a given year shall be limited to the locations identified by the principal or designee for that year.

Materials or petitions may be distributed only:

1. Before or after school or during lunch time
2. For printed materials or petitions, in locations that do not obstruct the normal flow of traffic within the school or at entrances

No student shall use coercion to induce any other student or person to accept materials or to sign a petition. No funds shall be collected for any material distributed.

At the principal or designee's discretion, any materials or petitions may be required to include a disclaimer indicating that views, ideas, and opinions expressed in the materials or petitions are not sponsored by and do not necessarily reflect those of the school or district.

Permissible buttons, badges, armbands, and clothing bearing slogans or sayings may be worn at all times. No employee shall interfere with such expression solely on the grounds that the message may be controversial or unpopular with students or faculty. (Education Code 234.1, 48907)

**Official School Publications**

*Official school publications* are materials produced by students in journalism or yearbook courses or programs, student clubs or organizations, student newspapers or other student publications, or writing classes, and distributed to the public or to the student body either for a fee or free. (Education Code 48907)

Each principal may develop a school publications code outlining the responsibility of the students who produce or support the production of content for official student publications and the staff who serve as advisors of official student publications.

All official student publications shall be held to professional standards of language and journalism. (Education Code 48907)

If a staff advisor to an official student publication or other school staff with similar responsibility determines that material intended for inclusion in an official student publication violates the accompanying Board policy or this regulation, the staff advisor or other school staff shall first consider any feasible alternative options to limiting the material. If no other option is feasible, the staff advisor or other school staff shall notify the official student publication, via the student editor-in-chief or similar position, and the student authors of the material without undue delay and shall provide specific reasons for why the submitted material may not be published. Absent extraordinary circumstances, such notice shall be given in sufficient time to allow the official student publication or the student authors to either modify the material or request review by the Superintendent or designee.

At the principal's discretion, all official student publications may be required to include a disclaimer indicating that views, ideas, and opinions expressed in official student publications do not necessarily reflect those of the school or

district.

### **Student Participation in Civic or Political Events**

Upon providing advanced notice and in accordance with Board Policy/Administrative Regulation 5113 - Absences and Excuses, a student in middle or high school shall be permitted one excused absence per school year in order to participate in a civic or political event such as voting, poll working, strikes, public commenting, or attending candidate speeches, political or civic forums, or town halls. (Education Code 48205)

---

DRAFT

**Policy 6142.7: Physical Education And Activity**

**Status:** DRAFT

**Original Adopted Date:** 05/24/2016 | **Last Revised Date:** 09/22/2020

The Governing Board recognizes the positive benefits of physical activity on student health, well-being, and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong health and fitness.

Physical education classes shall be conducted in a coeducational, inclusive manner in accordance with law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability, or any other protected status in accordance with Board Policy/Administrative Regulation 5145.3 - Nondiscrimination/Harassment. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

The district's physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

Upon written notification from a student's parent/guardian, or from the student if age 18 years of age or older, stating that the student is participating in religious fasting, the principal or designee shall grant a student an accommodation in connection with any physical activity component of a physical education course during the period of religious fasting. The student shall be provided alternative assignments or activities for the period the student is granted an accommodation. (Education Code 51240.5)

The Superintendent or designee shall develop, adopt, and implement weather protocols that incorporate the standardized guidelines compiled by the California Department of Education and that include specific measures to be taken during extreme weather conditions. The adopted weather protocols shall be annually reviewed, evaluated, and if necessary, updated in accordance with law. (Education Code 33355)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program in accordance with the district's extreme weather protocols and/or shall seek alternative indoor space to enable students to participate in active physical education.

The Superintendent or designee may offer an alternate term schedule for grades 6-12 physical education courses in accordance with Education Code 51222 as specified in the accompanying administrative regulation.

### **Staffing**

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

### **Physical Fitness Testing**

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

### **Temporary Exemptions**

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet the student's needs cannot be provided
2. The student is enrolled for one-half time or less

### **Two-Year Exemptions**

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352, 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

### **Permanent Exemptions**

The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years

However, such a student shall not be permitted to attend fewer total hours of courses and classes than the student would have attended if enrolled in a physical education course.

2. The student is enrolled as a postgraduate student
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352)

### **Other Exemptions**

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training

However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)

2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses

Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)

3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours (Education Code 51242)

### **Program Evaluation**

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. Additionally, the Superintendent or designee shall report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity and student well-being.

---



**Regulation 6142.7: Physical Education And Activity**

**Status:** DRAFT

**Original Adopted Date:** 05/24/2016 | **Last Revised Date:** 09/22/2020

**Definitions**

*Extreme weather conditions* are occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to students. (Education Code 33355)

*Moderate physical activity* is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

*Physical activity* is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

*Physical education* is a sequential educational program that teaches students to understand and participate in regular physical activity that assists in developing and maintaining physical fitness throughout their lifetime, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.

*Vigorous physical activity* is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.

**Instructional Time**

Instruction in physical education shall be provided for at least the following minimum period of time: (Education Code 51210, 51222, 51223)

1. For students in grades 1-6, 200 minutes each 10 school days, exclusive of recess and the lunch period
2. For students in grades 7-8 attending an elementary school, 200 minutes each 10 school days, exclusive of recess and the lunch period
3. For students in grades 7-8 attending a middle school or junior high school, 400 minutes each 10 school days
4. For students in grades 9-12, 400 minutes each 10 school days

An alternate term schedule may be provided for physical education courses in grades 6-12, if the following conditions are met: (Education Code 51222)

1. For students in grade 6 to receive no less than 400 minutes of instruction each 10 school days for a semester of not fewer than 18 weeks during the regular school year, for a total of 3,600 instructional minutes for the school year
2. For students in grades 7-12 to receive no less than 800 minutes of instruction every 10 school days for a semester of not fewer than 18 weeks during the regular school year, for a total of 7,200 instructional minutes for the school year
3. The physical education program is aligned with the physical education framework adopted by the State Board of Education (SBE) in that it provides a sequential, articulated, age-appropriate program
4. The physical education program complies with the course of study requirements of high school physical education programs, as applicable

5. Students are prepared for, and participate in, the physical performance testing as specified in Education Code 60800

If the instructional minute requirement cannot be met during any 10-day period due to inclement weather, a school assembly, field trip, student assessment, or other circumstance, the school shall make up those minutes on another day in order to satisfy the instructional minute requirement.

The Superintendent or designee shall determine a method to document compliance with the required number of instructional minutes. Such documentation may include, but not be limited to, a master schedule, bell schedule, weekly schedule for each teacher providing physical education instruction, district calendar, teacher roster, or log for staff or students to record the number of physical education minutes completed.

Any complaint alleging noncompliance with the instructional minute requirement may be filed in accordance with the district's procedures in Administrative Regulation 1312.3 - Uniform Complaint Procedures. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in a complaint, the district shall provide a remedy to all affected students and parents/guardians. (Education Code 51210, 51222, 51223; 5 CCR 4600-4670)

### **Monitoring Moderate to Vigorous Physical Activity**

To monitor the amount of time students are engaged in moderate to vigorous physical activity, the Superintendent or designee may:

1. Develop methods to estimate the amount of time students spend in moderate to vigorous physical activity and the amount of time students are inactive during physical education classes
2. Provide physical education teachers with staff development, self-monitoring tools, stopwatches, and/or heart rate monitors to assist them in planning and assessing the level of activity in their classes

### **Physical Fitness Testing**

During the annual assessment window between the months of February through May, students in grades 5, 7, and 9 shall be administered the physical fitness test designated by SBE (FITNESSGRAM). (Education Code 60800; 5 CCR 1041)

The Superintendent or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043)

On or before November 1 of each school year, the Superintendent may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall serve as the liaison between the district and CDE for all matters related to the physical fitness test. The duties of the test coordinator shall include, but are not limited to: (5 CCR 1043.4)

1. Responding to correspondence and inquiries from the contractor in a timely manner and as provided in the contractor's instructions
2. Determining district and school site test and test material needs
3. Overseeing the administration of the physical fitness test to students
4. Ensuring that all test data are received from school test sites in sufficient time to satisfy the reporting requirements

Students shall be provided with their individual results after completing the FITNESSGRAM. The test results may be provided in writing or orally as the student completes the testing, and shall be included in the student's cumulative record. (Education Code 49062, 60800; 5 CCR 1043.10)

Each student's test results shall also be provided to the student's parents/guardians.

The Superintendent or designee shall report the aggregate results of the FITNESSGRAM in the annual school accountability report card required by Education Code 33126 and 35256. (Education Code 60800)

### **Testing Variations**

All students may be administered the FITNESSGRAM with the following test variations: (5 CCR 1047)

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment
2. Separate testing for individual students provided that the student(s) are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800; 5 CCR 1047)

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan: (5 CCR 1047)

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor
2. Administration of the test by a test examiner to the student at home or in the hospital
3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test

Identified English learners may be allowed the following additional test variations if regularly used in the classroom: (5 CCR 1048)

1. Separate testing with other English learners, provided that the student(s) are directly supervised by the test examiner
2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

### **Additional Opportunities for Physical Activity**

The Superintendent or designee may implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to:

1. Training recess, lunch, and before- and after-school supervisors on methods to engage students in moderate to vigorous physical activity
2. Encouraging teachers to incorporate physical activity into the classroom
3. Establishing extracurricular activities that promote physical activity, such as school clubs, intramural athletic programs, dance performances, community service, special events, and competitions
4. Incorporating opportunities for physical activity into before- or after-school programs and/or child care and development programs
5. Exploring opportunities for joint use of facilities or grounds in order to provide adequate space for students

and community members to engage in recreational activities

6. Developing business partnerships to maximize resources for physical activity equipment and programs
  7. Developing programs to encourage and facilitate walking, bicycling, or other active transport to and from school
- 

DRAFT

**Policy 6146.1: High School Graduation Requirements**

**Status:** DRAFT

**Original Adopted Date:** 08/27/2019 | **Last Revised Date:** 02/27/2024

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

District students shall complete graduation course requirements as specified in Education Code 51225.3. Additionally, unless exempted as provided in "Exemptions from District-Adopted Graduation Requirements for Highly Mobile Students" below, or in Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities, district students shall complete other course requirements adopted by the Board. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

**Course Requirements**

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. ~~Four~~Three courses in English (Education Code 51225.3)
2. ~~Three~~Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Successful completion of an approved computer science course that is classified as a "category C" course based on the University of California (UC) and California State University (CSU) "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States (US) history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
5. ~~Two~~One courses in visual or performing arts, world language, or career technical education (CTE)

For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. Contingent on funding, beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)
8. Beginning with the 2030-31 school year, a separate, stand-alone one-semester course in personal finance, that is not combined with any other course (Education Code 51225.3)

A student who completes a separate stand-alone one-semester course in personal finance may be exempted from the requirement to complete a one-semester course in economics. (Education Code 51225.3)

Additionally, to obtain a high school diploma, students in grades 9-12 shall complete the following Board-adopted courses or requirements:

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

The Superintendent or designee may exempt a student from any graduation requirements adopted by the Board that are in addition to the statewide course requirements. Before exempting a student from such requirements, the Superintendent or designee shall consult with the student and the educational rights holder for the student regarding any impact of not fulfilling district-adopted coursework on the student's ability to gain admission to an institution of higher education. (Education Code 51225.3)

### **Exemptions from District-Adopted Graduation Requirements for Highly Mobile Students**

*Highly mobile student* means a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, student who is migratory, or a student participating in a newcomer program as specified in Education Code 51225.1.

A highly mobile student who transfers into the district or between district schools any time after completing the second year of high school or, if a newcomer student, who is in the third or fourth year of high school, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

To determine whether a highly mobile student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer, the length of school enrollment, or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption. Additionally, for a newcomer student, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in the student's third or fourth year of high school. (Education Code 51225.1)

Within 30 days of the transfer into a school by a highly mobile student, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

If a highly mobile student who is eligible for an exemption from district-established graduation requirements was not properly notified of the exemption, declined the exemption, or was not previously exempted, the student or the student's educational rights holder may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

When a highly mobile student is not exempted from district-established graduation requirements based on the Superintendent's or designee's determination that the student is reasonably able to complete such requirements by the end of the student's fourth year of high school, within 30 calendar days of the following academic year the student shall be reevaluated based on the student's course completion status at the time to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for exemption shall be provided to the student, the person holding the right to make educational decisions for the student, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the highly mobile student is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the student's fourth year of

high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the person holding the right to make educational decisions for the student, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

When a highly mobile student is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student regarding the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution
2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges
3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a highly mobile student to transfer schools in order to qualify for an exemption and shall not grant any request made by an eligible student, or the student's parent/guardian, the person holding the right to make educational decisions for the student, the student's social worker, the student's probation officer, or the district liaison on behalf of the student, as applicable, for a transfer solely to qualify for an exemption. (Education Code 51225.1)

The Superintendent or designee shall not require a highly mobile student who is eligible for an exemption from district-established graduation requirements and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

If a highly mobile student is exempted from district-established graduation requirements, the exemption shall not be revoked. Additionally, the exemption shall continue to apply while the student is enrolled in the school or transfers to another school, including a charter school, or school district, including after the student has ceased to meet the definition of a highly mobile student. (Education Code 51225.1)

The Superintendent or designee shall not require or request a highly mobile student who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

Upon making a finding that a highly mobile student is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Consult with the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district-established graduation requirements
4. For a foster youth or a student who is experiencing homelessness, consult with the student and the person holding the right to make educational decisions for the student of the option to remain in the student's school of origin

When a highly mobile student who is eligible for an exemption from district-established graduation requirements is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements
2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education
3. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges
4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

Information regarding the educational rights of highly mobile students, as specified in Education Code 51225.1, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of highly mobile students, as specified in Education Code 51225.2, may be filed in accordance with the district's procedures in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of student's graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

### **Retroactive Diplomas**

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

Additionally, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans



of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Are former members of the military, a resident of California, and received an honorable discharge, or, are current members of the military, a resident of California, and a resident of California when entering the military

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall evaluate classes completed in any high school, community college, or state college, grant credit toward graduation for military service and training received while in the military, and if satisfied that the person has completed the equivalent of the requirements for graduation from high school, grant the person a diploma of graduation.

5. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

### **Honorary Diplomas**

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

---

**Policy 6146.3: Reciprocity Of Academic Credit**

**Status:** DRAFT

**Original Adopted Date:** 09/28/2004

The Governing Board intends that, to the extent possible, all students, including students who transfer into the district, complete the district's academic program timely and graduate with their peers.

To determine whether students transferring into the district have met district course requirements, the Superintendent or designee shall establish procedures to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned.

The district shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school, or nonpublic nonsectarian school or agency. (Education Code 48645.5)

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment in the district. Within 30 days of enrollment, the principal or designee shall complete the evaluation and determine the student's appropriate grade placement.

---

DRAFT

**Regulation 6146.3: Reciprocity Of Academic Credit**

**Status:** DRAFT

**Original Adopted Date:** 09/12/2000

Students in grades K-8 who transfer into the district without proof of having met the grade level proficiency standards in reading, mathematics, and writing may be required to take the appropriate standardized tests of these basic skills to facilitate proper placement.

In determining equivalency, the principal and/or designated certificated staff representative may consider one or more of the following:

1. A review of the description of academic content and time requirements of the coursework completed by the student compared to academic content and time requirements at the enrolling school
2. An examination of the student's portfolio of work, papers, completed projects, graded tests or other documents demonstrating the student's level of skill and knowledge
3. An opportunity for the student to demonstrate skill via performance on appropriate course-challenging examinations, comprehensive final examinations and/or other culminating exercises used at the enrolling school
4. Verification by teacher observation, once the student has been placed in a course, that the student has reached a level of preparation consistent with the student's placement in that course

**Appeals/Due Process**

If a student's parent/guardian disagrees with the school site staff's judgment on grade-level placement, course placement and/or equivalency of academic credit, the parent/guardian may appeal to the Superintendent or designee.

Within 10 working days of notification of placement or credit determination, the parent/guardian may request, in writing, a conference with the Superintendent or designee to review the school site staff's decision.

The Superintendent or designee shall schedule a conference within 10 working days of the parent/guardian's request. This meeting may include the principal or designee, representatives of the school's certificated staff, and the student's parents/guardian. It shall be the parent/guardian's responsibility to present evidence that the facts do not support the school staff's decision on the student's placement and/or transferability of prior credits.

The Superintendent or designee's decision shall be final.

**Transfer of Coursework and Credits for Highly Mobile Students**

*Highly mobile student* means a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, student who is migratory, or a student participating in a newcomer program as specified in Education Code 51225.1.

When a highly mobile student transfers into a district school, the district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the highly mobile student and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

Partial coursework satisfactorily completed includes any portion of an individual course, even if the student did not complete the entire course

2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned

3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full or partial credit for any coursework that the highly mobile student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency, as applicable. (Education Code 51225.2)

If the entire course was completed, the district shall not require the highly mobile student to retake the course. (Education Code 51225.2)

If the entire course was not completed at the previous school, the highly mobile student shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course. However, the district may require the highly mobile student to retake the portion of the course completed if, in consultation with the holder of educational rights for the highly mobile student, the district finds that the highly mobile student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a highly mobile student in any particular course, the highly mobile student shall be enrolled in the same or equivalent course, if applicable, to enable the completion of the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject.

In no event shall the district prevent a highly mobile student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

### **Notification and Complaints**

Information regarding the educational rights of highly mobile students, as specified in Education Code 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of highly mobile students, as specified in Education Code 51225.2, may be filed in accordance with the district's procedures in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

---

**Policy 6146.4: Differential Graduation And Competency Standards For  
Students With Disabilities**

**Status:** DRAFT

**Original Adopted Date:** 12/14/2004 | **Last Revised Date:** 05/27/2025

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

**Exemption from District-Established Graduation Requirements**

District students shall complete all course requirements for high school graduation as required by law and in accordance with Board Policy 6146.1 - High School Graduation Requirements. However, a student with disabilities who entered ninth grade in the 2022-23 school year or later shall be eligible to be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student's IEP provides for both of the following: (Education Code 51225.31)

1. That the student is eligible to take the alternate assessment as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Additionally, a student with disabilities who entered grade 10 in the 2022-23 school year or later may be eligible for the same exemption, at the district's discretion, if the student's IEP provides for both of the requirements specified in Item #1 and 2 above (Education Code 51225.31)

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

The district's responsibility to provide FAPE shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education Code 51225.31)

**Certificate of Educational Achievement or Completion**

Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

---

**Policy 6173: Education For Homeless Children**

**Status:** DRAFT

**Original Adopted Date:** 12/13/2016 | **Last Revised Date:** 05/09/2023

The Governing Board believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of such students and ensuring that students experiencing homelessness have access to the same free and appropriate public education provided to other students within the district. The district shall provide students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 students experiencing homelessness in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of students experiencing homelessness. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall review district policies at least once every three years and recommend updates to ensure removal of any barriers to the education of students experiencing homelessness and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3, 42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting students experiencing homelessness to succeed in school, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness.

The Superintendent or designee shall ensure that each district school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of students experiencing homelessness, the Superintendent or designee shall annually provide and administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

The Superintendent or designee shall report to CDE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

Additionally, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school websites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for students experiencing homelessness are based on the student's best interest as defined in law and administrative regulation.

Each student experiencing homelessness shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

Students experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate students experiencing homelessness on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet their unique needs. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for students experiencing homelessness are provided in a manner and form understandable to the student's parents/guardians and to unaccompanied youths.

Information about the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that students experiencing homelessness are promptly identified, ensure that students experiencing homelessness have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to students experiencing homelessness, and, if applicable, transitional housing facilities. Additionally, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for students experiencing homelessness and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of students experiencing homelessness. Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, recognition of signs that students are experiencing or are at risk of experiencing homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect students experiencing homelessness with appropriate housing and service providers. (Education Code 48851.3, 48852.5; 42 USC 11432)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of students experiencing homelessness.

---

**Regulation 6173: Education For Homeless Children**

**Status:** DRAFT

**Original Adopted Date:** 12/13/2016 | **Last Revised Date:** 05/09/2023

**Definitions**

*Homeless students or students experiencing homelessness* means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in Items #1-3 above

*Unaccompanied youth* includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

*School of origin* means the school that the student experiencing homelessness attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the student experiencing homelessness attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students, in consultation with and with the agreement of the student experiencing homelessness and the person holding the right to make educational decisions for the student, shall determine which school is, in the best interests of the student experiencing homelessness, deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

*Best interest* means that, in making educational and school placement decisions for a student experiencing homelessness, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

**District Liaison**

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Director of Student Services  
300 W. 6th Street  
jede@hjuhsd.k12.ca.us  
(559) 583-5901

The district's liaison for homeless students shall: (Education Code 48851.3, 48851.5, 48852.5; 42 USC 11432)

1. Ensure that students experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies
2. Ensure that students experiencing homelessness are enrolled in, and have a full and equal opportunity to



succeed in, district schools

3. Ensure that families and students experiencing homelessness have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that families and students experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate public notice of the educational rights of students experiencing homelessness in locations frequented by parents/guardians of students experiencing homelessness and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens)

The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.

7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of students experiencing homelessness and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
9. Offer annual training related to the district's homeless education program policies to school personnel who provide services to students experiencing homelessness, including principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel, to ensure that such employees are informed of available training, professional development, and other support, and the services provided by the district liaison for homeless students
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to students experiencing homelessness, including the collection and provision of comprehensive data to the state coordinator as required by law

Additionally, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a student experiencing homelessness who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The Superintendent or designee shall inform students experiencing homelessness, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. Additionally, the Superintendent or designee shall provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's website. (42 USC 11432)

### **Enrollment**

The district shall make placement decisions for students experiencing homelessness based on the student's best interest. (Education Code 48850; 42 USC 11432)

In determining a student's best interest, a student experiencing homelessness shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise.

(Education Code 48852.7; 42 USC 11432)

When determining the best interest of any student experiencing homelessness, the district shall give priority to the request of the student's parent/guardian, or in the case of an unaccompanied youth, the request of the student. Additionally, the student's educational stability and opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress and other student-centered factors related to the student's best interest, including the impact of mobility on the student's achievement, education, health, and safety, shall be considered. (Education Code 48850; 42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a student experiencing homelessness lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a student experiencing homelessness, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the student experiencing homelessness has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in

that district

If the student's housing status changes before the end of the school year so that the student is no longer experiencing homelessness, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

Through graduation if the student is in high school

When the district offers an intersession program, priority access shall be given to students experiencing homelessness. If a student experiencing homelessness will be moving during an intersession period, the student's parent/guardian, educational rights holder, or Indian custodian in the case of an Indian child, or, if there is no parent/guardian, educational rights holder, or Indian custodian, the unaccompanied homeless youth, shall determine which school the student attends for the intersession period. (Education Code 48850)

### **Resolving Enrollment Disputes**

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform the student's parents/guardians or unaccompanied youth that written and/or oral documentation to support their position may be provided
2. Inform the student's parents/guardians or unaccompanied youth that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide a simple form that they may use and turn in to the school to initiate the dispute resolution process

4. Provide a copy of the dispute form they submit for their records
5. Provide the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter. Any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

### **Transportation**

The district shall provide transportation for a student experiencing homelessness to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for students experiencing homelessness. (Education Code 39807.5)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they secure permanent housing, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

### **Transfer of Coursework and Credits**

When a student experiencing homelessness transfers into a district school, the student's coursework and credits shall be transferred as specified in Education Code 51225.2 and Board Policy and Administrative Regulation 6146.3 - Reciprocity of Academic Credit.

### **Applicability of Graduation Requirements**

A student experiencing homelessness who transfers to a district school shall be expected to complete all courses and fulfill graduation requirements as specified in Board Policy 6146.1 - High School Graduation Requirements, unless the student has completed the second year of high school and thereby exempted from such requirements in accordance with Education Code 51225.1.

### **Eligibility for Extracurricular Activities**

A student experiencing homelessness who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

## **Notification and Posting Requirements**

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to students experiencing homelessness, are posted on the district's website. (Education Code 48852.6)

Additionally, each district school that has a website shall post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

---

DRAFT

**Exhibit 6173-E(1): Education For Homeless Children**

**Status:** DRAFT

**Original Adopted Date:** Pending

**DISTRICT EXPLANATION OF DECISION  
RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR ENROLLMENT**

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date:\_\_\_\_\_ Name of person completing form:\_\_\_\_\_  
Title:\_\_\_\_\_ Phone number:\_\_\_\_\_

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:

Name of parent(s)/guardian(s): \_\_\_\_\_

Name of unaccompanied student: \_\_\_\_\_

School requested:\_\_\_\_\_

District's placement decision (name of school):\_\_\_\_\_

Action(s) proposed/refused by the district related to eligibility, school selection, or enrollment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence and for the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other options that the district considered, if any, included the following options which were rejected for the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next \_\_\_\_\_ (insert number of days) days to request a Dispute Form. You may provide written or verbal documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of their decision within \_\_\_\_\_ (insert number of days) days.

If you are not satisfied with the Superintendent's decision, you may appeal to the Kings County Office of Education. If you are not satisfied with the county office's decision, you may then appeal to the California Department of

Education. The district's homeless liaison can assist you with this appeal.

**CONTACT INFORMATION:**

**District Liaison:** The district liaison is one of the primary contacts between families experiencing homelessness and school or district staff. The district liaison for homeless students is responsible for coordinating services to ensure that students experiencing homelessness enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Name of district's homeless liaison: Janice Ede, Director of Student Services  
Address: 300 W. 6th Street, Hanford, CA 93230  
Email Address: jede@hjuhsd.org  
Phone number: 559-583-5901 ext 3117

**County Liaison:** If you appeal the district's decision to the county office of education, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials. The county liaison will notify you of the decision.

Name of County Office of Education homeless liaison: Lisa Rodrigues, Director of Student Services  
Address: 1212 N. Douty St., Hanford, CA 93230  
Email Address: lisa.rodriguez@kingscoe.org  
Phone number: 559-589-2503 ext 13201

**State Coordinator:** If you appeal the county office's decision to the California Department of Education, the county homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. The state coordinator will review the district, county office, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Name of state homeless coordinator: Leanne Wheeler, State Coordinator for Homeless Education  
Address: 1430 N Street, 6th Floor, Suite 6208, Sacramento, CA 95814  
Email Address: lweheeler@cde.ca.gov  
Phone number: 916-319-0383

**RIGHTS:**

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

---

Exhibit 6173-E(2): Education For Homeless Children

Status: DRAFT

Original Adopted Date: Pending

DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared verbally with the district's liaison for homeless students.

Date submitted:   
Student's name:   
Name of person completing form:   
Relation to student:   
Address:   
Email Address:   
Phone number:

Name of school requested:

I wish to appeal the eligibility, school selection, or enrollment decision made by:  
☐ District liaison    ☐ District Superintendent    ☐ County office of education liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation verbally.

I have been provided with:  
☐ A written explanation of the district's decision  
☐ Contact information for the district's homeless liaison  
☐ Contact information for the county office of education's homeless liaison  
☐ Contact information for the state homeless coordinator



**Policy 6173.1: Education For Foster Youth**

**Status:** DRAFT

**Original Adopted Date:** 04/08/2014 | **Last Revised Date:** 05/09/2023

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth. Additionally, as identified in the district's local control and accountability plan (LCAP), the Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation. The Superintendent or designee shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

---

**Regulation 6173.1: Education For Foster Youth**

**Status:** DRAFT

**Original Adopted Date:** 11/28/2017 | **Last Revised Date:** 05/09/2023

**Definitions**

*Foster youth, foster child, or student in foster care* means any of the following: (Education Code 42238.01, 42921, 48853.5)

1. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 300, regardless of whether the child has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 319 or 361
2. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, regardless of whether the child has been removed from the child's home
3. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 727, and is in foster care as defined by Welfare and Institutions Code 727.4(d)
4. A nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01
5. A child who has been removed from the youth's home pursuant to Welfare and Institutions Code 309
6. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the court's jurisdiction in accordance with the tribe's law
7. A child who is the subject of a voluntary placement agreement, as defined in Welfare and Institutions Code 11400(p)
8. A child who is detained in a county-operated juvenile detention facility, or a child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602 and has been identified by a county child welfare agency, a probation department, or an Indian tribe that entered into an agreement pursuant to Welfare and Institutions Code 10553.1 as being at imminent risk of removal and placement into foster care

*Person holding the right to make educational decisions* means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is another school that the foster youth attended with which the foster youth is connected and that the foster youth attended within the preceding 15 months, the district liaison, in consultation with, and with the agreement of, the foster youth and the person holding the right to make educational decisions for the foster youth shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. If a foster youth is also a student with a disability and attends a certified nonpublic, nonsectarian school, then that school shall be deemed to be the school of origin. (Education Code 48853.5)

*Best interests of a foster youth* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the proximity to the school at the time of placement, appropriateness of the educational setting, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 20 USC 6311)

**District Liaison**

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Director of Student Services  
300 W. 6th Street  
(559)583-5901  
jede@hjuhsd.k12.ca.us

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

3. Notify a foster youth's educational rights holder, attorney, and county social worker when a foster youth is undergoing any expulsion or other disciplinary proceeding including a manifestation determination for a foster youth who is a student with a disability, prior to a change in the foster youth's placement (Education Code 48853.5, 48911, 48915.5, 48918.1)
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973
5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services
6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth
7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate instruction, counseling, tutoring, mentoring vocational training, and other related services for the district's foster youth
8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

The Superintendent or designee shall regularly monitor the liaison's caseload, as well as additional duties outside of the foster youth program, to ensure that adequate time and resources are provided to meet the needs of foster youth in the district.

### **Enrollment**

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency
2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interests of the student to be placed in another education program and submits a written statement to the district indicating that determination and an awareness of the following:

- a. The student has a right to attend a regular public school in the least restrictive environment
  - b. The alternate education program is a special education program, if applicable
  - c. The decision to unilaterally remove the student from the district school and to place the student in an alternate education program may not be financed by the district
  - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student
3. At the initial placement or any subsequent change in placement, the student exercises the right to continue in the school of origin, as defined above

In any such circumstance, the following shall apply:

- a. The student may continue in the school of origin for the duration of the court's jurisdiction
- b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in the school of origin for the remainder of the school year
- c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in the school of origin through graduation
- d. If the student is transitioning between school grade levels, the student shall be allowed to continue in the district in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school in the district

A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from the school of origin, the liaison shall provide the foster youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the foster youth would be served by a transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth, regardless of whether the foster youth: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

If the foster youth or a person holding the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, an appeal may be filed with the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the

Superintendent's decision, the foster youth or the person holding the right to make educational decisions for the foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

When the district offers an intersession program, priority access shall be given to students who are foster youth. If a foster student will be moving during an intersession period, the student's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the student attends for the intersession period. (Education Code 48853.5)

### **Transportation**

The Superintendent or designee shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable a foster youth to remain in the school of origin, for the duration of the time spent in foster care, when it is in the foster youth's best interest to do so. Such transportation costs may be paid by either the child welfare agency or the district, or shared by both. (20 USC 6312)

Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for foster youth. (Education Code 39807.5)

### **Effect of Absences on Grades**

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the grades shall be calculated as of the date the student left school
2. A verified court appearance or related court-ordered activity

### **Transfer of Coursework and Credits**

When a foster student transfers into a district school, the student's coursework and credits shall be transferred as specified in Education Code 51225.2 and Board Policy and Administrative Regulation 6146.3 - Reciprocity of Academic Credit.

### **Applicability of Graduation Requirements**

A foster student who transfers to a district school shall be expected to complete all courses and fulfill graduation requirements as specified in Board Policy 6146.1 - High School Graduation Requirements, unless the student has completed the second year of high school and thereby exempted from such requirements in accordance with Education Code 51225.1.

### **Eligibility for Extracurricular Activities**

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

### **Notification and Complaints**

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

---

DRAFT

**Policy 6173.2: Education Of Children Of Military Families**

**Status:** DRAFT

**Original Adopted Date:** 11/28/2017

The Governing Board recognizes that children of military families face challenges to their academic success caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. The district shall provide such students with academic resources, services, and opportunities for extracurricular and enrichment activities that are available to all district students.

The Superintendent or designee may waive district policies or rules when necessary to facilitate the enrollment, placement, advancement, eligibility for extracurricular activities, or on-time graduation of children of military families, in accordance with the Interstate Compact on Educational Opportunity for Military Children as ratified in Education Code 49700-49704.

The Superintendent or designee shall provide information and/or training to administrators, other appropriate district staff, and military families regarding the provisions of the Interstate Compact and the educational rights of children of military families.

The Superintendent or designee shall collaborate with parents/guardians, school liaison officers from military installations, and/or other agencies within and outside the state to facilitate the transition of children of military families into and out of the district.

The Superintendent or designee shall annually report to the Board and the public on the educational outcomes of children of military families. Such reports may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade levels, and graduation rates.

---

**Regulation 6173.2: Education Of Children Of Military Families**

**Status:** DRAFT

**Original Adopted Date:** 02/12/2019

**Definitions**

*Children of military families* are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement
3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

*Uniformed services* means the United States Army, Navy, Air Force, Marine Corps, Space Force, or Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the United States Public Health Services. (Education Code 49071)

**Enrollment and Residency**

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

A child of a military family shall be deemed to meet district residency requirements if the parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. The Superintendent or designee shall accept electronic submission of such a student's application for enrollment, including enrollment in a specific school or program within the district, and for course registration. (Education Code 48204.3)

When a child of a military family is transferring into the district, the Superintendent or designee shall enroll the student based on unofficial education records, if official records are not yet available. Upon enrollment, the Superintendent or designee shall immediately request the student's official records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701, 56325)

If the child of a military family is a student with disabilities, the district shall take reasonable steps to promptly obtain, from the previous school in which the student was enrolled, the student's records, including the individualized education program (IEP) and supporting documents and any other records relating to the provision of special education and related services to the student. (Education Code 56325)

A child of a military family shall be allowed to continue attending the school of origin, regardless of any change of residence of the family during that school year, for the duration of the student's status as a child of a military family. (Education Code 48204.6)

To provide a child of a military family the benefit of matriculating with peers in accordance with the established feeder patterns of the district, the following shall apply: (Education Code 48204.6)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the school district of origin in the same school attendance areas
2. If the student is transitioning to a middle or high school and the school designated for matriculation is in another district, the student shall be allowed to continue to the school designated for matriculation in that school district



The principal or designee of the new school shall ensure that the student is immediately enrolled even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history pursuant to Health and Safety Code 120325-120480, proof of residency, other documentation, or school uniforms. (Education Code 48204.6)

If the student's status changes during a school year due to the end of military service of the student's parent/guardian, the following shall apply: (Education Code 48204.6)

1. If the student is in grades K-8, the student shall be allowed to continue attending the school of origin through the duration of that academic school year
2. If the student is in high school, the student shall be allowed to continue attending the school of origin through graduation

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

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

### **Transportation**

The Superintendent or designee may, but is not required to, provide transportation to enable a child of a military family to attend the school of origin or to matriculate to a feeder school as described above, except when indicated in the IEP of a student with a disability or otherwise required by federal law. (Education Code 48204.6)

### **Placement**

Whenever a student's parent/guardian is serving on active duty or has been discharged from military service within the last year and the student transfers to a new school as the direct result of the military transfer or discharge, the Superintendent or designee may, prior to the receipt of official transcript(s) or the arrival of the student, review the student's coursework to date, including any unofficial transcript(s), to determine the appropriate placement of the student in classes. The evaluation shall also include communication with school counselors and teachers at the former school by videoconferencing, email, and/or telephone calls. (Education Code 51251)

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the student's enrollment and/or assessment in the previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services based on the student's current IEP. Additionally, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

### **Transfer of Coursework and Credits**

When a child of a military family transfers into a district school, the student's coursework and credits shall be transferred as specified in Education Code 51225.2 and Board Policy and Administrative Regulation 6146.3 -

Reciprocity of Academic Credit.

### **Absences**

When a student's parent/guardian is an active duty member and is called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with the parent/guardian. (Education Code 49701)

### **Graduation Requirements**

A child of a military family who transfers to a district school shall be expected to complete all courses and fulfill graduation requirements as specified in Board Policy 6146.1 - High School Graduation Requirements, unless the student has completed the second year of high school and thereby exempted from such requirements in accordance with Education Code 51225.1.

---

DRAFT

**Regulation 6173.3: Education For Juvenile Court School Students**

**Status:** DRAFT

**Original Adopted Date:** 02/28/2017 | **Last Revised Date:** 02/27/2024

The Superintendent or designee shall collaborate with the County Superintendent of Schools and the county probation department to facilitate the transition of students from a juvenile court school into the regular schools of the district. Such collaboration may include, but not be limited to, the development of data-sharing systems, communication strategies, and other structures that aid in the enrollment, placement, and continuous educational progress of such students.

**Enrollment**

A former juvenile court school student transferring into a regular district school shall be immediately enrolled in the school. The Superintendent or designee shall not deny enrollment to a student solely on the basis of an arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)

**Transfer of Coursework and Credits**

When a former juvenile court school student transfers into a district school, the student's coursework and credits shall be transferred as specified in Education Code 51225.2 and Board Policy and Administrative Regulation 6146.3 - Reciprocity of Academic Credit.

**Applicability of Graduation Requirements**

If a student completes district graduation requirements while being detained in a juvenile facility, the district shall issue the student a diploma from the school the student last attended, unless the County Superintendent issues the diploma. (Education Code 48645.5)

A former juvenile court school student who transfers to a district school shall be expected to complete all courses and fulfill graduation requirements as specified in Board Policy 6146.1 - High School Graduation Requirements, unless the student has completed the second year of high school and thereby exempted from such requirements in accordance with Education Code 51225.1.

---

**Policy 6173.4: Education For American Indian Students**

**Status:** DRAFT

**Original Adopted Date:** 08/22/2023

The Governing Board recognizes that American Indian students may have unique cultural, language, and educational needs that may be addressed by increasing student knowledge about American Indian history, including the history and culture of local tribes, and by providing American Indian students with access to education and other services necessary for such students to meet the same challenging academic standards as other students. The Superintendent or designee shall provide all students with culturally relevant curriculum related to local American Indian tribes and implement strategies necessary for the improvement of the academic achievement of American Indian students. In order to discuss, gain a shared understanding of, and develop curriculum for use within the district, and to identify the extent and nature of any achievement gaps between American Indian students and other district students, and strategies to address any such gaps, the district may form a California Indian Education Task Force with tribes local to the region. Participants in the task force meetings may consider issues of mutual concern, which include: (Education Code 33391)

1. Developing a thorough, shared understanding of accurate, high-quality curricular materials about the history, culture, and government of local tribes, and developing such materials for use within the district that include tribal experiences and perspectives
2. Developing a shared understanding of proper or improper instructional materials when these materials use depictions of Native Americans
3. Encouraging the adoption of the curriculum developed by the California Indian Education Task Force
4. Identifying the extent and nature of any achievement gap between American Indian students and other students, and strategies necessary to close it

If formed, the California Indian Education Task Force shall, within one year and thereafter annually, submit a report to the California Department of Education on the findings, including progress of work on Items #1-4, above. (Education Code 33391) The Superintendent or designee shall identify American Indian students most at-risk of not meeting state academic standards and provide to such students the needed support(s), including making referrals, as appropriate, for special education services or services under Section 504 of the federal Rehabilitation Act of 1973, or other school-based services such as counseling and health services, supplemental instruction, before- or after-school services, and summer learning programs. Suspension, expulsion, assignment to a supervised suspension classroom, or involuntary transfer to a continuation school of an American Indian student shall be in accordance with law and as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities), and Board Policy/Administrative Regulation 6184 - Continuation Education. The Superintendent or designee shall provide programs to facilitate the successful transition of American Indian students to post-secondary education and employment, which may include college and career fairs as specified in Board Policy 6164.2 - Guidance/Counseling Services and Board Policy 6178 - Career Technical Education, apprenticeship and preapprenticeship programs, mentorship programs, and counseling services. As needed, the Superintendent or designee shall provide professional development to teachers and other school staff to assist them in understanding and responding to the unique needs of American Indian students. At least annually, the Superintendent or designee shall report to the Board on the outcomes of American Indian students including, but not limited to, school attendance, student achievement test results, promotion and retention by grade level, graduation rates, and suspension/expulsion rates. **Title VI Indian Education Program** With the assistance of federal Title VI funding for the education of children from federally recognized tribes, the district shall offer programs and activities to meet the unique cultural, language, and educational needs of American Indian students, as defined in 20 USC 7491. Program objectives and outcomes shall be based on state academic standards. (20 USC 7424) In developing, implementing, and evaluating Title VI programs and activities, the Superintendent or designee shall consult with and involve parents/guardians and family members of American Indian students and other community representatives. (20 USC 7424) The district shall establish a committee that is composed of, and selected by, parents/guardians and family members of American Indian students, representatives of tribes on tribal lands located within 50 miles of any district school that serves any children of the tribes, teachers, and, if appropriate, American Indian students enrolled in secondary schools in the district. The majority of the committee shall be parents/guardians and family members of American Indian students. The committee shall participate in program development and provide written approval for the program. (20 USC 7424) The district's Title VI program for American Indian education may include any of the following services and activities: (20 USC 7425)

1. Activities that support Native American language programs and Native American language restoration programs, which may be taught by traditional leaders
2. Culturally related activities that support the district's program
3. Early childhood and family programs that emphasize school readiness

4. Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of state academic standards
5. Integrated educational services in combination with other programs that meet the needs of American Indian students and their families, including programs that promote parent/guardian involvement in school activities and increase student achievement
6. Career preparation activities that enable American Indian students to participate in career technical education programs, including programs for mentoring and apprenticeship
7. Activities to educate individuals so as to prevent violence, suicide, and substance abuse
8. The acquisition of equipment that is essential to achieve program goals
9. Activities that promote the incorporation of culturally responsive teaching and learning strategies into the district's educational program
10. Family literacy services
11. Activities that recognize and support the unique cultural and educational needs of American Indian students, and incorporate appropriately qualified tribal elders and seniors
12. Dropout prevention strategies for American Indian students
13. Strategies to meet the educational needs of American Indian students in correctional facilities, including such strategies that support American Indian students who are transitioning from such facilities to schools served by the district

Any federal funds received to support American Indian education programs shall be used to supplement, not supplant, state or local funds allocated for such purposes. (20 USC 7424) Program funds may be used to support a Title I schoolwide program pursuant to 20 USC 6314 if approved by the committee established pursuant to 20 USC 7424, provided that the schoolwide program is consistent with the purpose of American Indian education programs and the district's application identifies how the use of such funds in a schoolwide program will produce benefits to American Indian students that would not be achieved if not used in a schoolwide program. (20 USC 7424) As needed, professional development shall be provided to teachers and other school staff to assist them in working with American Indian students and carrying out Title VI programs. (20 USC 7424) The Superintendent or designee shall maintain a record of the information establishing the status of each student as an American Indian student eligible for assistance through the federal American Indian education program. (20 USC 7427) The Superintendent or designee shall periodically assess the progress of all American Indian students, including American Indian students who do not participate in programs funded through Title VI, in meeting program goals and objectives. Assessment results shall be provided to the Board, the committee established pursuant to 20 USC 7424, tribes whose children are served by the district, and the community. (20 USC 7424)

---

**Policy 6175: Migrant Education Program**

**Status:** DRAFT

**Original Adopted Date:** 02/12/2019 | **Last Revised Date:** 05/28/2024

The Governing Board desires to provide a comprehensive program for students who are migratory that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for students who are migratory.

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible students who are migratory and in the provision of migrant education services. Additionally, the Superintendent or designee shall coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

The district shall give first priority for services to students who are migratory and have made a qualifying move within the previous one year period, and are failing or are most at risk of failing to meet state academic standards or have dropped out of school. (20 USC 6394, 6399)

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

The Superintendent or designee shall ensure that each student who is migratory is placed at the appropriate grade level upon enrollment and is provided services in accordance with an individual needs assessment and learning plan.

The Superintendent or designee shall annually report to the Board regarding student performance on statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education program. Additionally, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

---

**Regulation 6175: Migrant Education Program**

**Status:** DRAFT

**Original Adopted Date:** 02/12/2019 | **Last Revised Date:** 05/28/2024

## **Eligibility**

Students 3 to 21 years of age shall be eligible for the district's migrant education program if they, their parents/guardians, or their spouses are migratory agricultural workers or fishers who, in the preceding 36 months, moved into the district due to economic necessity and engaged in new temporary or seasonal employment or personal subsistence in agriculture or fishing. If such employment was not secured soon after the move, students may be considered students who are migratory if the student, the student's parents/guardians, or the student's spouse actively sought such new employment and have a recent history of moves for temporary or seasonal agricultural or fishing employment. (20 USC 6399; 34 CFR 200.81)

A student who ceases to be a student who is migratory during a school term shall be eligible for services until the end of the term. If comparable services are not available through other programs, a student who is no longer migratory may continue to receive services for one additional school year. Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394)

## **Enrollment**

A student who is migratory shall be immediately enrolled in the district even if the student: (Education Code 48204.7)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, medical records, including, but not limited to, records or other proof of immunization history, or other documentation

If a student who is migratory experiences a change in residence, the student may remain enrolled in the school of origin for the duration of the student's status as a student who is migratory. (Education Code 48204.7)

If a student's status as a student who is migratory changes during a school year, the Superintendent or designee shall allow the student to continue at the school of origin through the duration of that school year or, if the student is enrolled in a high school, through graduation. (Education Code 48204.7)

A student who is migratory and is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with peers in accordance with the established feeder patterns of school districts. A student who is migratory and is transitioning to a middle school or high school designated for matriculation in another school district shall be allowed to enroll in that school. (Education Code 48204.7)

The Superintendent or designee shall inform a student who is migratory and the student's parent/guardian of the impact of remaining in the school of origin on the student's eligibility to receive migrant education services pursuant to Education Code 54440-54445. (Education Code 48204.7)

The Superintendent or designee may, but is not required to, provide transportation to enable a student who is migratory to attend the school of origin, unless otherwise required by federal law, or provide programs for online instruction as a substitute for physical attendance. (Education Code 48204.7)

## **Student Records**

The Superintendent or designee shall maintain records documenting the eligibility of students enrolled in the district's migrant education program. However, the district shall not collect information or documents regarding the

citizenship or immigration status of students or their family members for the purpose of determining eligibility for migrant education services.

The Superintendent or designee shall acquire education and health records from the previous school districts of a student who is migratory, as appropriate.

When a student who is migratory transfers to another district, the student's records shall be provided to the receiving district upon request at no cost in order to assist that district in meeting the needs of the student. (20 USC 6398)

### **Program Components**

The migrant education program shall include all of the following components: (Education Code 54443.1)

1. A general needs assessment summarizing the needs of the population to be served
2. A comprehensive program to meet the educational, health, and related needs of participating students which supplements the district program and includes, but is not limited to:
  - a. Instructional services, including academic, remedial and compensatory, bilingual-crosscultural, and career technical instruction
  - b. Counseling and career education services
  - c. Preschool services in accordance with Education Code 54443
  - d. Other educational services that are not otherwise available in sufficient quantity or quality to eligible students who are migratory
  - e. The acquisition of instructional materials and equipment necessary to adequately provide the appropriate services
  - f. Other related services to meet the special needs of eligible students who are migratory to enable them to participate effectively in instructional services
  - g. The coordination and teaming of existing resources serving students who are migratory, such as bilingual-crosscultural education, health screening, and compensatory education
3. Individual assessment of the educational and relevant health needs of each participating student, within 30 days of enrollment, including assessments concurrently provided pursuant to compensatory education, bilingual-crosscultural education, school improvement programs, and other programs serving the student
4. A brief individual learning plan listing the services to be provided to each student, which shall be given to the parent/guardian in writing or at a parent/guardian conference, annually and when the student moves to a new district
5. Staffing and staff development plans and practices to meet the needs of students and implement the program
6. Parent/guardian and community involvement as specified in Education Code 54444.2, including, but not necessarily limited to, the establishment of a parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program
7. The migrant education program shall provide for the same opportunities for parent/guardian involvement that are provided to parents/guardians for federal Title I programs. (20 USC 6394)
8. Evaluations which include annual student progress and overall program effectiveness and quality control reports

### **Summer School and Extended School Year Program**



The district shall conduct summer school program(s) for eligible students who are migratory. The summer school program shall respond to the individual needs of participating students and shall build on and be consistent with the instructional programs offered to these students during the regular school year. Coursework shall be of the same level of difficulty in each subject as that provided to students enrolled in regular classes of instruction within the district in the preceding year. (Education Code 54444.3)

Teachers in the summer school program shall have cultural training or background and understanding of the special needs of students who are migratory and possess the proper credential for the subjects and grade levels to which they are assigned. (Education Code 54444.3)

The program shall comply with the following requirements for instructional time: (Education Code 54444.3)

1. For kindergarten class, a minimum of 180 minutes per day, including recesses, for not less than 20 instructional days
2. For grades 1-8, a minimum of 200 minutes per day, including recesses and passing time but excluding noon intermissions, for not less than 20 instructional days
3. For grades 7-12, a minimum of 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 instructional days

The number of instructional days may be less than as described above if, during the summer school program, there is a holiday for which schools are required to be closed. (Education Code 37220, 54444.3).

When district facilities that are suitable for the summer climate are available, the district shall make facilities available at cost to other agencies that request facilities for the operation of migrant summer school programs, unless just cause for denial exists. When approved by the Superintendent of Public Instruction, the district may jointly offer facilities with a neighboring district to meet the needs of the migrant summer school program for the entire area. (Education Code 54444.3)

If the district receives authorization and average daily attendance funding from the California Department of Education to provide an extended school year program to students who are migratory who, due to family movement, enroll in transitional kindergarten, kindergarten, or any of grades 1-6, on or after March 1 of the school year and depart on or before December 1 of the next school year, the Superintendent or designee shall operate the program in accordance with Education Code 41601.6

### **Transfer of Coursework and Credits**

When a student who is migratory transfers into a district school, the student's coursework and credits shall be transferred as specified in Education Code 51225.2 and Board Policy/ Administrative Regulation 6146.3 - Reciprocity of Academic Credit.

### **Applicability of Graduation Requirements**

A student who is migratory that transfers to a district school shall be expected to complete all courses and fulfill graduation requirements as specified in Board Policy 6146.1 - High School Graduation Requirements, unless the student has completed the second year of high school and is thereby exempted from such requirements in accordance with Education Code 51225.1.

### **Parent Advisory Council**

The parent advisory council shall be comprised of members who are knowledgeable of the needs of students who are migratory and shall be elected by the parents/guardians of students enrolled in the district's migrant education program. The composition of the council shall be determined by the parents/guardians at a general meeting to which all parents/guardians of participating students shall be invited. The parents/guardians shall be informed, in a language they understand, that they have the sole authority to decide on the composition of the council. (Education Code 54444.2)

At least two-thirds of the advisory council shall consist of parents/guardians of students who are migratory.

(Education Code 54444.2)

All parent/guardian candidates for the council shall be nominated by parents/guardians. Nonparent candidates, such as teachers, administrators, other school personnel, or students, shall be nominated by the groups they represent. All other community candidates shall be nominated by the parents/guardians. (Education Code 54444.2)

The parent/guardian advisory council shall meet at least six times during the year and shall: (Education Code 54444.4)

1. Establish program goals, objectives, and priorities
2. Review annual needs and year-end assessments, program activities for each school, and individual learning plans
3. Advise on the selection, development, and reassignment of migrant education program staff
4. Participate actively in planning and negotiating program applications and service agreements
5. Perform all other responsibilities required under state and federal laws or regulations

The Superintendent or designee shall establish and implement a training program for advisory council members to enable them to carry out their responsibilities. The training program shall be developed in consultation with the council and shall include appropriate training materials in a language understandable to each member. (Education Code 54444.2)

The Superintendent or designee shall provide the council, without charge, a copy of all applicable state and federal migrant education statutes, rules, regulations, guidelines, audits, monitoring reports, and evaluations. Upon request, these materials also shall be provided without charge to each member of the council. (Education Code 54444.2)

---

**Bylaw 9250: Remuneration, Reimbursement And Other Benefits**

**Status:** DRAFT

**Original Adopted Date:** 10/08/2013

**Compensation**

Each member of the Governing Board shall be provided monthly compensation of \$425.00, less any amounts deducted for meeting absences which are not excused by the Board. (Education Code 35120)

Board members are not required to accept the monthly compensation.

On an annual basis, the Board may amend this Bylaw to increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. (Education Code 35120)

A Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that at the time of the Board meeting the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board. (Education Code 35120)

Student Board member compensation shall be provided in accordance with Board Bylaw 9150 - Student Board Members.

Whenever a quorum of Board members serves as another legislative body which will meet simultaneously or in serial order to a Board meeting, the Board clerk or a member of the Board shall, when required by law, verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting. (Government Code 54952.3)

**Reimbursement of Expenses**

The district shall reimburse individual Board members for actual and necessary expenses incurred when performing authorized services for the district, including services directed by the Board. The timelines and procedures for reimbursement shall be the same as those established for district personnel and at the same rate of reimbursement. (Education Code 31560, 35044; Government Code 8314)

All other expenses, including personal expenses, shall be the responsibility of individual Board members and shall not be paid or reimbursed by the district. (Government Code 8314)

Personal expenses shall include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on district-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while on district business.

Any Board member with questions regarding the propriety of a particular type of expense shall seek and receive guidance from the Superintendent or designee before the expense is incurred.

**Credit Cards**

Board members may use district-issued credit cards while on official district business and consistent with the limits established for district personnel. Personal expenses shall not be charged on a district-issued credit card, even if the Board member intends to subsequently reimburse the district for the personal charges.

**Benefits for Board Members**

Board members may participate in the health and welfare benefits program provided for district employees as permitted by law. However, health and welfare benefits for Board members shall be no greater than that received by the district's nonsafety employees with the most generous schedule of benefits. (Government Code 53201, 53205, 53208.5)

The district shall pay the premiums required for Board members electing to participate in the district health and welfare benefits program to the same extent that it pays for district employees

Health and welfare benefits provided to Board members shall be extended at the same level to their spouse/registered domestic partner and to their eligible dependent children as specified in law and the health plan. (Family Code 297.5; Government Code 53205.1)

---

DRAFT

**Exhibit 9250-E(1): Remuneration, Reimbursement And Other Benefits**

Status: DRAFT

Original Adopted Date: Pending

**RESOLUTION ON EXCUSING BOARD MEMBER ABSENCE FOR PURPOSES OF MONTHLY COMPENSATION**

WHEREAS, the members of the Governing Board of the \_\_\_\_\_ School District (Board) receive monthly compensation for meeting attendance in accordance with Education Code 35120 (EC 35120) and Board Bylaw 9250 - Remuneration, Reimbursement and Other Benefits (BB 9250);

WHEREAS, pursuant to EC 35120 and BB 9250, a Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board at the time of the Board meeting; and

WHEREAS, \_\_\_\_\_ (name of Board member) was absent from the Board meeting(s) on \_\_\_\_\_ (date(s)).

NOW THEREFORE BE IT RESOLVED, the Board finds that the absence of \_\_\_\_\_ (name of Board member) from the Board meeting(s) on \_\_\_\_\_ (date(s)) is excused for the following reasons(s):

- ☐ Performance of other designated duties for the district
- ☐ Illness
- ☐ Jury duty
- ☐ Hardship deemed acceptable by the Board

; and

BE IT FURTHER RESOLVED, the Board authorizes \_\_\_\_\_ (name of Board member) to be compensated for the Board meeting(s) on \_\_\_\_\_ (date(s)).

---

Exhibit 9250-E(2): Remuneration, Reimbursement And Other Benefits

Status: DRAFT

Original Adopted Date: Pending

CHART OF BOARD MEMBER MONTHLY COMPENSATION

| District's Prior Average Daily Attendance | Monthly Compensation Limit |
|-------------------------------------------|----------------------------|
| 1,000 or less                             | \$600                      |
| 1,001 to 10,000                           | \$1,200                    |
| 10,001 to 25,000                          | \$2,000                    |
| 25,001 to 60,000                          | \$3,000                    |
| 60,001 or more                            | \$4,500                    |

DRAFT

**Bylaw 9320: Meetings And Notices**

**Status:** DRAFT

**Original Adopted Date:** 04/24/2012 | **Last Revised Date:** 05/28/2024

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. The Board may meet in open session or closed session, as necessary, in accordance with applicable open meeting laws (Brown Act), and Board Bylaw 9320.1 - Remote Meetings and Attendance, Board Bylaw 9321 - Closed Session, Board Bylaw 9322 - Agenda/Meeting Materials, and Board Bylaw 9323 - Meeting Conduct.

A Board meeting exists whenever a majority of Board members gathers at the same time and location, including remotely or electronically, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board. (Government Code 54952.2)

In accordance with Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not use a series of communications of any kind, directly or through intermediaries or technology, including official or personal social media accounts, to discuss, deliberate, or take action on any matter that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, the Superintendent or designee may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding any matter within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

**Regular Meetings**

Unless otherwise determined by the Board, the Board shall hold two regular Board meeting(s) each month starting at 6:00 p.m. on the second and fourth Tuesdays of the month at the Hanford Joint Union High School, District Office Boardroom at 300 W. 6th Street, Hanford, CA 93230.

At least 72 hours prior to a regular Board meeting, the agenda shall be posted at one or more locations freely accessible to members of the public, on the district's website, and at any location required by Board Bylaw 9320.1 - Remote Meetings and Attendance. (Government Code 54954.2)

Consistent with Board Bylaw 9322 - Agenda/Meeting Materials, whenever agenda materials relating to an open session of a regular Board meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. The records shall be posted on the district website at the time the materials are distributed to all or a majority of the Board if distributed outside of business hours. (Government Code 54957.5)

**Special Meetings**

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members on any topic within the subject matter jurisdiction of the Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)

At least 24 hours before the noticed start time, written notice of a special Board meeting shall be: (Government Code 54953.8, 54953.8.3, 54956)

1. Delivered personally or by any other means to all Board members and the local media who have requested such notice in writing
2. Posted on the district's website and in a location freely accessible to the public.
3. Posted in any location required by Board Bylaw 9320.1 - Remote Meetings and Attendance

The notice shall specify the time and location of the special Board meeting and the business to be transacted or discussed. No other business shall be considered. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the special Board meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

### **Emergency Meetings**

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency Board meeting as long as it complies with all requirements of a special Board meeting, except the 24-hour notice and/or 24-hour posting requirements. (Government Code 54956.5)

The Board may meet in closed session during an emergency Board meeting so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency Board meeting by telephone or email at least one hour before the meeting to the local media that have requested notice of special Board meetings. As applicable, all telephone numbers or email addresses provided by the media in the most recent request for notification shall be exhausted. If telephone or internet services are not functioning, the notice requirement of one hour is waived and, as soon after the emergency Board meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification as is given to the other members of the Board. (Government Code 54956.5)

The minutes of the emergency Board meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon as possible after the meeting. (Government Code 54956.5)

An *emergency* means a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

A *dire emergency* means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency Board meeting may endanger the public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

### **Adjourned/Continued Meetings**

The Board may adjourn/continue any regular or special Board meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn/continue such a meeting. If no Board members are present, the secretary or the clerk may declare the Board meeting adjourned/continued to a later time and location and shall give notice in the same manner required for special Board meetings. (Government Code 54955)

Within 24 hours after the time of adjournment/continuance, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the location where the Board meeting was held. (Government Code 54955)

### **Study Sessions, Retreats, Public Forums, and Discussion Meetings**

The Board may convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. Additionally, the Board may convene a retreat to discuss Board roles and relationships. Any such Board meeting, regardless of title or topic, shall be held as a regular or special Board meeting, as appropriate, and shall comply with all other requirements for regular or special Board meetings. (Government Code 54956)



## **Other Gatherings**

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board established pursuant to Board Bylaw 9130 - Board Committees, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person that are not part of a series of communications prohibited by the Brown Act are permitted. (Government Code 54952.2)

## **Location of Meetings**

Unless the Board is holding a remote Board meeting during a proclaimed state of emergency or local emergency in accordance with Board Bylaw 9320.1 - Remote Meetings and Attendance, all Board meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel to meet in closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

All Board meetings, regardless of location, shall comply with the applicable notice and open meeting requirements.

Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

If a fire, flood, earthquake, or other emergency renders the posted regular or special Board meeting location unsafe and the deadline for posting the location has passed, the meeting shall be held at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of meetings pursuant to Government Code 54956 by the most rapid available means of communication. (Government Code 54954)

---

DRAFT

## **Bylaw 9320.1: Remote Meetings and Attendance**

**Status:** DRAFT

**Original Adopted Date:** Pending

The Governing Board recognizes the need, when permitted by law, to hold Board meetings in which the Board members meet remotely or in which individual Board members attend and participate remotely.

### **Definitions**

*Local emergency* means either of the following that impacts persons under the jurisdiction of the district or property within the boundaries of the district: (Government Code 54953.8.2)

1. A condition of extreme peril proclaimed by a city, county, or city and county pursuant to Government Code 8630
2. A local health emergency proclaimed pursuant to Health and Safety Code 101080

*Remote* means not being physically present at the primary in-person location of a Board meeting, and includes the terms "teleconference" and "virtual."

*Remote attendance and participation* means the ability to attend and participate in a Board meeting by electronic means, through either audio or visual technology, or both.

*Remote Board Member* means a Board member, not physically present at the Board meeting, who nonetheless seeks to attend and participating in a Board meeting.

*State of Emergency* means state of emergency proclaimed pursuant to Government Code 8625.

### **Traditional Method of Remote Attendance**

A remote Board member may attend and participate in a Board meeting so long as all of the following conditions are met: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board
3. The physical location of the remote Board member is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the remote Board member; may hear, listen to, or watch the meeting to the same extent as the remote Board member; and may make public comment during the same portion of the agenda as other members of the public from the same location as the remote Board member
4. The location from which the remote Board member will attend the meeting is noted in the agenda and the agenda is posted at that location in advance of the meeting as statutorily required based on the type of meeting
5. At least a quorum of the Board is within district boundaries

### **Remote Attendance as an Accommodation**

A Board member with a qualifying disability under the Americans with Disabilities Act that precludes the Board member from attending a Board meeting in person or from attending and participating remotely in a Board meeting using the method specified in "Traditional Method of Remote Attendance" above may request to attend and participate remotely as a reasonable accommodation for the Board member's disability.

If the request is granted based on the district's process for reviewing reasonable accommodations, the remote Board member shall be permitted to attend and participate in the Board meeting as long as the following requirements are met: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. The remote Board member utilizes both audio and visual technology to participate in the meeting, except no visual technology shall be required if a physical condition related to their disability results in a need to participate off camera
3. The remote Board member publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

In this circumstance, the following conditions are not required: (Government Code 54953)

1. Including the location of the remote Board member in the agenda
2. Making the location of the remote Board member open and accessible to the public
3. Posting the agenda at the location of the remote Board member

Additionally, in this circumstance, the remote Board member shall be considered to be attending in-person at the physical meeting location for all purposes, including any requirement that a quorum participate from any particular location. (Government Code 54953)

These requirements and conditions may be modified as required by law or the district may offer another reasonable accommodation as appropriate.

#### **Remote Attendance Due to Just Cause**

Beginning July 1, 2026, a remote Board member may attend and participate in a Board meeting based on any of the following "just cause" reasons: (Government Code 54953.8.3)

1. A childcare or caregiving need of a Board member's child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires the Board member to attend and participate remotely
2. A contagious illness that prevents a Board member from attending in person
3. A need related to a Board member's physical or mental condition not otherwise reasonably accommodated
4. A Board member is traveling while on official business of the Board or another state or local agency
5. An immunocompromised child, parent, grandparent, grandchild, sibling, spouse, or domestic partner of a Board member requires the Board member to attend and participate remotely
6. A physical or family medical emergency prevents a Board member from attending in person
7. Military service obligations that result in a Board member being unable to attend in person because the Board member is serving under official written orders for active duty, drill, annual training, or any other duty required as a member of the California National Guard or a United States Military Reserve organization that requires the Board member to be at least 50 miles outside the boundaries of the district

The remote Board member shall notify the Board at the earliest possible opportunity, including at the start of a Board meeting, of the need to attend and participate remotely for just cause, including the general circumstances of the Board member's need to attend and participate remotely. The remote Board member need not disclose any medical diagnosis or disability, or any personal medical information that is otherwise exempt under existing law. The minutes for the Board meeting shall identify the specific provision that is the basis for the just cause. (Government Code 54953, 54953.8.3)

Additionally, when a remote Board member attends and participates in a Board meeting based on just cause, all of the following conditions shall be met: (Government Code 54953, 54953.8, 54953.8.3)

1. All votes taken during the meeting are by rollcall

2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board
3. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

The platform or service may require members of the public to register in order to make public comments as long as the platform or service is not controlled by the district.

4. The agenda for the meeting includes information describing how members of the public can access the platform or service and how members of the public can offer public comment
5. The minutes of the Board meeting state that the remote Board member attended and participated remotely
6. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda and which is within district boundaries and is open to the public
7. The remote Board member utilizes both audio and visual technology to participate in the meeting
8. The remote Board member publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

In this circumstance, the agenda need not include the location of the remote Board member or be posted at that location, and the location of the remote Board member need not be open and accessible to the public. (Government Code 54953, 54953.8)

The Board shall give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option. (Government Code 54953.8)

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the Board meeting may continue but the Board may not take action on any agenda item until public access to the meeting is restored. (Government Code 54953.8)

A remote Board member may attend and participate in no more than five Board meetings per year for just cause. (Government Code 54953.8.3)

A remote Board member's attendance and participation in multiple Board meetings that begin on the same calendar day shall only count as one Board meeting for purposes of this limit.

#### **Remote Board Meetings During a Proclaimed State of Emergency**

The Board may conduct a remote Board meeting during a proclaimed state of emergency or local emergency in either of the following circumstances: (Government Code 54953.8.2)

1. For the purpose of determining, by majority vote, whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency
2. When the Board, pursuant to Item #1 above, has determined that meeting in person would present imminent risks to the health or safety of attendees due to the emergency

In either such circumstance, the Board may hold a remote Board meeting without: (Government Code 54953.8, 54953.8.2)

1. Including the location of Board members in the agenda
2. Making the locations of Board members open and accessible to the public
3. Posting the agenda at the locations of Board members
4. Having at least a quorum of the Board members within the district boundaries

When the Board holds such a meeting, all of the following shall be followed: (Government Code 54953.8, 54953.8.2)

1. All votes taken during the meeting are by rollcall
2. The public is able to access the meeting via a call-in or audiovisual platform or service, with real-time observation of the meeting and public comment being allowed via the platform or service

The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district.

3. The agenda for the meeting includes information describing how members of the public can access the platform or service

The Board may continue to conduct all Board meetings remotely throughout one or more 45-day periods as long as, prior to the beginning of each 45-day period, the Board has reconsidered the circumstances of the proclaimed state of emergency or local emergency and determined that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953.8.2)

---

**Bylaw 9322: Agenda/Meeting Materials**

**Status:** DRAFT

**Original Adopted Date:** 02/12/2019 | **Last Revised Date:** 08/22/2023

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning and well-being.

Each agenda shall state the meeting time and location(s) and shall briefly describe each item listed in the agenda, including items to be discussed in closed session in accordance with Board Bylaw 9321 - Closed Session. (Government Code 54954.2)

For a regular meeting, the Board may consider an item not included in the posted agenda in accordance with Board Bylaw 9323.2 - Actions by the Board.

**Public Comment**

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item, including items to be considered in closed session in accordance with Board Bylaw 9321 - Closed Session and items listed on the consent agenda. (Education Code 35145.5; Government Code 54954.3)

Before any other open session agenda item, there shall be one public comment item on every meeting agenda to give members of the public the opportunity to address the Board on any item on the open session agenda. The public comment period shall last no longer than 20 minutes unless extended in accordance with Board Bylaw 9323 - Meeting Conduct. No member of the public may be permitted to speak more than once during this item.

The agenda need not provide an opportunity for public comment on an item that has previously been considered at an open meeting by a committee comprised exclusively of Board members, provided that all of the following conditions were met: (Government Code 54954.3)

1. Members of the public were afforded an opportunity to comment on the item, before or during the committee's consideration of the item
2. The item has not been substantially changed since the committee considered it
3. A quorum of the committee attended and participated in the committee meeting at which the item was considered from a singular physical location that was clearly identified on the agenda, open to the public, and situated within the boundaries of the district
4. Any other applicable provisions of Government Code 54954.3

Additionally, the agenda for a regular meeting shall provide members of the public with an opportunity to address the Board regarding matters within the subject matter jurisdiction of the Board which are not on the agenda. (Education Code 35145.5; Government Code 54954.3)

The notice and agenda shall include information describing how members of the public can access the platform or service and how members of the public can offer public comment if required pursuant to Board Bylaw 9320.1 - Remote Meetings and Attendance.

**Disability-Related Accommodations or Modifications**

The agenda shall include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires

accommodations or modifications in order to participate in the meeting, as well as the procedure for receiving and resolving such requests as required by law. (Government Code 54953.8, 54954.2)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item, or for records of a statement threatening litigation against the district to be discussed in closed session, when such documents have been distributed to the Board less than 72 hours before the meeting. (Government Code 54956.9, 54957.5)

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. Additionally, the agenda shall state that the request must be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

### **Agenda Preparation**

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each meeting, including whether an item requires Board action and whether an item shall be considered in open or closed session.

Any member of the public, or an individual Board member acting in that Board member's capacity as a member of the public, may request that a matter within the subject matter jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information. (Education Code 35145.5)

The Board president and Superintendent shall decide whether such a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board shall not be placed on the agenda. Additionally, if the Board president and Superintendent determine that the request is merely a request for information, then the request shall not be placed on the agenda.

A Board member may request in writing, at a meeting as part of a related open session item, or at a meeting as part of an open session item intended for this purpose that a specific matter within the subject matter jurisdiction of the Board be placed on an upcoming Board agenda. Within thirty (30) days of receiving the request, the Board member shall be informed by the Board president if the request has been approved or denied by the Board president and Superintendent.

If the request is approved, the Board president and Superintendent shall inform the Board member of the general timeframe that the matter will be placed on an agenda, on which part of the agenda the item will appear, and whether the item requires action by the Board. If the request is denied, the Board president and Superintendent fail to provide a response to the request, or the requesting Board member disagrees with the timeframe that the matter will be placed on an agenda, on which part of the agenda the item will appear, or whether the item requires action by the Board, then the Board member may appeal the response to the request to the Board. The Board president and Superintendent shall place the appeal on the next upcoming regular meeting agenda for Board action, but only as to whether, when, and how to agendize the requested matter. If a majority of the Board agrees with the appeal, the item will be considered in accordance with the decision of the majority of the Board.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda, except as required by law. Consent items shall be items of a routine nature for which Board discussion is not anticipated and for which the Superintendent recommends approval.

### **Agenda Dissemination to Board Members**

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and all related materials such as the Superintendent or designee's report; minutes to be approved; copies of



communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting. Additionally, the Superintendent or designee may distribute to the Board additional materials related to agenda items less than 72 hours before each regular meeting, as permitted by law.

When a special meeting is called, Board members shall receive the agenda and all related materials at least 24 hours prior to the meeting. (Government Code 54956)

Board members shall review the agenda and all related materials before each regular or special meeting. Individual Board members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means, discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

### **Regular Meeting Agenda Dissemination to Members of the Public**

The agenda and all related materials distributed to the Board related to a regular meeting shall be made available to the public upon request without delay. However, only those documents which are disclosable public records under the California Public Records Act (CPRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting or which contain a claim or written threat of litigation which will be discussed in closed session shall be made available to the public. (Government Code 54956.9, 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

Additionally, the Superintendent or designee shall post the agenda on the homepage of the district website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the website with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a writing which relates to an open session agenda item or which contains a claim or written threat of litigation which will be discussed in closed session during a regular meeting is distributed to the Board less than 72 hours prior to the meeting, the Superintendent or designee shall make the writing available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. However, if the writing is distributed to at least a majority of the Board at a time when the designated location is closed to the public, this requirement may be satisfied by posting the writing on the district website if the following conditions are met: (Government Code 54957.5)

1. An initial staff report or similar document containing an executive summary and any staff recommendations related to the agenda item is made available for public inspection at the designated location at least 72 hours before the meeting
2. The writing is immediately posted on the district's website in a position and manner that makes it clear that the writing relates to an agenda item for the upcoming meeting
3. The district lists the website address where such writings may be accessed on all Board meeting agendas
4. A physical copy of the document is made available for public inspection at the designated location at the beginning of the next regular business hours, but not less than 24 hours before the meeting

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

The Superintendent or designee shall email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a website link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code

54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during an open meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the CPRA. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

#### **Special Meeting Agenda Dissemination to Members of the Public**

The requirements for the dissemination of regular meeting agendas and related materials and writings to members of the public found in "Regular Meeting Agenda Dissemination to Members of the Public" shall be applicable to the dissemination of special meeting agendas and related materials and writings to members of the public except that the 24-hour requirement shall apply rather than the 72-hour requirement.

---

**Bylaw 9323: Meeting Conduct**

**Status:** DRAFT

**Original Adopted Date:** 03/13/2007 | **Last Revised Date:** 02/28/2023

**Meeting Procedures**

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

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 conduct Board meetings in accordance with Robert's Rules of Order to enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings can deter public participation, affect the Board's decision-making ability, and be a burden to staff. Regular Board meetings shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, if necessary, may subsequently be adjourned to a later date.

When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a separate agenda item. The Board chair shall determine where on the agenda the former consent item is placed.

**Quorum and Abstentions**

Except as required by law, the Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

Except when prohibited by law, the Board expects its members to vote on all issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Provided the Board typically consists of seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. Additionally, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

**Public Participation**

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, members of the public attending a Board meeting shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except if a member of the public desires to observe the meeting or make public comment through the use of a third party website or online platform as required by the third party provider.

To facilitate public comment, the Board may request that members of the public who wish to give public comment provide their names or other identifying information to determine speaking order.

In order to conduct district business in an orderly and efficient manner, public comment shall occur in accordance with Board Bylaw 9322 - Agenda Meeting/Materials and in compliance with the following procedures:

1. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law (Education Code 35145.5; Government Code 54954.2)

2. Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda (Government Code 54954.2)

Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

In addition, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

3. A member of the public wishing to be heard by the Board shall first be recognized by the Board chair

An individual speaker shall be allowed a maximum of **three** minutes to address the Board. However, the Board chair, or a majority of the Board, may adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. Additionally, the Board chair may ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

4. An individual speaker may give some or all of the speaker's time to another speaker, provided that no individual speaker is permitted to speak more than the maximum time permitted per individual speaker pursuant to Board Bylaw 9322 - Agenda/Meeting Materials
5. For any public comment period with a time limit when a remote Board member is attending and participating based on just cause pursuant to Board Bylaw 9320.1 - Remote Meetings and Attendance, the Board may not close that public comment period or the opportunity to register to provide public comment via the two-way audiovisual platform or two-way audio service until the full time for public comment has elapsed (Government Code 54953.8)

For any other public comment period when a remote Board member is attending and participating based on just cause pursuant to Board Bylaw 9320.1 - Remote Meetings and Attendance, the Board shall allow a reasonable amount of time to permit members of the public to provide public comment and to register to do so via the two-way audiovisual platform or two-way audio service. (Government Code 54953.8)

6. The Board chair shall determine whether an individual's public comment is within the scope of the public comment period, subject to the following conditions:
  - a. If the public comment is within the scope of a different public comment period, the Board chair shall so indicate
  - b. Public criticism of the Board, individual Board members, the district, its policies, procedures, programs, services, acts, or omissions shall not be prohibited (Government Code 54954.3)
  - c. Public criticism of district employees shall not be prohibited

However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board chair shall inform the complainant of the appropriate complaint procedure.

## **Disruptions**

The Board chair shall not permit an individual to actually disrupt a Board meeting. Actual disruption by an individual or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the Board chair to terminate the privilege of addressing the Board for that meeting and remove the individual from the meeting. (Government Code 54957.95)

Prior to removal, the individual shall be warned that the individual's behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board chair, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

*Disrupting* means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

*True threat of force* means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared when a group or groups of persons willfully interrupts so as to render the orderly conduct of the meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to such a group disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such group disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, remove the disruptive individual(s), or clear the room. Additionally, the Board may adjourn the meeting to another time and location specified in an order of adjournment. The Board chair may direct the Superintendent or designee to contact local law enforcement as necessary. (Government Code 54955, 54957.9, 54957.95, 54957.96)

### **Recording by the Public**

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

---

# Superintendent Report #3

**AGENDA:** New Business / Information / Action

**TOPIC:** 2026/2027 District Focus Areas

**DESCRIPTION:** The 2026/2027 District Focus Areas will be presented. These Focus Area were determined with the input from the Board of Trustees and HJUHSD staff.

**FISCAL IMPACT:** None

**RECOMMENDATION:** Administration recommends approval of this item as presented.

# Multi-Tiered System of Supports (MTSS)

HJUHSd will continue to focus on overall academic achievement by further developing and expanding our work to grow, improve, and sustain a districtwide Multi-Tiered System of Supports (MTSS). The focus areas for all sites this year include:

## Ongoing Improvement Efforts

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic           | <ol style="list-style-type: none"> <li>1. Strengthening Credit Recovery &amp; Intervention Systems: Expand targeted credit recovery opportunities and implement a systematic, data-driven intervention model to ensure timely support for all students.</li> <li>2. Enhancing Instructional Practices: Continue refining high-quality, research-based instructional strategies that promote engagement, rigor, and equitable access to learning.</li> <li>3. Aligning and Improving Curriculum: Ensure curriculum is standards-aligned, relevant, and coherent across all courses to support college and career readiness.</li> <li>4. Establishing a Unified Accountability System: Develop and implement a consistent framework to monitor effectiveness, guide continuous improvement, and ensure alignment across interventions, instruction, and curriculum.</li> </ol> |
| Social-Emotional   | <ol style="list-style-type: none"> <li>5. Training and coaching in Tier 1 instructional and Social Emotional Learning (SEL) strategies to ensure student engagement in all academic areas from core to CTE to reduce the need for interventions.</li> <li>6. Continued refinement of a tiered social-emotional support and intervention model with a focus on: <ol style="list-style-type: none"> <li>a. ensuring staff, students, and parents are aware of the supports that are available,</li> <li>b. creating a model for Tier 2 early detection, intervention, and monitoring to mitigate crises (Tier 3) interventions.</li> </ol> </li> </ol>                                                                                                                                                                                                                         |
| Behavior           | <ol style="list-style-type: none"> <li>7. Continued refinement and dissemination of a tiered discipline model with a focus on: <ol style="list-style-type: none"> <li>a. clear and shared behavioral expectations within the classroom and campus-wide (Tier 1),</li> <li>b. articulating those expectations to students and parents regularly,</li> <li>c. refining &amp; utilizing Tier 2 interventions and supports for students who require assistance.</li> </ol> </li> <li>8. Continue utilization of Drug &amp; Alcohol Program (DAP) &amp; Aggression Replacement Program (ARP)</li> </ol>                                                                                                                                                                                                                                                                           |
| Attendance         | <ol style="list-style-type: none"> <li>9. Inform and educate students, parents, and community partners as to the importance of regular attendance and how to mitigate absenteeism</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Student Engagement | <ol style="list-style-type: none"> <li>10. Increase student engagement and participation in areas such as Advanced Placement, Early College Credit, Co-Curricular, Extracurricular Activities, and Career Technical Education</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



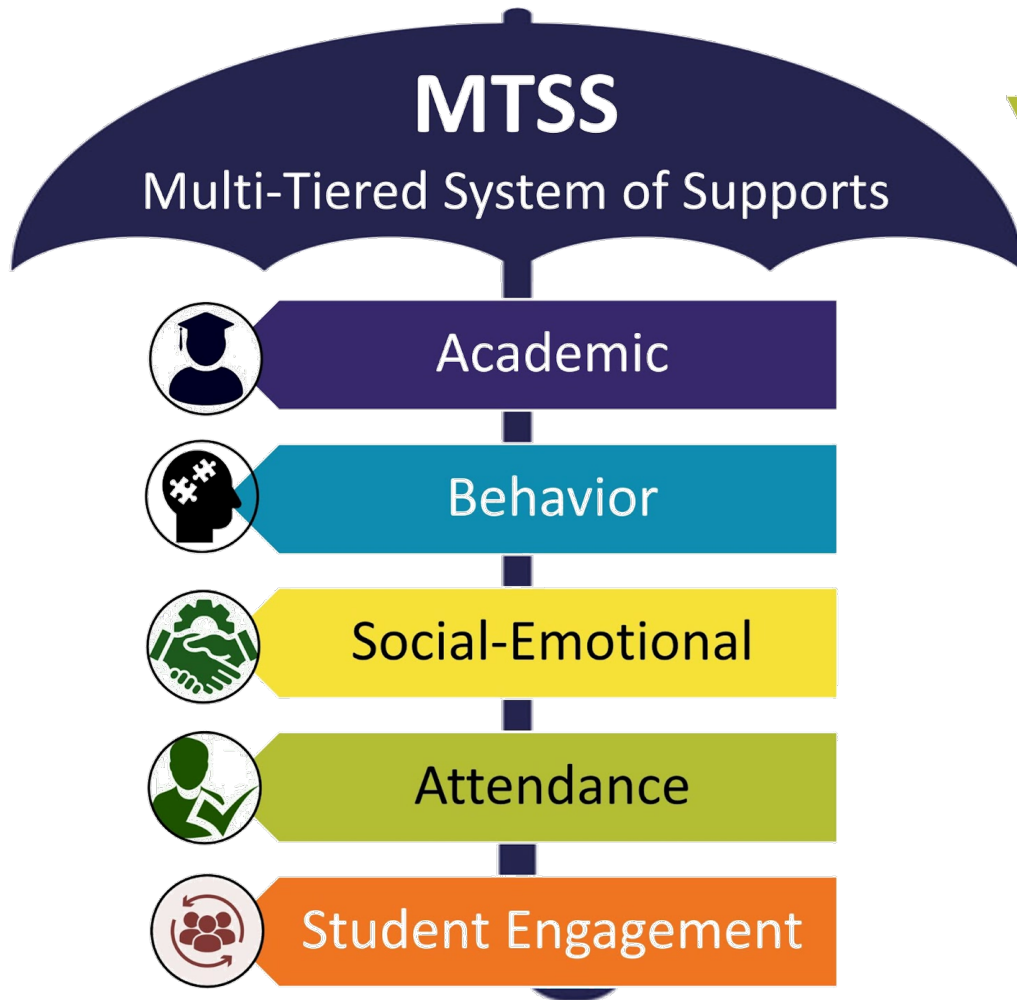
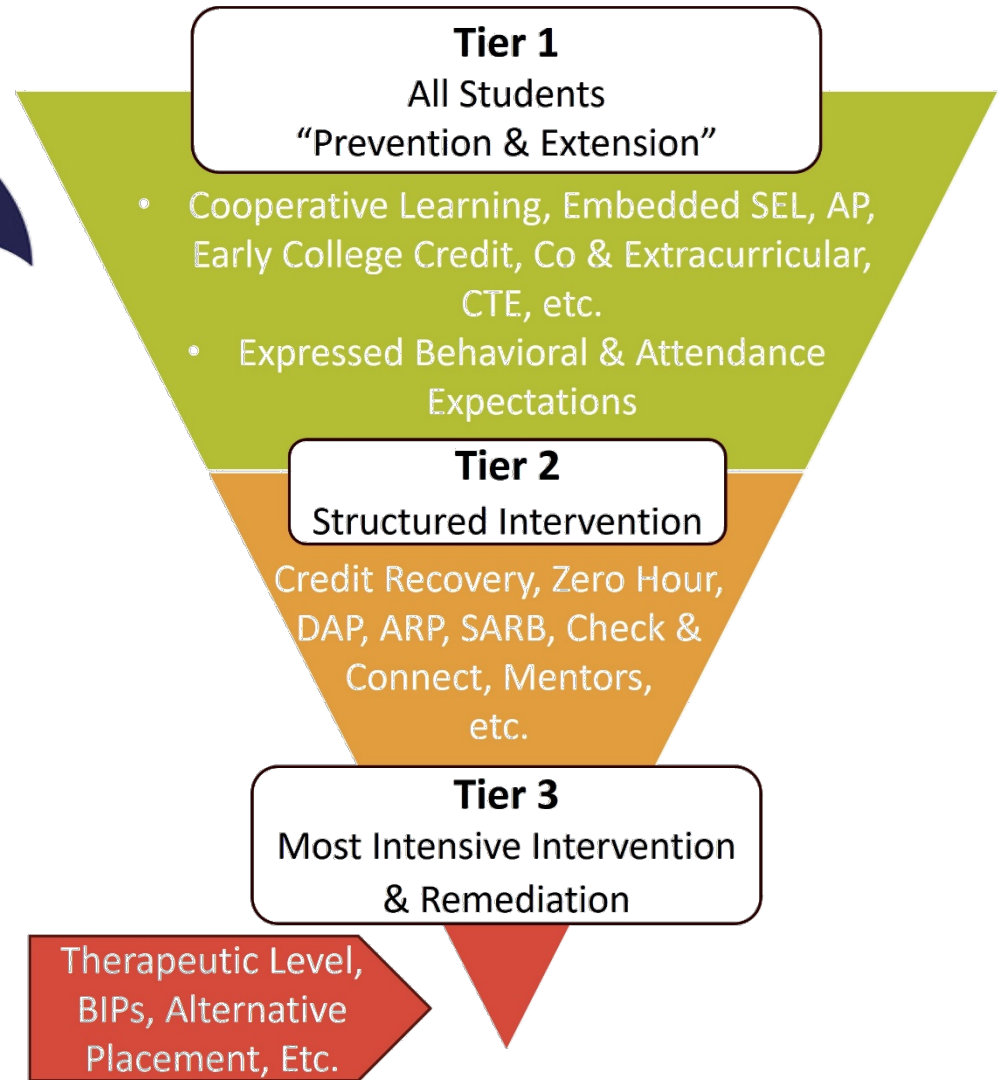
## 2026-27 Targeted Actions

1. Increase efforts for improving academic achievement through the implementation of a Strategic Interim Assessment Testing Schedule grades 9-12 in ELA, Math, Science, and ELPAC.
2. Purposeful communication with all parent and community partners as to the importance of daily student attendance.
3. Communication and Marketing of Intervention Model and options to students, parents, and staff.

## MTSS Metrics for Data Reporting

| Academic                |                    | Social-Emotional              | Behavior                | Attendance       | Student Engagement                 |
|-------------------------|--------------------|-------------------------------|-------------------------|------------------|------------------------------------|
| Zero Hour Participation | Academic Awards    | SEL Group Participation       | Suspension Rates        | Attendance Rates | Co & Extracurricular Participation |
| Credit Recovery Rates   | Seal of Biliteracy | Wellness Center Use           | Expulsion Rates         | Truancy Rates    | A-G Rates                          |
| MTSS At Promise Lists   | F lists            | Den use for SEL               | DAP Rates               | SARB             | CTE Completers                     |
| State Test Scores       | Drop out Rates     | Youth Truth Survey- Belonging | ARP Rates               |                  | AP & Early College Credit          |
|                         |                    |                               | Check & Connect Reports |                  |                                    |

# Multi-Tiered System of Supports (MTSS)



| State Priority Areas within Goal |                                          |                                                              |
|----------------------------------|------------------------------------------|--------------------------------------------------------------|
| Priority 1                       | Basic (Conditions of Learning)           | Equity, Resource Alignment, Instruction, Culture and Climate |
| Priority 2                       | State Standards (Conditions of Learning) | Assessment, Curriculum, Equity, Instruction                  |
| Priority 4                       | Pupil Achievement (Pupil Outcomes)       | Assessment, Curriculum, Equity, Instruction                  |
| Priority 5                       | Pupil Engagement (Engagement)            | Culture and Climate, Equity, Family and Community            |
| Priority 6                       | School Climate (Engagement)              | Culture and Climate, Equity, Family and Community            |
| Priority 8                       | Other Pupil Outcomes (Pupil Outcomes)    | Curriculum, Equity, Professional Learning                    |



# School Safety

HJUHSd will continue to revise and implement the District and Schools' Safety Plan in an effort to better protect students and staff from threats (human-caused emergencies such as crime and violence) and hazards (natural disasters, disease outbreaks, and accidents) and to provide a safe and healthy learning environment for our students and staff. This will be revised and completed by March 1st of each year through collaboration with the District's Safety Committee. The district will further focus on school safety with the addition, training, and monitoring of programs, software, and equipment including:

## Ongoing Improvement Efforts

1. Utilizing School Resource Officers (SROs) in safety training and student supports. Continue to refine SRO event deployment
2. District collaboration with local law enforcement, fire, and EMS
3. Continue and expand Crisis Prevention & Intervention (CPI) training
4. Continued training, and utilization of CrisisGo for emergency plans and communication
5. Raptor (Emergency Response Program) for visitor management
6. Ensure functionality and monitoring of Student Life and Student Safety Reporting Systems. i.e. Stop-It, LightSpeed, etc.
7. Continue to address concerns of restroom access and student safety in non-classroom spaces
8. Update Cyber Threat and Disaster Recovery Plan
9. Ensure practices for emergency response such as CPR, AED/Cardiac Arrest, Opioid Emergency Response, Diabetic, Anaphylaxis, & Seizure Protocols are in place and training provided



## 2026-27 Targeted Actions

1. Finalize development of Incident Command Protocols
2. Extend CrisisGo training to paid coaches
3. Implement "Clear Bag" policy at Neighbor Bowl, Presentation Center, and school gymnasium events

## Safety Metrics for Data Reporting

|                        |                           |                                  |
|------------------------|---------------------------|----------------------------------|
| CrisisGo Incidents     | Stop-it Reports           | CPR/First Aid/AED Training Lists |
| CrisisGo Drill Reports | Suspension/Expulsion Data | ALICE Training                   |
| YouthTruth Survey      | Climate Survey            |                                  |

## State Priority Areas within Goal

|            |                                   |                                                   |
|------------|-----------------------------------|---------------------------------------------------|
| Priority 1 | Basic (Conditions of Learning)    | Resource Alignment, Culture and Climate           |
| Priority 3 | Parental Involvement (Engagement) | Culture and Climate, Equity, Family and Community |
| Priority 6 | School Climate (Engagement)       | Culture and Climate, Equity, Family and Community |
|            |                                   |                                                   |

# Communication & Marketing

HJUHS D will continue to focus on all facets of communication between all district staff, students, parents, and education partners by:

## Ongoing Improvement Efforts

1. Continually refine internal communication protocols with a focus on transparency, efficiency, and accountability.
2. Ensuring staff, students, parents, and the community have ease of access to district and school staff with a focus on transparency, timely response, and resolution.
3. Increased parent and community outreach by the district and schools to increase parent involvement and input.
4. Continuing to use and explore all forms of media designed for communication.
5. Continuing training and implementation of Parent Square and Aeries Parent Portal for staff, students, and parents in English and Spanish.
6. Marketing district and school programs and accomplishments regularly through a variety of mediums including the website, social media, print media, video, and through participation and visibility at school and community functions.
7. Continue to market and reclaim HJUHS D students who have exited district schools through HOC.
8. Continue Parent/Community Outreach efforts such as Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), and State of the District Luncheon.
9. Continue enforcement and refinement of Residency Verification Process to ensure students attend the school within their attendance boundary.



## 2026-27 Targeted Actions

1. Communication and Marketing of Intervention Model and options to students, parents, and staff.
2. Communicate to all staff, students, parents, and community that improving and maintaining our facilities is a shared responsibility.
3. Create & facilitate job-a-like Professional Learning Team meetings beyond the Data Team.

## Communication & Market Metrics for Data Reporting

|                             |                                  |                                         |
|-----------------------------|----------------------------------|-----------------------------------------|
| Website Interaction Reports | Social Media Interaction Reports | School and District Event Participation |
| Parent Square Reports       | Staff Newsletter Interactions    | Traditional Media Interactions          |
| Enrollment Data for HOC     | Community Partnerships           |                                         |

## State Priority Areas within Goal

|            |                                   |                                                   |
|------------|-----------------------------------|---------------------------------------------------|
| Priority 3 | Parental Involvement (Engagement) | Culture and Climate, Equity, Family and Community |
| Priority 5 | Pupil Engagement (Engagement)     | Culture and Climate, Equity, Family and Community |
| Priority 6 | School Climate (Engagement)       | Culture and Climate, Equity, Family and Community |

# Data

HJUHSd understands the vital importance of utilizing accurate data to inform decision making and drive improvement. HJUHSd will increase its capacity to make data-based decisions by:

## Ongoing Improvement Efforts

1. Continued training in our data systems and appropriate data entry to build the internal capacity of users.
2. Building district capacity to extract appropriate data reports along with analysis of those reports to guide instruction in a more timely and relevant manner.
3. Refine and continue Data User Groups with a focus on effective data entry and access for reporting
4. Continue to utilize data in our Student Information System to drive our MTSS focus.



## 2026-27 Targeted Actions

1. Professional Development in CALPADS changes.
2. Create & facilitate job-a-like Professional Learning Team meetings beyond the Data Team.
3. Collect and analyze Interim Assessment Data to guide instruction

## Data Metrics for Data Reporting

| Data User Group Meeting Agendas/Notes | Training/Professional Development Data | Facility Inspection Tool (FIT) |
|---------------------------------------|----------------------------------------|--------------------------------|
|                                       |                                        |                                |

## State Priority Areas within Goal

|            |                                          |                                                              |
|------------|------------------------------------------|--------------------------------------------------------------|
| Priority 1 | Basic (Conditions of Learning)           | Equity, Resource Alignment, Instruction, Culture and Climate |
| Priority 2 | State Standards (Conditions of Learning) | Assessment, Curriculum, Equity, Instruction                  |
| Priority 4 | Pupil Achievement (Pupil Outcomes)       | Assessment, Curriculum, Equity, Instruction                  |
| Priority 6 | School Climate (Engagement)              | Culture and Climate, Equity, Family and Community            |

## Facilities & Grounds

HJUHSd will continue to focus on improving the overall aesthetics of our facilities and grounds, including athletic fields, to better serve our students, staff, parents and community.

### Ongoing Improvement Efforts

1. Maintain organization of staff in a manner that is consistent with meeting Standard Operating Procedures (SOPs) and monitor systems and processes to ensure grounds are properly irrigated, seeded, fertilized, mowed, and facilities are properly maintained.
2. Maintain communication protocols between site administration, coaches, grounds, custodial, maintenance and outside groups.
3. Continue to monitor and maintain site aesthetics including rotations for painting, carpeting, gym floor refinishing, sign and logo replacement, rodent control, flowerbed beautification, and walkway safety.
4. Update of District's Facility Master Plan to include future facility upgrades to campuses.
5. Refine SOPs and the loss and damage mitigation plan utilizing the facility use system to prevent facility and field overuse, misuse, and abuse.
6. Maintain 2025-26 increased use of employee extra-hours to assist in more frequent deep cleaning.



### 2026-27 Targeted Actions

1. Restroom and Concession Facilities added to multiple athletic fields at the comprehensive high schools
2. Communicate to all staff, students, parents, and community that improving and maintaining our facilities is a shared responsibility.
3. Define scope for Hanford West Modernization project, including pool replacement, and submit to Division of State Architect.

### Facilities & Grounds Metrics for Data Reporting

|                                                      |                      |                     |
|------------------------------------------------------|----------------------|---------------------|
| Certification/Training/Professional Development Data | Work Order Data      | Facility Use Data   |
| Facility Inspection Tool (FIT)                       | Updates to the Board | Fire Marshal Report |
| Maintenance Schedule Analysis                        | Project completions  | Youth Truth Survey  |

### State Priority Areas within Goal

|            |                                |                                                   |
|------------|--------------------------------|---------------------------------------------------|
| Priority 1 | Basic (Conditions of Learning) | Resource Alignment, Culture and Climate           |
| Priority 6 | School Climate (Engagement)    | Culture and Climate, Equity, Family and Community |

# Superintendent Report

## #4

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AGENDA:</b>         | New Business / Information / Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>TOPIC:</b>          | Agreements, Contracts, and/or Applications Signed by Superintendent or Designee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>DESCRIPTION:</b>    | <p><b><u>Signal Path Technology Advisors -</u></b><br/>This is an annual agreement for Independent Contract Services for E-Rate program support, review, billing and reimbursement evaluation and communication. The annual fee for services is \$5,000.</p> <p><b><u>Kings County Office of Education- New Teacher Induction</u></b><br/>This annual agreement with KCOE is to coordinate high quality new educator support services. The district budgets the cost of this program in the Local Control Accountability Plan each year. The cost shall not exceed \$5,000 per candidate for the 2026/2027 school year</p> <p><b><u>San Joaquin County Office of Education – SEIS MOU</u></b><br/>This MOU outlines an agreement between the San Joaquin County Office of Education (CODESTACK) and the Hanford Joint Union High School District to maintain integration services enabling secure, bidirectional data exchange between the district’s Student Information System (SIS) and the Special Education Information System (SEIS). CODESTACK will develop and host the integration using Microsoft-based technologies, provide nightly automated data transfers, ensure security through encryption, and support the system with ongoing maintenance and updates. The cost is an annual maintenance fee of \$2 per SEIS pending and active student count (initially \$784 based on 392 students), billed yearly.</p> |
| <b>FISCAL IMPACT:</b>  | As noted in description.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>RECOMMENDATION:</b> | Administration recommends approval of the agreements signed by the Superintendent as noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

# **E-RATE CONSULTING SERVICES AGREEMENT**

This Agreement ("Agreement") is entered into as of April 17, 2026, by and between:

HANFORD JOINT UNION HIGH SCHOOL DISTRICT, a public school District organized under the laws of the State of California, with its principal place of business at 300 W. 6<sup>th</sup> Street, Hanford, CA 93230 ("District"),

and

SignalPath Technology Advisors, LLC, with a principal place of business at 3831 W Damsen Ave., Visalia, CA 93291 ("Consultant").

The District and Consultant may be referred to individually as a "Party" and collectively as the "Parties."

## **1. Term**

This Agreement shall commence on July 1, 2026 and remain in effect through June 30, 2027, unless terminated earlier in accordance with the provisions herein. This agreement and its terms will supersede any previous agreements in effect as of July 1, 2026.

## **2. Independent Contractor Relationship**

It is the express intention of the parties that Consultant is an independent contractor and not an employee, agent, joint venture or partner of District. Nothing in this agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between District and Consultant or any employee or agent of Consultant. Both parties acknowledge that Consultant is not an employee for state or federal tax purposes. Consultant shall retain the right to perform services for others during the term of this agreement.

## **3. Scope of Services**

Consultant shall provide comprehensive E-Rate consulting services in support of the District's participation in the Universal Service Schools and Libraries Program ("E-Rate Program"), including the following:

### **3.1 Strategic Program Planning**

- Annual E-Rate program planning and timeline management
- Category One and Category Two funding strategy development
- Guidance on eligibility, budgeting, and program optimization

### **3.2 Procurement & Competitive Bidding Advisory**

- Development of E-Rate compliant Requests for Proposals (RFPs), where applicable
- Preparation and alignment of FCC Form 470 with procurement requirements
- Coordination of vendor communications during the competitive bidding process
- Advisory support for bid evaluation, including compliance with E-Rate rules requiring price of eligible services as the primary factor
- Guidance on the use of competitively bid state master contracts, cooperative purchasing agreements, and JPA contracts (e.g., SPURR), including alignment with E-Rate competitive bidding requirements
- Review of contracts for E-Rate eligibility and compliance

### **3.3 Application & Compliance Management**

- Preparation and submission of FCC Forms 470, 471, and 486
- Management and coordination of Program Integrity Assurance (PIA) reviews
- Documentation support, audit preparation, and compliance guidance

### **3.4 Post-Commitment & Invoicing Support**

- Assistance with BEAR (Form 472) and SPI invoicing processes
- Review of service provider billing for accuracy and compliance
- Support for service substitutions, funding modifications, and program adjustments
- Support for other post-commitment reviews, including selective reviews and payment quality assurance (PQA) reviews

### **3.5 Scope Clarification**

Consultant provides advisory and administrative support related to E-Rate procurement, compliance, and program participation. The District retains full responsibility and authority for all procurement decisions, vendor selection, contract awards, and compliance with local purchasing policies. Any services not expressly included in this Agreement may be provided pursuant to a mutually agreed written addendum.

### **3.6 Method of Performing Services**

Consultant will determine the method, details and means of performing the above-described services. District shall have no right to, and shall not, control the manner or determine the method of accomplishing Consultant's services.

### **3.7 Employment of Assistants**

Consultant may, at the Consultant's own expense; employ such assistants as Consultant deems necessary to perform the services required of Consultant by this agreement. District may not control, direct, or supervise Consultant's assistants or employees in the performance of those

services. Consultant assumes full and sole responsibility for the payment of all compensation and expenses of these assistants and for all state and federal income tax, unemployment insurance, Social Security, disability insurance, and other applicable withholdings.

### **3.8 Place of Work**

Unless specified in Section 3, Consultant shall perform the services required by this agreement at any place or location and at such times as Contractor shall determine.

### **4. Compensation**

The District agrees to pay Consultant a total annual fee of:

Total Annual Fee: **\$5,000**

Consultant will invoice District for this service at three intervals during the contract year as follows:

- **\$2,000** (40%) upon execution of this Agreement
- **\$2,000** (40%) on February 1 of the contract year
- **\$1,000** (20%) upon submission of FCC Form(s) 471

Invoices are payable within thirty (30) days of receipt.

This Agreement is based on a flat-fee structure and is not contingent upon the amount of E-Rate funding requested or received.

### **5. District Responsibilities**

- Provide timely access to all necessary documentation and information
- Designate a primary point of contact for coordination
- Participate in procurement processes and decision-making as required
- Ensure compliance with all applicable local, state, and federal procurement requirements

### **6. Expenses**

Consultant shall be responsible for all ordinary business expenses incurred in the performance of services unless otherwise agreed in writing.

### **7. Termination**

Either party may terminate this Agreement for convenience upon thirty (30) days written notice. In the event of termination, Consultant shall be compensated for all services rendered through the effective date of termination and shall provide reasonable assistance to ensure continuity of E-Rate processes and transition of responsibilities.



## **8. Confidentiality**

Consultant shall maintain the confidentiality of all non-public District information and shall not disclose such information to third parties without prior written consent, except as required to perform services under this Agreement or as required by law.

## **9. Assignment**

Neither this agreement nor any duties or obligations under this agreement may be assigned by Contractor without the prior written consent of DISTRICT.

## **10. State and Federal Taxes**

As Consultant is not District's employee, Consultant is responsible for paying all required state and federal taxes. In particular:

- District will not withhold FICA (Social Security) from Consultant's payments;
- District will not make state or federal unemployment insurance contributions on behalf of Consultant;
- District will not withhold state or federal income tax from payment to Consultant;
- District will not make disability insurance contribution on behalf of Consultant;
- District will not obtain workers' compensation insurance on behalf of Consultant.

## **11. Limitation of Liability**

Consultant shall perform services in a professional manner consistent with industry standards. Consultant shall not be responsible for funding determinations made by USAC or the FCC, or for actions or omissions of the District or third-party vendors. Consultant's total liability under this Agreement shall be limited to the total compensation paid under this Agreement.

## **12. Insurance**

Consultant shall maintain professional liability insurance with limits of not less than \$1,000,000 per occurrence, and shall provide proof of coverage upon reasonable request.

## **13. Entire Agreement**

This Agreement constitutes the entire understanding between the parties and supersedes all prior agreements or representations. Any amendments must be in writing and signed by both parties.

## **14. Governing Law**

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

## 15. Notices

All notices under this Agreement shall be provided in writing and delivered via personal delivery, certified mail, or electronic mail to the designated representatives of each party.

IN WITNESS WHEREOF, Consultant and District have executed this agreement as of the date and year first above written.

### CONSULTANT:

SignalPath Technology Advisors, LLC  
3831 W Damsen Ave  
Visalia, CA 93291

Name (Printed): David Goldsmith

Signature: 

Date: 04/16/2026

### DISTRICT:

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Name (Printed): Renee Creech

Title: Assistant Superintendent of Business and Operations

Signature: *Renee Creech*

Date: 04/16/2026



## Kings County Office of Education New Teacher Induction (NTI) PROGRAM AGREEMENT

### **A. General**

It is the goal of the Kings County Office of Education (KCOE) to coordinate and provide high quality new educator support services to our local districts and educators in effort to improve educational practice and support retention of new teachers within the county. KCOE's New Teacher Induction (NTI) program provides a two-year, individualized, job-embedded program for all teachers new to California schools. As mandated by the state, all new teachers, or teachers newly credentialed in California, must participate in an induction program approved by the Commission on Teacher Credentialing within their first year of teaching. KCOE's NTI program provides thoughtful, research-based, locally personalized professional learning, collaboration, mentorship and other supports to participating districts' new and beginning teachers, while aligning with Teacher Induction standards and guidelines determined by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC).

### **B. Parameters**

This Agreement is entered between the Kings County Office of Education (hereafter, "KCOE"), and Hanford Joint Union High School District hereafter, "the DISTRICT") to implement the KCOE New Teacher Induction (NTI) program.

The effective dates for this Agreement are July 1, 2026 through June 30, 2027.

Contract and monitoring responsibilities for the Agreement rest with KCOE. If modifications are necessary during the period of this Agreement, they will be added to this document by mutual agreement of both parties.

### **C. Purpose**

The purpose of this Agreement is to establish a formal working relationship between the parties to this agreement and to set forth the operative conditions which will govern participation in the NTI program. KCOE and the DISTRICT agree to form a partnership in providing and coordinating services as part of the KCOE New Teacher Induction program (NTI) as outlined in this Agreement.

### **D. Responsibilities**

#### ***KCOE agrees to:***

- a. Employ staff adequate to coordinate and implement the KCOE NTI program, including a designated Administrator with primary program responsibilities to perform lead services, and consultants/technician to provide for the support and clerical needs of the program.
- b. Provide work space for NTI staff, physical and/or virtual meeting space, and supplies for program activities.
- c. Establish and maintain accurate records and reports required by the program; maintain a confidential file, as necessary and required by the program, to store information on candidates involving individual progress through the program in accord with all applicable data privacy and records retention laws and policies.
- d. Maintain a high-quality California Commission on Teacher Credentialing (CCTC) and California Department of Education (CDE) approved Teacher Induction program, aligned to the CSTP and best practices, including accreditation.
- e. Supply to the CCTC and the CDE reports and other information as requested on all matters related to program requirements and activities.

- l. Guarantee that the Individualized Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.
- m. Ensure all district and site administrative staff will respect the confidentiality between the mentor and the candidate. NTI program activities, support, and assessment will not be considered in district teacher evaluation, merit pay, salary increases, promotions, or sanctions.
- n. Provide professional learning specific to candidate needs based on their NTI ILP.
- o. Ensure that site administrator will:
  - Provide opportunities for the mentor and the candidate to meet in a quiet place to maintain confidentiality;
  - Provide school site orientation activities for all candidates designed to inform them of site resources, personnel, procedures, policies, and other appropriate information;
  - Understand and agree that the activities of the KCOE NTI program can play no part in the formal evaluation process of any candidate;
  - Attend Site Administrator Orientation in August;
  - Collaborate and support candidate in ILP growth
- p. Participate in formal and informal evaluations of the KCOE NTI program via surveys.
- q. Submit payment of \$4000.00 per candidate to KCOE for the 2026-2027 school year. Fee for Service/Cost Recovery Model: fee structure for subsequent years can vary annually. Fee for Early Completion Option (ECO) is \$5000.00.
  - District will be invoiced for any candidate withdrawn from program after January 1.
- r. Assume full financial responsibility for any mentor stipends or service payments as determined by the district.

**E. Other Conditions**

Any and all products developed by the KCOE NTI program are the exclusive property of KCOE. School districts, their employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the expressed written permission of KCOE.

**F. Program Participation**

- ☒ **Hanford Joint Union High School District** will continue the partnership with the KCOE NTI program for the 2026-2027 academic school year.

KINGS COUNTY SUPERINTENDENT OF SCHOOLS:

By: \_\_\_\_\_

Signature of Authorized Official  
Kings County Superintendent of Schools

Name: Todd Barlow

Title: County Superintendent of Schools

Date: \_\_\_\_\_

HANFORD JOINT UNION HIGH SCHOOL DISTRICT:

By: \_\_\_\_\_

Signature of Authorized District Official  
School District

Name: Dr. Victor Rosa

Title: Superintendent

Date: April 17, 2026

**SAN JOAQUIN COUNTY OFFICE OF EDUCATION  
CODESTACK  
MEMORANDUM OF CONTRACT**

**July 1, 2026 - June 30, 2029**

**PROGRAMMING AND MAINTENANCE OF SEIS/SIS INTEGRATION  
COMPONENTS AND SERVICES**

This memorandum of contract constitutes an understanding between the San Joaquin County Office of Education (CODESTACK), a county office of education of the state of California, (SJCOE/ CODESTACK) and the Hanford Joint Union High School District, (Client), a California school district, concerning design, programming and maintenance of integration components between Special Education Information System (SEIS) and the Client's Student Information System (SIS). Note that any deletions, additions or modifications to this memorandum of contract must be in writing signed by both parties.

**1.0 OVERVIEW OF THE PROJECT**

1.1 The Client has requested the setup/configuration and support of integration components and services to allow bidirectional data transfer between SEIS and the Client's SIS. SJCOE/ CODESTACK will set up and provide integration services developed using ASP.Net 4.0 to integrate SEIS with Client's SIS. Custom procedures, server jobs, and custom reports will be developed in both systems to facilitate full interoperability and data integrity.

**2.0 PROJECT DELIVERABLES**

**2.1. Programming**

SJCOE/ CODESTACK will work closely with the Client in the development stages to set, ascertain and meet milestones as the project is completed. SJCOE/ CODESTACK will program the front-end of the system using Microsoft's Windows Communication Foundation, ASP.Net, and .Net Framework 4.0 to develop the services. For the back-end database SJCOE/ CODESTACK will create SQL Server stored procedures, tables, and SQL Server Integrated Services (SSIS) packages to work with the data merge and updates. The front-end and back-end will be constructed to provide data integrity, efficiency, and scalability.

**2.2. Sending Data to SEIS**

The SJCOE/ CODESTACK will provide any needed SQL Server scripts or installation packages required to send data prepared by the Client, to SEIS (data must be provided in the structure defined by SJCOE/ CODESTACK). The service will need to be installed on a Windows Server at the Client's location. The service will encrypt and send SEIS the demographic data specified by SJCOE/ CODESTACK. The service will be configured to run on a nightly basis.

As the data is sent via the service, SEIS will update student records based on matching birth date and District ID. All transactions will be logged and to streamline errors all records not added will appear in an exception report with a description of error (i.e. not matching District ID, more than one matching District ID, etc.) Client agrees to send only special education students from SIS to SEIS.

The exception report will be available for district level users on their SEIS home page. Student records on the exception report will have links to quickly search, add, transfer, or delete the student record.

### **2.3. SEIS Sending Data to SIS**

The SJCOE/CODESTACK will provide a nightly extract to the Client to facilitate updating data in the Client SIS. The Client will be responsible to process these updates in the SIS once this file is received.

### **2.4. Security**

Data will be transmitted via REST API be encrypted via TLS if using the client integration application or protected by a client-hosted SFTP server.

### **2.5. User Acceptance Period**

A “User Acceptance Period” will be established for two months following production implementation for the purposes of refinements and additions to the Web Services based on production feedback. Within these two months, feedback will be provided to CODESTACKs by the client and responded to by CODESTACKs within the User Acceptance Period.

## **3.0 SYSTEM MAINTENANCE**

The SEIS data, integrated services, and recurring jobs will be served and hosted on SJCOE/CODESTACK’s secure web and database servers. Maintenance tasks to be undertaken by SJCOE/ CODESTACK during the three-year contract period will include, but not be limited to, the following:

- upgrade and redesign of additions and refinements to the Web Services during the User Acceptance Period as described in section 2.5;
- periodic revisions and additions during the course of the contract period months; and
- on-going debugging and maintenance of the Web Services and interface screens.

## **4.0 CLIENT RESPONSIBILITIES**

Should the Client’s SIS reside “On-Premise” or has control over SIS server(s)/database(s) and is not hosted by a 3<sup>rd</sup> party vendor, the Client will be responsible for:

- Developing required the stored procedure(s)/queries, jobs/processes, and/or SIS packages needed in the SIS database or application for pulling proper data fields and data types required by the integrated service and any jobs related therein.
- Developing the inserts/updates, jobs/processes, SSIS packages, and/or exception rules for handling the data sent from SEIS (Only applicable if the Client is pulling data from SEIS).
- Uptime and maintenance of the Client's Windows Server and hosting any applications/service used in the integrated services.

If the Client's SIS is hosted and maintain by a 3<sup>rd</sup> party vendor, then it is the Clients responsibility to ensure the 3<sup>rd</sup> party vendor provides all test files, data, and transfer/authentication credentials.

In either scenario it is always the Client's responsibility to validate the data and ensure the minimal hardware and software requirements are met.

*Minimum Hardware Requirements:* Xeon 1.4Ghz, 8GB RAM and 18 GB Hard Drive Space.

*Minimum Software Requirements:* Windows 2016, and .Net Framework 4.7. Or compatible client-hosted SFTP server

## **5.0 TERMS OF THE CONTRACT**

The Client agrees to pay the SJCOE/ CODESTACK annual maintenance fees of \$2.00 (two dollars), per student based on the Eligible and Pending Student Count in SEIS. The Client's first annual maintenance fee will be \$784.00 (seven hundred and eighty-four dollars) based on the count of 392. SJCOE/ CODESTACK will invoice the district for this first annual maintenance fee upon completion of the User Acceptance Period defined in section 2.5.

Note: Subsequent annual fees will be assessed and billed to the district every 12 months during the Term of this contract following the System Launch Date calculated using the most recent Census Day Student Count.

Note: Anything above the standard Integration Services will have a minimum fee of \$1,000 (one thousand dollars).

## **6.0 TERM AND TERMINATION**

This Contract shall be in effect between the SJCOE/ CODESTACK and the Client beginning with the Effective Date and terminating 36 months from the implementation of production ready software (System Launch Date).

Assuming timely provision of required information and required reviews and approvals as deliverables are developed, all work required to provide tested, production ready software shall be completed no later than 60 days after the signing of this Contract. The User

Acceptance Period will begin upon delivery and implementation of production ready software.

Either SJCOE/ CODESTACK or Customer may terminate this Contract upon at least thirty (30) days prior written notice to the other party, with such termination to be effective at the end of the current period for which Customer has paid annual fees when the notice of termination is provided. Within thirty (30) days of the effective date of termination of this Contract, SJCOE/ CODESTACK shall return Customer Data to Customer in an ASCII delimited file format or such other mutually agreeable format.

The provisions under which this Contract may be terminated shall be in addition to any and all other legal remedies which either party may have for the enforcement of any and all terms hereof, and do not in any way limit any other legal remedy such party may have.

## **7.0 PROTECTION OF PRIVATE CUSTOMER DATA**

- 7.1 Customer and Provider recognize that some Customer Data in the SELPA and are confidential pursuant to relevant federal and state law, including but not limited to 20 USC section 1232(g) and Education Code sections 49060, et seq. Both Customer and Provider certify they will each abide by all applicable state and federal laws concerning Pupil Records.
- 7.2 Customer shall inform each Authorized User of the need to protect Customer Data containing Pupil Records. Customer agrees not to disclose or make available to any unauthorized third party any Pupil Records to which Customer's Authorized Users are granted access pursuant to this Agreement.
- 7.3 To further protect Customer Data, Customer agrees to restrict access to SEIS to Customer's Authorized Users. In addition, Customer agrees to advise each Authorized User before he or she receives access to SEIS Integration, of the obligations of Customer under this Agreement, and will require each Authorized User to maintain those obligations as set forth below:
  - Customer's Authorized Users are prohibited from accessing or using SEIS for any purpose other than to serve the SELPA in connection with this Agreement. If an Authorized User uses SEIS for any unauthorized purpose, the use shall be deemed a breach of this Agreement.
  - SEIS and all supporting documentation shall remain the property of the Provider, excluding Customer Data, which includes Pupil Records, provided by Customer.
- 7.4 Any failure by an Authorized User to protect Pupil Records shall be deemed a breach of this Agreement.
- 7.5 All Customer Data, including Pupil Records, shall remain the property of Customer.



7.6    Security and Confidentiality of Pupil Records. Provider will do the following to ensure the security and confidentiality of Pupil Records:

- a) Designate an employee responsible for the training and compliance of all Provider employees, agents, and assigns on compliance with security and confidentiality provisions detailed in this Agreement.
- b) Provider will protect the confidentiality of Pupil Records and take all reasonably necessary measures consistent with industry standards to protect Customer Data from any and all unauthorized access and disclosures.
- c) Provider has designated an individual responsible for training Provider employees, agents and assigns on reasonable protection measures and the confidentiality of Pupil Records consistent with state and federal law.
- d) Provider shall not disclose Pupil Records, except as specified under the terms of this Agreement or as required by law.
- e) Provider shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all stored, managed, retained, accessed or used Pupil Records received from or on behalf of Customer and/or Pupils.
- f) Provider warrants that all confidentiality and security measures identified in this Agreement will be extended by contract to any and all subcontractors used by Provider, if any, to execute the terms of this Agreement.
- g) Provider warrants that all Pupil Records will be encrypted in transmission and storage.
- h) Provider will use appropriate and reliable storage media, which shall include weekly backup of all input provided by Customer and offsite storage of backup material for a 30-day period.

7.7    Unauthorized Disclosure Notifications. In the event of an unauthorized disclosure of Pupil Records, the following process will be followed:

- a) Immediately upon becoming aware of a compromise of Pupil Records, or of circumstances that could have resulted in an unauthorized access to or disclosure of Pupil Records, Customer and Provider agree to notify the other Party, fully investigate the incident and fully cooperate with the other Party's investigation of the incident, implement remedial measures and respond in a timely manner.
  - a. Parent or Adult Pupil will be immediately notified of:
    - i. The nature of the unauthorized use or disclosure (e.g., security breach, nonconsensual re-disclosure, etc.);
    - ii. The specific Pupil Records that were used or disclosed without authorization;
    - iii. What Provider and Customer have done or will do to mitigate any effects of the unauthorized use or disclosure; and
    - iv. What corrective action Provider and Customer have taken or will take to prevent future occurrences.

- b) Except as otherwise required by law, Provider will not provide notice of the incident directly to the Parent or Adult Pupil whose Pupil Records were involved, regulatory agencies, or other entities, without prior written permission from Customer.

7.8 Compliance with Applicable Laws. Customer Data, includes Pupil Records subject to the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g). Provider recognizes that as a county office of education and public entity, Provider is considered a "School Official" (as the term is used in FERPA and its implementing regulations) for any and all software, hosting and services provided to Customer through this Agreement. The Parties agree that the services provided to Customer through this Agreement serve a "legitimate educational interest," as defined and used in FERPA and its implementing regulations. The Parties agree to jointly ensure compliance with FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code section 49060 et. seq. The Parties shall comply with the following process for compliance with FERPA and California law:

- a) Provider and Customer warrant that they are familiar with the confidentiality, security and disclosure requirements of FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code section 49060 et. seq. and have designated an individual responsible for ensuring compliance therewith.
- b) Provider and Customer shall abide by the disclosure, security, breach notification, retention/destruction and use provisions contained in this Agreement and as required by law.
- c) By the signature of its authorized representative or agent below, Provider hereby acknowledges that Customer has provided notice under Education Code section 49075(a) and 34 C.F.R. section 99.33(d) that Provider is strictly prohibited from disclosing Pupil Records from Customer to any third party without the prior written consent and direction to authorize -disclosure by Customer.

7.9 Within thirty (30) days of the Effective Date of termination of this Agreement, or within thirty (30) days from completion of this Agreement, Provider warrants that it will securely transmit all Customer Data, including Pupil Records, to Customer in ASCII delimited file format or other mutually agreed format, without retaining any copies of Customer Data. In the alternative, and subject to a written request from Customer, Provider will securely destroy all Customer Data, including Pupil Records, upon termination of this Agreement. Provider will then provide verification to Customer that the Customer Data not otherwise returned to Customer was destroyed subject to Customer's written request, the date of destruction and the method of destruction.

## **8.0 WARRANTY DISCLAIMER**

SJCOE/CODESTACK MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND WITH RESPECT TO SERVICES OR DATA MADE AVAILABLE BY PROVIDER, INCLUDING, BUT NOT LIMITED TO, THE WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. SJCOE/CODESTACK ASSUMES

NO RESPONSIBILITY IN CONNECTION WITH THE USE OF ANY OF THE SERVICES OR DATA MADE AVAILABLE BY SJCOE/CODESTACK. CLIENT AGREES THAT SJCOE/CODESTACK SHALL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES OR FOR THE LOSS OF PROFIT, REVENUE OR DATA ARISING OUT OF THE SUBJECT MATTER OF THIS CONTRACT, EVEN IF CLIENT HAS BEEN ADVISED OF THE POSSIBILITY OF POTENTIAL LOSS OR DAMAGE.

## **9.0 APPLICABLE LAWS**

This Contract is subject to all applicable laws of the State of California, rules and regulations of the State Board of Education, and all applicable federal laws, all of which are made part of this Contract and incorporated herein as if fully set forth. It is also subject to any amendments in such laws during the term of this Contract. Should it be determined by a Court of competent jurisdiction that this contract of any portion of it is illegal or invalid, the contract shall be deemed terminated and both parties relieved of their obligations hereunder except the obligation of Client to pay for work already completed.

## **10.0 INDEPENDENT CONTRACTOR STATUS**

This Contract is between two independent contractors and is not intended to and shall not be construed to create a relationship of agent, servant, employee, partnership, joint venture or association.

## **11.0 INDEMNIFICATION**

SJCOE/ CODESTACK agrees to indemnify, defend and hold harmless the Client for and against any and all actions, claims, complaints, formal or informal, caused or the result of negligence of SJCOE/ CODESTACK.

The Client agrees to indemnify, defend and hold harmless SJCOE/ CODESTACK for and against any and all actions, claims, complaints, formal or informal, caused or the result of negligence or the Client.

## **CONTRACTOR/CONSULTANT to Provide Insurance**

CONTRACTOR/CONSULTANT shall not commence any work before obtaining and shall maintain in force at all times during the term and performance of this Agreement, to the extent required by law, the policies of insurance specified below.

1. I am aware of the provisions of Section 3700 of the Labor Code, which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of the contract.
2. Comprehensive General Liability Insurance in the amount of \$

3. Cyber Liability Insurance.
4. CONTRACTOR/CONSULTANT must provide a certificate of insurance prior to beginning any work under this Agreement ☒ Yes ☐ N/A
5. If student contact shall occur, the Certificate of Insurance must show liability coverage in the amount of \$ N/A for Child Abuse, Child Molestation and or Sexual Abuse. No coverage will be accepted without these declarations.
6. By signing this Agreement CONTRACTOR/CONSULTANT confirms that all requirements of the section have been met.
7. The insurance shall name the Hanford Joint Union High School District as the additional named insured in the policy.

**SJCOE Project Manager Fingerprinting Certification:**

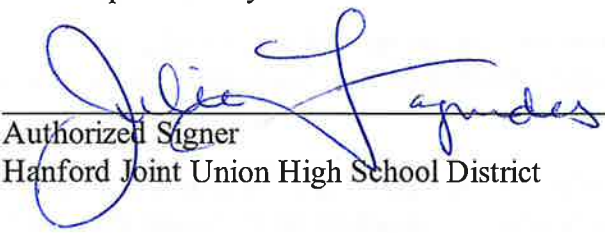
By signing this agreement, the SJCOE project manager hereby certifies that the **CONTRACTOR/CONSULTANT** for this project will have contact with students as indicated below:

- ☒ CONTRACTOR/CONSULTANT will have NO contact with students.
- ☐ CONTRACTOR/CONSULTANT will have contact with students only in the immediate presence of an SJCOE staff member.
- ☐ CONTRACTOR/CONSULTANT will have unsupervised contact with students. Please complete the Contractor Certification information.

**IN WITNESS WHEREOF**, the parties have caused their duly authorized representatives to execute this Agreement as of the date first set forth above.

\_\_\_\_\_  
Johnny Arguelles, Division Director  
CodeStack  
San Joaquin County Office of Education

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Authorized Signer  
Hanford Joint Union High School District

4/24/2020  
Date

# Financial Report #1

**AGENDA:** New Business / Information Only

**TOPIC:** Financial Report

**DESCRIPTION:** Attached is a financial report for the period of July 1, 2025 through March 31, 2026.

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 \$19,095,623.10.

**RECOMMENDATION:** This item is presented for information only.

Fiscal Position Report  
March 2026

Fund: 0100 General Fund

|                                                |           | March Amount        | YTD Amount             | Working Budget         | % of Budget | % Remain |
|------------------------------------------------|-----------|---------------------|------------------------|------------------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                       |           |                     |                        |                        |             |          |
| Net Beginning Balance                          | 9791-9795 |                     | \$19,301,825.42        | \$19,301,825.42        |             |          |
| <b>REVENUES</b>                                |           |                     |                        |                        |             |          |
| 1) LCFF Sources                                | 8010-8099 | \$7,008,386.00      | \$49,803,129.43        | \$64,499,434.00        | 77.21       | 22.79    |
| 2) Federal Revenues                            | 8100-8299 | \$395,963.57        | \$1,098,490.29         | \$2,710,963.57         | 40.52       | 59.48    |
| 3) Other State Revenues                        | 8300-8599 | \$593,562.14        | \$5,912,571.20         | \$8,603,295.00         | 68.72       | 31.28    |
| 4) Other Local Revenues                        | 8600-8799 | \$228,292.68        | \$2,818,268.52         | \$3,405,907.06         | 82.75       | 17.25    |
| 5) Total, Revenues                             |           | \$8,226,204.39      | \$59,632,459.44        | \$79,219,599.63        | 75.27       | 24.73    |
| <b>EXPENDITURES</b>                            |           |                     |                        |                        |             |          |
| 1) Certificated Salaries                       | 1000-1999 | \$2,361,401.00      | \$19,418,772.55        | \$27,031,773.50        | 71.84       | 28.16    |
| 2) Classified Salaries                         | 2000-2999 | \$1,009,471.35      | \$8,911,980.58         | \$11,550,856.18        | 77.15       | 22.85    |
| 3) Employee Benefits                           | 3000-3999 | \$1,346,972.44      | \$12,001,808.05        | \$19,578,441.60        | 61.30       | 38.70    |
| 4) Books and Supplies                          | 4000-4999 | \$643,118.61        | \$1,893,734.95         | \$3,423,361.28         | 55.32       | 44.68    |
| 5) Services, Oth Oper Exp                      | 5000-5999 | \$487,630.87        | \$6,386,322.78         | \$9,123,814.51         | 70.00       | 30.00    |
| 6) Capital Outlay                              | 6000-6999 | (\$29,250.19)       | \$1,254,270.38         | \$3,144,193.88         | 39.89       | 60.11    |
| 7) Other Outgo(excl. 7300`s)                   | 7100-7499 | \$220,589.43        | \$1,343,883.08         | \$3,935,344.00         | 34.15       | 65.85    |
| 8) Direct/Indirect Support                     | 7300-7399 | \$0.00              | \$0.00                 | (\$149,983.00)         | 0.00        | 100.00   |
| 9) Total Expenditures                          |           | \$6,039,933.51      | \$51,210,772.37        | \$77,637,801.95        | 65.96       | 34.04    |
| <b>OTHER FINANCING SOURCES/USES</b>            |           |                     |                        |                        |             |          |
| 1) Transfers                                   |           |                     |                        |                        |             |          |
| B) Transfers Out                               | 7610-7629 | \$2,025,000.00      | \$25,000.00            | \$1,788,000.00         | 1.40        | 98.60    |
| 3) Contributions                               | 8980-8999 | \$0.00              | \$0.00                 | \$0.00                 | 0.00        | 100.00   |
| 4) Total, Other Financing Sources/Uses         |           | (\$2,025,000.00)    | (\$25,000.00)          | (\$1,788,000.00)       | 1.40        | 98.60    |
| <b>NET INCREASE (DECREASE) IN FUND BALANCE</b> |           | <u>\$161,270.88</u> | <u>\$8,396,687.07</u>  | <u>(\$206,202.32)</u>  |             |          |
| <b>ENDING FUND BALANCE</b>                     |           |                     | <u>\$27,698,512.49</u> | <u>\$19,095,623.10</u> |             |          |

Fiscal Position Report  
March 2026

Fund: 0900 Charter Schools Fund

|                                         |           | March Amount | YTD Amount     | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|----------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |                |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$1,681,856.19 | \$1,681,856.19 |             |          |
| <b>REVENUES</b>                         |           |              |                |                |             |          |
| 1) LCFF Sources                         | 8010-8099 | \$266,291.00 | \$1,678,575.00 | \$2,738,837.00 | 61.29       | 38.71    |
| 3) Other State Revenues                 | 8300-8599 | \$16,265.97  | \$111,523.52   | \$156,396.64   | 71.31       | 28.69    |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$25,795.29    | \$26,000.00    | 99.21       | 0.79     |
| 5) Total, Revenues                      |           | \$282,556.97 | \$1,815,893.81 | \$2,921,233.64 | 62.16       | 37.84    |
| <b>EXPENDITURES</b>                     |           |              |                |                |             |          |
| 1) Certificated Salaries                | 1000-1999 | \$106,187.61 | \$832,916.04   | \$1,194,616.00 | 69.72       | 30.28    |
| 2) Classified Salaries                  | 2000-2999 | \$29,155.77  | \$219,212.21   | \$318,607.00   | 68.80       | 31.20    |
| 3) Employee Benefits                    | 3000-3999 | \$47,966.12  | \$420,145.60   | \$696,242.00   | 60.34       | 39.66    |
| 4) Books and Supplies                   | 4000-4999 | \$1,825.63   | \$104,341.82   | \$146,173.95   | 71.38       | 28.62    |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$16,751.35  | \$87,669.36    | \$247,538.54   | 35.42       | 64.58    |
| 6) Capital Outlay                       | 6000-6999 | \$0.00       | \$102,670.56   | \$25,000.00    | 410.68      | (310.68) |
| 8) Direct/Indirect Support              | 7300-7399 | \$0.00       | \$0.00         | \$54,288.00    | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$201,886.48 | \$1,766,955.59 | \$2,682,465.49 | 65.87       | 34.13    |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |              |                |                |             |          |
| 3) Contributions                        | 8980-8999 | \$0.00       | \$0.00         | \$0.00         | 0.00        | 100.00   |
| 4) Total, Other Financing Sources/Uses  |           | \$0.00       | \$0.00         | \$0.00         | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$80,670.49  | \$48,938.22    | \$238,768.15   |             |          |
| ENDING FUND BALANCE                     |           |              | \$1,730,794.41 | \$1,920,624.34 |             |          |

Fiscal Position Report  
March 2026

Fund: 1100 Adult Education Fund

|                                         |           | March Amount | YTD Amount     | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|----------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |                |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$1,816,074.85 | \$1,816,074.85 |             |          |
| <b>REVENUES</b>                         |           |              |                |                |             |          |
| 2) Federal Revenues                     | 8100-8299 | \$0.00       | \$0.00         | \$216,694.00   | 0.00        | 100.00   |
| 3) Other State Revenues                 | 8300-8599 | \$84,159.00  | \$744,960.00   | \$1,057,500.00 | 70.45       | 29.55    |
| 4) Other Local Revenues                 | 8600-8799 | \$18,063.75  | \$77,947.62    | \$95,600.00    | 81.54       | 18.46    |
| 5) Total, Revenues                      |           | \$102,222.75 | \$822,907.62   | \$1,369,794.00 | 60.08       | 39.92    |
| <b>EXPENDITURES</b>                     |           |              |                |                |             |          |
| 1) Certificated Salaries                | 1000-1999 | \$41,555.42  | \$296,609.28   | \$489,024.00   | 60.65       | 39.35    |
| 2) Classified Salaries                  | 2000-2999 | \$21,453.41  | \$231,411.41   | \$343,569.00   | 67.36       | 32.64    |
| 3) Employee Benefits                    | 3000-3999 | \$25,850.73  | \$240,045.37   | \$424,382.00   | 56.56       | 43.44    |
| 4) Books and Supplies                   | 4000-4999 | \$6,270.77   | \$25,311.77    | \$101,776.25   | 24.87       | 75.13    |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$7,545.96   | \$82,263.37    | \$144,530.00   | 56.92       | 43.08    |
| 8) Direct/Indirect Support              | 7300-7399 | \$0.00       | \$0.00         | \$35,695.00    | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$102,676.29 | \$875,641.20   | \$1,538,976.25 | 56.90       | 43.10    |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |              |                |                |             |          |
| 1) Transfers                            |           |              |                |                |             |          |
| B) Transfers Out                        | 7610-7629 | \$0.00       | \$0.00         | \$1,300.00     | 0.00        | 100.00   |
| 4) Total, Other Financing Sources/Uses  |           | \$0.00       | \$0.00         | (\$1,300.00)   | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | (\$453.54)   | (\$52,733.58)  | (\$170,482.25) |             |          |
| ENDING FUND BALANCE                     |           |              | \$1,763,341.27 | \$1,645,592.60 |             |          |



Fiscal Position Report  
March 2026

Fund: 1300 Cafeteria Fund

|                                         |           | March Amount   | YTD Amount     | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|----------------|----------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |                |                |                |             |          |
| Net Beginning Balance                   | 9791-9795 |                | \$3,462,087.63 | \$3,462,087.63 |             |          |
| <b>REVENUES</b>                         |           |                |                |                |             |          |
| 2) Federal Revenues                     | 8100-8299 | \$140,771.35   | \$1,053,394.55 | \$1,794,000.00 | 58.72       | 41.28    |
| 3) Other State Revenues                 | 8300-8599 | \$101,178.30   | \$572,749.11   | \$1,182,000.00 | 48.46       | 51.54    |
| 4) Other Local Revenues                 | 8600-8799 | \$4,799.42     | \$85,351.25    | \$194,000.00   | 44.00       | 56.00    |
| 5) Total, Revenues                      |           | \$246,749.07   | \$1,711,494.91 | \$3,170,000.00 | 53.99       | 46.01    |
| <b>EXPENDITURES</b>                     |           |                |                |                |             |          |
| 2) Classified Salaries                  | 2000-2999 | \$105,632.97   | \$740,437.99   | \$1,039,723.00 | 71.21       | 28.79    |
| 3) Employee Benefits                    | 3000-3999 | \$41,128.27    | \$315,301.12   | \$567,510.00   | 55.56       | 44.44    |
| 4) Books and Supplies                   | 4000-4999 | \$182,778.32   | \$1,158,128.23 | \$1,240,000.00 | 93.40       | 6.60     |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$62,089.20    | \$179,159.78   | \$279,300.00   | 64.15       | 35.85    |
| 6) Capital Outlay                       | 6000-6999 | (\$26,111.39)  | \$290,619.27   | \$583,340.01   | 49.82       | 50.18    |
| 8) Direct/Indirect Support              | 7300-7399 | \$0.00         | \$0.00         | \$60,000.00    | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$365,517.37   | \$2,683,646.39 | \$3,769,873.01 | 71.19       | 28.81    |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |                |                |                |             |          |
| 1) Transfers                            |           |                |                |                |             |          |
| B) Transfers Out                        | 7610-7629 | \$0.00         | \$0.00         | \$2,000.00     | 0.00        | 100.00   |
| 4) Total, Other Financing Sources/Uses  |           | \$0.00         | \$0.00         | (\$2,000.00)   | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | (\$118,768.30) | (\$972,151.48) | (\$601,873.01) |             |          |
| ENDING FUND BALANCE                     |           |                | \$2,489,936.15 | \$2,860,214.62 |             |          |

Fiscal Position Report  
March 2026

Fund: 2000 SPECIAL RESERVE FUND FOR OTHER POSTE

|                                                |           | March Amount  | YTD Amount            | Working Budget        | % of Budget | % Remain |
|------------------------------------------------|-----------|---------------|-----------------------|-----------------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                       |           |               |                       |                       |             |          |
| Net Beginning Balance                          | 9791-9795 |               | \$1,167,560.65        | \$1,167,560.65        |             |          |
| <b>REVENUES</b>                                |           |               |                       |                       |             |          |
| 4) Other Local Revenues                        | 8600-8799 | \$0.00        | \$19,624.37           | \$40,000.00           | 49.06       | 50.94    |
| 5) Total, Revenues                             |           | \$0.00        | \$19,624.37           | \$40,000.00           | 49.06       | 50.94    |
| <b>OTHER FINANCING SOURCES/USES</b>            |           |               |                       |                       |             |          |
| 1) Transfers                                   |           |               |                       |                       |             |          |
| A) Transfers In                                | 8910-8929 | \$0.00        | \$0.00                | \$66,300.00           | 0.00        | 100.00   |
| 4) Total, Other Financing Sources/Uses         |           | \$0.00        | \$0.00                | \$66,300.00           | 0.00        | 100.00   |
| <b>NET INCREASE (DECREASE) IN FUND BALANCE</b> |           | <u>\$0.00</u> | <u>\$19,624.37</u>    | <u>\$106,300.00</u>   |             |          |
| <b>ENDING FUND BALANCE</b>                     |           |               | <u>\$1,187,185.02</u> | <u>\$1,273,860.65</u> |             |          |

Fiscal Position Report  
March 2026

Fund: 2130 Building Funds - Local 3

|                                         |           | March Amount | YTD Amount   | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|--------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |              |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$0.00       | \$0.00         |             |          |
| <b>REVENUES</b>                         |           |              |              |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | (\$5,947.72) | \$0.00         | 0.00        | 100.00   |
| 5) Total, Revenues                      |           | \$0.00       | (\$5,947.72) | \$0.00         | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | (\$5,947.72) | \$0.00         |             |          |
| ENDING FUND BALANCE                     |           |              | (\$5,947.72) | \$0.00         |             |          |

Fiscal Position Report  
March 2026

Fund: 2140 Building Funds - Local 4

|                                         |           | March Amount | YTD Amount     | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|----------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |                |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$3,098,626.17 | \$3,098,626.17 |             |          |
| <b>REVENUES</b>                         |           |              |                |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$58,025.20    | \$100,000.00   | 58.03       | 41.97    |
| 5) Total, Revenues                      |           | \$0.00       | \$58,025.20    | \$100,000.00   | 58.03       | 41.97    |
| <b>EXPENDITURES</b>                     |           |              |                |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$698.00     | \$2,313.75     | \$1,800.00     | 128.54      | (28.54)  |
| 6) Capital Outlay                       | 6000-6999 | \$0.00       | \$143,476.00   | \$784,000.00   | 18.30       | 81.70    |
| 9) Total Expenditures                   |           | \$698.00     | \$145,789.75   | \$785,800.00   | 18.55       | 81.45    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | (\$698.00)   | (\$87,764.55)  | (\$685,800.00) |             |          |
| ENDING FUND BALANCE                     |           |              | \$3,010,861.62 | \$2,412,826.17 |             |          |

Fiscal Position Report  
March 2026

Fund: 2500 CapitalFacilities Fund

|                                         |           | March Amount     | YTD Amount       | Working Budget   | % of Budget | % Remain |
|-----------------------------------------|-----------|------------------|------------------|------------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |                  |                  |                  |             |          |
| Net Beginning Balance                   | 9791-9795 |                  | \$6,758,788.58   | \$6,758,788.58   |             |          |
| <b>REVENUES</b>                         |           |                  |                  |                  |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$6,848.55       | \$448,804.45     | \$800,000.00     | 56.10       | 43.90    |
| 5) Total, Revenues                      |           | \$6,848.55       | \$448,804.45     | \$800,000.00     | 56.10       | 43.90    |
| <b>EXPENDITURES</b>                     |           |                  |                  |                  |             |          |
| 4) Books and Supplies                   | 4000-4999 | \$0.00           | \$0.00           | \$0.00           | 0.00        | 100.00   |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$190.48         | \$190.48         | \$0.00           | 0.00        | 100.00   |
| 6) Capital Outlay                       | 6000-6999 | \$0.00           | \$604.34         | \$0.00           | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$190.48         | \$794.82         | \$0.00           | 0.00        | 100.00   |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |                  |                  |                  |             |          |
| 1) Transfers                            |           |                  |                  |                  |             |          |
| B) Transfers Out                        | 7610-7629 | \$6,000,000.00   | \$6,000,000.00   | \$6,000,000.00   | 100.00      | 0.00     |
| 4) Total, Other Financing Sources/Uses  |           | (\$6,000,000.00) | (\$6,000,000.00) | (\$6,000,000.00) | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | (\$5,993,341.93) | (\$5,551,990.37) | (\$5,200,000.00) |             |          |
| ENDING FUND BALANCE                     |           |                  | \$1,206,798.21   | \$1,558,788.58   |             |          |

Fiscal Position Report  
March 2026

Fund: 3540 SCHOOL FACILITY PROGRAM

|                                         |           | March Amount | YTD Amount       | Working Budget   | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------------|------------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |                  |                  |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$3,166,301.78   | \$3,166,301.78   |             |          |
| <b>REVENUES</b>                         |           |              |                  |                  |             |          |
| 3) Other State Revenues                 | 8300-8599 | \$0.00       | \$7,512,044.00   | \$7,512,044.00   | 100.00      | 0.00     |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$57,302.23      | \$90,000.00      | 63.67       | 36.33    |
| 5) Total, Revenues                      |           | \$0.00       | \$7,569,346.23   | \$7,602,044.00   | 99.57       | 0.43     |
| <b>EXPENDITURES</b>                     |           |              |                  |                  |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$27,002.30      | \$27,002.30      | 100.00      | 0.00     |
| 6) Capital Outlay                       | 6000-6999 | \$0.00       | \$378,766.50     | \$378,766.50     | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$0.00       | \$405,768.80     | \$405,768.80     | 100.00      | 0.00     |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |              |                  |                  |             |          |
| 1) Transfers                            |           |              |                  |                  |             |          |
| B) Transfers Out                        | 7610-7629 | \$0.00       | \$6,222,000.00   | \$6,222,000.00   | 100.00      | 0.00     |
| 4) Total, Other Financing Sources/Uses  |           | \$0.00       | (\$6,222,000.00) | (\$6,222,000.00) | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$941,577.43     | \$974,275.20     |             |          |
| ENDING FUND BALANCE                     |           |              | \$4,107,879.21   | \$4,140,576.98   |             |          |

Fiscal Position Report  
March 2026

Fund: 3550 School Facility Program

|                                         |           | March Amount | YTD Amount       | Working Budget   | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------------|------------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |                  |                  |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$3,635,256.04   | \$3,635,256.04   |             |          |
| <b>REVENUES</b>                         |           |              |                  |                  |             |          |
| 3) Other State Revenues                 | 8300-8599 | \$0.00       | \$10,921,870.00  | \$10,921,870.00  | 100.00      | 0.00     |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$67,378.32      | \$100,000.00     | 67.38       | 32.62    |
| 5) Total, Revenues                      |           | \$0.00       | \$10,989,248.32  | \$11,021,870.00  | 99.70       | 0.30     |
| <b>EXPENDITURES</b>                     |           |              |                  |                  |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$17,143.81      | \$17,143.81      | 100.00      | 0.00     |
| 6) Capital Outlay                       | 6000-6999 | \$0.00       | \$537,967.50     | \$537,967.50     | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$0.00       | \$555,111.31     | \$555,111.31     | 100.00      | 0.00     |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |              |                  |                  |             |          |
| 1) Transfers                            |           |              |                  |                  |             |          |
| B) Transfers Out                        | 7610-7629 | \$0.00       | \$8,876,000.00   | \$8,876,000.00   | 100.00      | 0.00     |
| 4) Total, Other Financing Sources/Uses  |           | \$0.00       | (\$8,876,000.00) | (\$8,876,000.00) | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$1,558,137.01   | \$1,590,758.69   |             |          |
| ENDING FUND BALANCE                     |           |              | \$5,193,393.05   | \$5,226,014.73   |             |          |

Fiscal Position Report  
March 2026

Fund: 3560 School Facility Program

|                                         |           | March Amount   | YTD Amount     | Working Budget  | % of Budget | % Remain |
|-----------------------------------------|-----------|----------------|----------------|-----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |                |                |                 |             |          |
| Net Beginning Balance                   | 9791-9795 |                | \$108,455.30   | \$108,455.30    |             |          |
| <b>REVENUES</b>                         |           |                |                |                 |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00         | (\$12,529.09)  | \$0.00          | 0.00        | 100.00   |
| 5) Total, Revenues                      |           | \$0.00         | (\$12,529.09)  | \$0.00          | 0.00        | 100.00   |
| <b>EXPENDITURES</b>                     |           |                |                |                 |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$2,645.20     | \$38,731.03    | \$65,853.23     | 58.81       | 41.19    |
| 6) Capital Outlay                       | 6000-6999 | \$998,625.46   | \$3,835,747.03 | \$17,000,000.00 | 22.56       | 77.44    |
| 9) Total Expenditures                   |           | \$1,001,270.66 | \$3,874,478.06 | \$17,065,853.23 | 22.70       | 77.30    |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |                |                |                 |             |          |
| 1) Transfers                            |           |                |                |                 |             |          |
| A) Transfers In                         | 8910-8929 | \$6,000,000.00 | \$6,000,000.00 | \$18,000,000.00 | 33.33       | 66.67    |
| 4) Total, Other Financing Sources/Uses  |           | \$6,000,000.00 | \$6,000,000.00 | \$18,000,000.00 | 33.33       | 66.67    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$4,998,729.34 | \$2,112,992.85 | \$934,146.77    |             |          |
| ENDING FUND BALANCE                     |           |                | \$2,221,448.15 | \$1,042,602.07  |             |          |



Fiscal Position Report  
March 2026

Fund: 4000 Special Reserve - Capital Outlay

|                                         |           | March Amount | YTD Amount     | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|----------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |                |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$2,758,687.55 | \$2,758,687.55 |             |          |
| <b>REVENUES</b>                         |           |              |                |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$45,963.10    | \$90,000.00    | 51.07       | 48.93    |
| 5) Total, Revenues                      |           | \$0.00       | \$45,963.10    | \$90,000.00    | 51.07       | 48.93    |
| <b>EXPENDITURES</b>                     |           |              |                |                |             |          |
| 4) Books and Supplies                   | 4000-4999 | (\$465.68)   | \$7,444.36     | \$47,565.76    | 15.65       | 84.35    |
| 9) Total Expenditures                   |           | (\$465.68)   | \$7,444.36     | \$47,565.76    | 15.65       | 84.35    |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |              |                |                |             |          |
| 1) Transfers                            |           |              |                |                |             |          |
| A) Transfers In                         | 8910-8929 | \$25,000.00  | \$25,000.00    | \$25,000.00    | 100.00      | 0.00     |
| 4) Total, Other Financing Sources/Uses  |           | \$25,000.00  | \$25,000.00    | \$25,000.00    | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$25,465.68  | \$63,518.74    | \$67,434.24    |             |          |
| ENDING FUND BALANCE                     |           |              | \$2,822,206.29 | \$2,826,121.79 |             |          |

Fiscal Position Report  
March 2026

Fund: 4010 Special Reserve (Cap Outlay) 2

|                                                |           | March Amount          | YTD Amount             | Working Budget         | % of Budget | % Remain |
|------------------------------------------------|-----------|-----------------------|------------------------|------------------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                       |           |                       |                        |                        |             |          |
| Net Beginning Balance                          | 9791-9795 |                       | \$10,889,932.89        | \$10,889,932.89        |             |          |
| <b>REVENUES</b>                                |           |                       |                        |                        |             |          |
| 4) Other Local Revenues                        | 8600-8799 | \$11,950.00           | \$183,969.16           | \$310,400.00           | 59.27       | 40.73    |
| 5) Total, Revenues                             |           | \$11,950.00           | \$183,969.16           | \$310,400.00           | 59.27       | 40.73    |
| <b>EXPENDITURES</b>                            |           |                       |                        |                        |             |          |
| 5) Services, Oth Oper Exp                      | 5000-5999 | \$0.00                | (\$43,596.11)          | (\$40,596.11)          | 107.39      | (7.39)   |
| 6) Capital Outlay                              | 6000-6999 | \$7,290.74            | (\$916,734.00)         | (\$916,734.00)         | 100.00      | 0.00     |
| 7) Other Outgo(excl. 7300`s)                   | 7100-7499 | \$0.00                | \$189,609.00           | \$189,609.00           | 100.00      | 0.00     |
| 9) Total Expenditures                          |           | \$7,290.74            | (\$770,721.11)         | (\$767,721.11)         | 100.39      | (0.39)   |
| <b>OTHER FINANCING SOURCES/USES</b>            |           |                       |                        |                        |             |          |
| 1) Transfers                                   |           |                       |                        |                        |             |          |
| A) Transfers In                                | 8910-8929 | \$2,000,000.00        | \$0.00                 | \$1,700,000.00         | 0.00        | 100.00   |
| B) Transfers Out                               | 7610-7629 | \$0.00                | \$0.00                 | \$3,000,000.00         | 0.00        | 100.00   |
| 3) Contributions                               | 8980-8999 | \$0.00                | \$0.00                 | (\$2,632.44)           | 0.00        | 100.00   |
| 4) Total, Other Financing Sources/Uses         |           | \$2,000,000.00        | \$0.00                 | (\$1,302,632.44)       | 0.00        | 100.00   |
| <b>NET INCREASE (DECREASE) IN FUND BALANCE</b> |           | <u>\$2,004,659.26</u> | <u>\$954,690.27</u>    | <u>(\$224,511.33)</u>  |             |          |
| <b>ENDING FUND BALANCE</b>                     |           |                       | <u>\$11,844,623.16</u> | <u>\$10,665,421.56</u> |             |          |

Fiscal Position Report  
March 2026

Fund: 4020 Special Reserve (Cap Outlay) 3

|                                                |           | March Amount | YTD Amount      | Working Budget  | % of Budget | % Remain |
|------------------------------------------------|-----------|--------------|-----------------|-----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                       |           |              |                 |                 |             |          |
| Net Beginning Balance                          | 9791-9795 |              | \$2,946,630.91  | \$2,946,630.91  |             |          |
| <b>REVENUES</b>                                |           |              |                 |                 |             |          |
| 4) Other Local Revenues                        | 8600-8799 | \$0.00       | \$31,467.37     | \$45,000.00     | 69.93       | 30.07    |
| 5) Total, Revenues                             |           | \$0.00       | \$31,467.37     | \$45,000.00     | 69.93       | 30.07    |
| <b>OTHER FINANCING SOURCES/USES</b>            |           |              |                 |                 |             |          |
| 1) Transfers                                   |           |              |                 |                 |             |          |
| A) Transfers In                                | 8910-8929 | \$0.00       | \$15,098,000.00 | \$15,098,000.00 | 100.00      | 0.00     |
| B) Transfers Out                               | 7610-7629 | \$0.00       | \$0.00          | \$9,000,000.00  | 0.00        | 100.00   |
| 2) Other Sources/Uses                          |           |              |                 |                 |             |          |
| A) Sources                                     | 8930-8979 | \$0.00       | \$302.49        | \$302.49        | 100.00      | 0.00     |
| 4) Total, Other Financing Sources/Uses         |           | \$0.00       | \$15,098,302.49 | \$6,098,302.49  | 62.65       | 37.35    |
| <b>NET INCREASE (DECREASE) IN FUND BALANCE</b> |           | \$0.00       | \$15,129,769.86 | \$6,143,302.49  |             |          |
| <b>ENDING FUND BALANCE</b>                     |           |              | \$18,076,400.77 | \$9,089,933.40  |             |          |

Fiscal Position Report  
March 2026

Fund: 4030 Special Reserve (Cap Outlay) 4

|                                         |           | March Amount | YTD Amount     | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|----------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |                |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$994,935.83   | \$994,935.83   |             |          |
| <b>REVENUES</b>                         |           |              |                |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$8,609.55     | \$12,000.00    | 71.75       | 28.25    |
| 5) Total, Revenues                      |           | \$0.00       | \$8,609.55     | \$12,000.00    | 71.75       | 28.25    |
| <b>EXPENDITURES</b>                     |           |              |                |                |             |          |
| 6) Capital Outlay                       | 6000-6999 | \$750.00     | \$612,442.85   | \$866,169.00   | 70.71       | 29.29    |
| 9) Total Expenditures                   |           | \$750.00     | \$612,442.85   | \$866,169.00   | 70.71       | 29.29    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | (\$750.00)   | (\$603,833.30) | (\$854,169.00) |             |          |
| ENDING FUND BALANCE                     |           |              | \$391,102.53   | \$140,766.83   |             |          |

Fiscal Position Report  
March 2026

Fund: 6700 Self Insurance Fund

|                                         |           | March Amount | YTD Amount       | Working Budget  | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------------|-----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |                  |                 |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$36,028.10      | \$36,028.10     |             |          |
| <b>REVENUES</b>                         |           |              |                  |                 |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$303,121.80 | \$4,943,297.97   | \$10,350,200.00 | 47.76       | 52.24    |
| 5) Total, Revenues                      |           | \$303,121.80 | \$4,943,297.97   | \$10,350,200.00 | 47.76       | 52.24    |
| <b>EXPENDITURES</b>                     |           |              |                  |                 |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$844,086.16     | \$10,350,000.00 | 8.16        | 91.84    |
| 9) Total Expenditures                   |           | \$0.00       | \$844,086.16     | \$10,350,000.00 | 8.16        | 91.84    |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |              |                  |                 |             |          |
| 1) Transfers                            |           |              |                  |                 |             |          |
| A) Transfers In                         | 8910-8929 | \$0.00       | \$0.00           | \$6,500,000.00  | 0.00        | 100.00   |
| B) Transfers Out                        | 7610-7629 | \$0.00       | \$4,269,301.27   | \$6,500,000.00  | 65.68       | 34.32    |
| 4) Total, Other Financing Sources/Uses  |           | \$0.00       | (\$4,269,301.27) | \$0.00          | 32.84       | 67.16    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$303,121.80 | (\$170,089.46)   | \$200.00        |             |          |
| ENDING FUND BALANCE                     |           |              | (\$134,061.36)   | \$36,228.10     |             |          |

Fiscal Position Report  
March 2026

Fund: 7300 FoundationTrust Fund

|                                         |           | March Amount | YTD Amount  | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|-------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |             |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$38,442.33 | \$38,442.33    |             |          |
| <b>REVENUES</b>                         |           |              |             |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$721.32    | \$1,000.00     | 72.13       | 27.87    |
| 5) Total, Revenues                      |           | \$0.00       | \$721.32    | \$1,000.00     | 72.13       | 27.87    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$721.32    | \$1,000.00     |             |          |
| ENDING FUND BALANCE                     |           |              | \$39,163.65 | \$39,442.33    |             |          |

Fiscal Position Report  
March 2026

Fund: 7310 Foundation Trust Fund 2

|                                         |           | March Amount | YTD Amount   | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|--------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |              |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$142,537.80 | \$142,537.80   |             |          |
| <b>REVENUES</b>                         |           |              |              |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$2,643.75   | \$4,000.00     | 66.09       | 33.91    |
| 5) Total, Revenues                      |           | \$0.00       | \$2,643.75   | \$4,000.00     | 66.09       | 33.91    |
| <b>EXPENDITURES</b>                     |           |              |              |                |             |          |
| 4) Books and Supplies                   | 4000-4999 | \$0.00       | \$0.00       | \$0.00         | 0.00        | 100.00   |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$22.40      | \$4,245.88   | \$6,707.29     | 63.30       | 36.70    |
| 9) Total Expenditures                   |           | \$22.40      | \$4,245.88   | \$6,707.29     | 63.30       | 36.70    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | (\$22.40)    | (\$1,602.13) | (\$2,707.29)   |             |          |
| ENDING FUND BALANCE                     |           |              | \$140,935.67 | \$139,830.51   |             |          |

Fiscal Position Report  
March 2026

Fund: 7320 Foundation Trust Fund 3

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$7,481.08 | \$7,481.08     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$140.37   | \$200.00       | 70.19       | 29.82    |
| 5) Total, Revenues                      |           | \$0.00       | \$140.37   | \$200.00       | 70.19       | 29.82    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$140.37   | \$200.00       |             |          |
| ENDING FUND BALANCE                     |           |              | \$7,621.45 | \$7,681.08     |             |          |



Fiscal Position Report  
March 2026

Fund: 7335 Foundation Trust Fund 5

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$418.52   | \$418.52       |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$100.00     | \$569.56   | \$215.00       | 264.91      | (164.91) |
| 5) Total, Revenues                      |           | \$100.00     | \$569.56   | \$215.00       | 264.91      | (164.91) |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 4) Books and Supplies                   | 4000-4999 | \$0.00       | \$0.00     | \$200.00       | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$0.00       | \$0.00     | \$200.00       | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$100.00     | \$569.56   | \$15.00        |             |          |
| ENDING FUND BALANCE                     |           |              | \$988.08   | \$433.52       |             |          |

Fiscal Position Report  
March 2026

Fund: 7336 FOUNDATION TRUST FUND 6

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$559.38   | \$559.38       |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$10.50    | \$115.00       | 9.13        | 90.87    |
| 5) Total, Revenues                      |           | \$0.00       | \$10.50    | \$115.00       | 9.13        | 90.87    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 4) Books and Supplies                   | 4000-4999 | \$0.00       | \$0.00     | \$100.00       | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$0.00       | \$0.00     | \$100.00       | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$10.50    | \$15.00        |             |          |
| ENDING FUND BALANCE                     |           |              | \$569.88   | \$574.38       |             |          |

Fiscal Position Report  
March 2026

Fund: 7340 Scholarship Foundation 1

|                                         |           | March Amount | YTD Amount    | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|---------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |               |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$79,137.68   | \$79,137.68    |             |          |
| <b>REVENUES</b>                         |           |              |               |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$6,966.92    | \$28,525.00    | 24.42       | 75.58    |
| 5) Total, Revenues                      |           | \$0.00       | \$6,966.92    | \$28,525.00    | 24.42       | 75.58    |
| <b>EXPENDITURES</b>                     |           |              |               |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$3,250.00   | \$30,950.00   | \$52,926.67    | 58.48       | 41.52    |
| 9) Total Expenditures                   |           | \$3,250.00   | \$30,950.00   | \$52,926.67    | 58.48       | 41.52    |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |              |               |                |             |          |
| 3) Contributions                        | 8980-8999 | \$0.00       | (\$300.00)    | (\$300.00)     | 100.00      | 0.00     |
| 4) Total, Other Financing Sources/Uses  |           | \$0.00       | (\$300.00)    | (\$300.00)     | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | (\$3,250.00) | (\$24,283.08) | (\$24,701.67)  |             |          |
| ENDING FUND BALANCE                     |           |              | \$54,854.60   | \$54,436.01    |             |          |

Fiscal Position Report  
March 2026

Fund: 7342 Scholarship Foundation 3

|                                         |           | March Amount | YTD Amount   | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|--------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |              |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$23,928.01  | \$23,928.01    |             |          |
| <b>REVENUES</b>                         |           |              |              |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$406.56     | \$800.00       | 50.82       | 49.18    |
| 5) Total, Revenues                      |           | \$0.00       | \$406.56     | \$800.00       | 50.82       | 49.18    |
| <b>EXPENDITURES</b>                     |           |              |              |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$4,000.00   | \$4,000.00     | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$0.00       | \$4,000.00   | \$4,000.00     | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | (\$3,593.44) | (\$3,200.00)   |             |          |
| ENDING FUND BALANCE                     |           |              | \$20,334.57  | \$20,728.01    |             |          |

Fiscal Position Report  
March 2026

Fund: 7344 Scholarship Foundation 5

|                                         |           | March Amount | YTD Amount  | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|-------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |             |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$42,902.26 | \$42,902.26    |             |          |
| <b>REVENUES</b>                         |           |              |             |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$12.00      | \$1,869.11  | \$1,700.00     | 109.95      | (9.95)   |
| 5) Total, Revenues                      |           | \$12.00      | \$1,869.11  | \$1,700.00     | 109.95      | (9.95)   |
| <b>EXPENDITURES</b>                     |           |              |             |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$1,000.00  | \$2,000.00     | 50.00       | 50.00    |
| 9) Total Expenditures                   |           | \$0.00       | \$1,000.00  | \$2,000.00     | 50.00       | 50.00    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$12.00      | \$869.11    | (\$300.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$43,771.37 | \$42,602.26    |             |          |

Fiscal Position Report  
March 2026

Fund: 7346 Scholarship Foundation 7

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$5,581.45 | \$5,581.45     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$104.73   | \$150.00       | 69.82       | 30.18    |
| 5) Total, Revenues                      |           | \$0.00       | \$104.73   | \$150.00       | 69.82       | 30.18    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$0.00     | \$100.00       | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$0.00       | \$0.00     | \$100.00       | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$104.73   | \$50.00        |             |          |
| ENDING FUND BALANCE                     |           |              | \$5,686.18 | \$5,631.45     |             |          |

Fiscal Position Report  
March 2026

Fund: 7348 Scholarship Foundation 9

|                                         |           | March Amount | YTD Amount   | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|--------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |              |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$110,234.06 | \$110,234.06   |             |          |
| <b>REVENUES</b>                         |           |              |              |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$2,059.84   | \$3,000.00     | 68.66       | 31.34    |
| 5) Total, Revenues                      |           | \$0.00       | \$2,059.84   | \$3,000.00     | 68.66       | 31.34    |
| <b>EXPENDITURES</b>                     |           |              |              |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$750.00     | \$1,500.00   | \$750.00       | 200.00      | (100.00) |
| 9) Total Expenditures                   |           | \$750.00     | \$1,500.00   | \$750.00       | 200.00      | (100.00) |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | (\$750.00)   | \$559.84     | \$2,250.00     |             |          |
| ENDING FUND BALANCE                     |           |              | \$110,793.90 | \$112,484.06   |             |          |

Fiscal Position Report  
March 2026

Fund: 7350 Scholarship Foundation 11

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$5,455.29 | \$5,455.29     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$102.36   | \$150.00       | 68.24       | 31.76    |
| 5) Total, Revenues                      |           | \$0.00       | \$102.36   | \$150.00       | 68.24       | 31.76    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$0.00     | \$1,000.00     | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$0.00       | \$0.00     | \$1,000.00     | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$102.36   | (\$850.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$5,557.65 | \$4,605.29     |             |          |



Fiscal Position Report  
March 2026

Fund: 7351 Scholarship Foundation 12

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$3,764.61 | \$3,764.61     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$67.79    | \$120.00       | 56.49       | 43.51    |
| 5) Total, Revenues                      |           | \$0.00       | \$67.79    | \$120.00       | 56.49       | 43.51    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$250.00   | \$250.00       | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$0.00       | \$250.00   | \$250.00       | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | (\$182.21) | (\$130.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$3,582.40 | \$3,634.61     |             |          |

Fiscal Position Report  
March 2026

Fund: 7352 Scholarship Foundation 13

|                                         |           | March Amount | YTD Amount    | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|---------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |               |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$67,564.17   | \$67,564.17    |             |          |
| <b>REVENUES</b>                         |           |              |               |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$1,150.07    | \$2,000.00     | 57.50       | 42.50    |
| 5) Total, Revenues                      |           | \$0.00       | \$1,150.07    | \$2,000.00     | 57.50       | 42.50    |
| <b>EXPENDITURES</b>                     |           |              |               |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$15,000.00   | \$10,000.00    | 150.00      | (50.00)  |
| 9) Total Expenditures                   |           | \$0.00       | \$15,000.00   | \$10,000.00    | 150.00      | (50.00)  |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | (\$13,849.93) | (\$8,000.00)   |             |          |
| ENDING FUND BALANCE                     |           |              | \$53,714.24   | \$59,564.17    |             |          |

Fiscal Position Report  
March 2026

Fund: 7353 Scholarship Foundation 14

|                                         |           | March Amount | YTD Amount  | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|-------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |             |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$27,717.72 | \$27,717.72    |             |          |
| <b>REVENUES</b>                         |           |              |             |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$513.87    | \$800.00       | 64.23       | 35.77    |
| 5) Total, Revenues                      |           | \$0.00       | \$513.87    | \$800.00       | 64.23       | 35.77    |
| <b>EXPENDITURES</b>                     |           |              |             |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$900.00    | \$600.00       | 150.00      | (50.00)  |
| 9) Total Expenditures                   |           | \$0.00       | \$900.00    | \$600.00       | 150.00      | (50.00)  |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | (\$386.13)  | \$200.00       |             |          |
| ENDING FUND BALANCE                     |           |              | \$27,331.59 | \$27,917.72    |             |          |

Fiscal Position Report  
March 2026

Fund: 7354 Scholarship Foundation 15

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$0.00     | \$0.00         |             |          |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$300.00   | \$300.00       | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$0.00       | \$300.00   | \$300.00       | 100.00      | 0.00     |
| <b>OTHER FINANCING SOURCES/USES</b>     |           |              |            |                |             |          |
| 3) Contributions                        | 8980-8999 | \$0.00       | \$300.00   | \$300.00       | 100.00      | 0.00     |
| 4) Total, Other Financing Sources/Uses  |           | \$0.00       | \$300.00   | \$300.00       | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$0.00     | \$0.00         |             |          |
| ENDING FUND BALANCE                     |           |              | \$0.00     | \$0.00         |             |          |

Fiscal Position Report  
March 2026

Fund: 7355 Scholarship Foundation 16

|                                         |           | March Amount | YTD Amount   | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|--------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |              |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$1,151.29   | \$1,151.29     |             |          |
| <b>REVENUES</b>                         |           |              |              |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$9.11       | \$30.00        | 30.37       | 69.63    |
| 5) Total, Revenues                      |           | \$0.00       | \$9.11       | \$30.00        | 30.37       | 69.63    |
| <b>EXPENDITURES</b>                     |           |              |              |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$1,149.20   | \$1,149.20     | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$0.00       | \$1,149.20   | \$1,149.20     | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | (\$1,140.09) | (\$1,119.20)   |             |          |
| ENDING FUND BALANCE                     |           |              | \$11.20      | \$32.09        |             |          |

Fiscal Position Report  
March 2026

Fund: 7356 Scholarship Foundation 17

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$3,048.87 | \$3,048.87     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$15.00      | \$147.49   | \$180.00       | 81.94       | 18.06    |
| 5) Total, Revenues                      |           | \$15.00      | \$147.49   | \$180.00       | 81.94       | 18.06    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$0.00     | \$100.00       | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$0.00       | \$0.00     | \$100.00       | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$15.00      | \$147.49   | \$80.00        |             |          |
| ENDING FUND BALANCE                     |           |              | \$3,196.36 | \$3,128.87     |             |          |

Fiscal Position Report  
March 2026

Fund: 7360 Scholarship Foundation 21

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$3,445.95 | \$3,445.95     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$220.00     | \$1,378.48 | \$1,880.00     | 73.32       | 26.68    |
| 5) Total, Revenues                      |           | \$220.00     | \$1,378.48 | \$1,880.00     | 73.32       | 26.68    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$1,500.00 | \$1,800.00     | 83.33       | 16.67    |
| 9) Total Expenditures                   |           | \$0.00       | \$1,500.00 | \$1,800.00     | 83.33       | 16.67    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$220.00     | (\$121.52) | \$80.00        |             |          |
| ENDING FUND BALANCE                     |           |              | \$3,324.43 | \$3,525.95     |             |          |

Fiscal Position Report  
March 2026

Fund: 7361 Scholarship Foundation 22

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$2,269.09 | \$2,269.09     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$42.58    | \$60.00        | 70.97       | 29.03    |
| 5) Total, Revenues                      |           | \$0.00       | \$42.58    | \$60.00        | 70.97       | 29.03    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$0.00     | \$100.00       | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$0.00       | \$0.00     | \$100.00       | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$42.58    | (\$40.00)      |             |          |
| ENDING FUND BALANCE                     |           |              | \$2,311.67 | \$2,229.09     |             |          |



Fiscal Position Report  
March 2026

Fund: 7362 Scholarship Foundation 23

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$4,024.15 | \$4,024.15     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$15.00      | \$165.79   | \$280.00       | 59.21       | 40.79    |
| 5) Total, Revenues                      |           | \$15.00      | \$165.79   | \$280.00       | 59.21       | 40.79    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$500.00     | \$1,000.00 | \$1,000.00     | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$500.00     | \$1,000.00 | \$1,000.00     | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | (\$485.00)   | (\$834.21) | (\$720.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$3,189.94 | \$3,304.15     |             |          |

Fiscal Position Report  
March 2026

Fund: 7363 Scholarship Foundation 24

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$1,406.05 | \$1,406.05     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$26.38    | \$40.00        | 65.95       | 34.05    |
| 5) Total, Revenues                      |           | \$0.00       | \$26.38    | \$40.00        | 65.95       | 34.05    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$0.00     | \$100.00       | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$0.00       | \$0.00     | \$100.00       | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$26.38    | (\$60.00)      |             |          |
| ENDING FUND BALANCE                     |           |              | \$1,432.43 | \$1,346.05     |             |          |

Fiscal Position Report  
March 2026

Fund: 7365 Scholarship Foundation 26

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$1,283.48 | \$1,283.48     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$24.08    | \$40.00        | 60.20       | 39.80    |
| 5) Total, Revenues                      |           | \$0.00       | \$24.08    | \$40.00        | 60.20       | 39.80    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$0.00     | \$500.00       | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$0.00       | \$0.00     | \$500.00       | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$24.08    | (\$460.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$1,307.56 | \$823.48       |             |          |

Fiscal Position Report  
March 2026

Fund: 7368 Scholarship Foundation 29

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$2,212.86 | \$2,212.86     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$35.92    | \$50.00        | 71.84       | 28.16    |
| 5) Total, Revenues                      |           | \$0.00       | \$35.92    | \$50.00        | 71.84       | 28.16    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$1,000.00 | \$1,000.00     | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$0.00       | \$1,000.00 | \$1,000.00     | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | (\$964.08) | (\$950.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$1,248.78 | \$1,262.86     |             |          |

Fiscal Position Report  
March 2026

Fund: 7370 Scholarship Foundation 31

|                                         |           | March Amount | YTD Amount  | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|-------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |             |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$11,482.82 | \$11,482.82    |             |          |
| <b>REVENUES</b>                         |           |              |             |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$215.46    | \$175.00       | 123.12      | (23.12)  |
| 5) Total, Revenues                      |           | \$0.00       | \$215.46    | \$175.00       | 123.12      | (23.12)  |
| <b>EXPENDITURES</b>                     |           |              |             |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$1,000.00   | \$1,000.00  | \$1,000.00     | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$1,000.00   | \$1,000.00  | \$1,000.00     | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | (\$1,000.00) | (\$784.54)  | (\$825.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$10,698.28 | \$10,657.82    |             |          |

Fiscal Position Report  
March 2026

Fund: 7371 SCHOLARSHIP FOUNDATION 32

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$4,854.53 | \$4,854.53     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$91.09    | \$120.00       | 75.91       | 24.09    |
| 5) Total, Revenues                      |           | \$0.00       | \$91.09    | \$120.00       | 75.91       | 24.09    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$91.09    | \$120.00       |             |          |
| ENDING FUND BALANCE                     |           |              | \$4,945.62 | \$4,974.53     |             |          |

Fiscal Position Report  
March 2026

Fund: 7372 SCHOLARSHIP FOUNDATION 33

|                                         |           | March Amount | YTD Amount  | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|-------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |             |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$11,720.01 | \$11,720.01    |             |          |
| <b>REVENUES</b>                         |           |              |             |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$216.26    | \$380.00       | 56.91       | 43.09    |
| 5) Total, Revenues                      |           | \$0.00       | \$216.26    | \$380.00       | 56.91       | 43.09    |
| <b>EXPENDITURES</b>                     |           |              |             |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$500.00    | \$500.00       | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$0.00       | \$500.00    | \$500.00       | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | (\$283.74)  | (\$120.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$11,436.27 | \$11,600.01    |             |          |

Fiscal Position Report  
March 2026

Fund: 7373 SCHOLARSHIP FOUNDATION 34

|                                                |           | March Amount  | YTD Amount        | Working Budget    | % of Budget | % Remain |
|------------------------------------------------|-----------|---------------|-------------------|-------------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                       |           |               |                   |                   |             |          |
| Net Beginning Balance                          | 9791-9795 |               | \$1,029.56        | \$1,029.56        |             |          |
| <b>REVENUES</b>                                |           |               |                   |                   |             |          |
| 4) Other Local Revenues                        | 8600-8799 | \$0.00        | \$19.32           | \$25.00           | 77.28       | 22.72    |
| 5) Total, Revenues                             |           | \$0.00        | \$19.32           | \$25.00           | 77.28       | 22.72    |
| <b>NET INCREASE (DECREASE) IN FUND BALANCE</b> |           | <u>\$0.00</u> | <u>\$19.32</u>    | <u>\$25.00</u>    |             |          |
| <b>ENDING FUND BALANCE</b>                     |           |               | <u>\$1,048.88</u> | <u>\$1,054.56</u> |             |          |



Fiscal Position Report  
March 2026

Fund: 7375 Scholarship Foundation 36

|                                         |           | March Amount | YTD Amount  | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|-------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |             |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$14,598.26 | \$14,598.26    |             |          |
| <b>REVENUES</b>                         |           |              |             |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$273.91    | \$400.00       | 68.48       | 31.52    |
| 5) Total, Revenues                      |           | \$0.00       | \$273.91    | \$400.00       | 68.48       | 31.52    |
| <b>EXPENDITURES</b>                     |           |              |             |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$0.00      | \$500.00       | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$0.00       | \$0.00      | \$500.00       | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$273.91    | (\$100.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$14,872.17 | \$14,498.26    |             |          |

Fiscal Position Report  
March 2026

Fund: 7376 Scholarship Foundation 37

|                                         |           | March Amount | YTD Amount  | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|-------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |             |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$16,250.39 | \$16,250.39    |             |          |
| <b>REVENUES</b>                         |           |              |             |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$293.53    | \$450.00       | 65.23       | 34.77    |
| 5) Total, Revenues                      |           | \$0.00       | \$293.53    | \$450.00       | 65.23       | 34.77    |
| <b>EXPENDITURES</b>                     |           |              |             |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$1,000.00  | \$1,000.00     | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$0.00       | \$1,000.00  | \$1,000.00     | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | (\$706.47)  | (\$550.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$15,543.92 | \$15,700.39    |             |          |

Fiscal Position Report  
March 2026

Fund: 7377 SCHOLARSHIP FOUNDATION 38

|                                         |           | March Amount        | YTD Amount          | Working Budget      | % of Budget | % Remain |
|-----------------------------------------|-----------|---------------------|---------------------|---------------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |                     |                     |                     |             |          |
| Net Beginning Balance                   | 9791-9795 |                     | \$635,890.91        | \$635,890.91        |             |          |
| <b>REVENUES</b>                         |           |                     |                     |                     |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00              | \$11,918.79         | \$15,000.00         | 79.46       | 20.54    |
| 5) Total, Revenues                      |           | \$0.00              | \$11,918.79         | \$15,000.00         | 79.46       | 20.54    |
| <b>EXPENDITURES</b>                     |           |                     |                     |                     |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$1,500.00          | \$3,000.00          | \$4,500.00          | 66.67       | 33.33    |
| 9) Total Expenditures                   |           | \$1,500.00          | \$3,000.00          | \$4,500.00          | 66.67       | 33.33    |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | <u>(\$1,500.00)</u> | <u>\$8,918.79</u>   | <u>\$10,500.00</u>  |             |          |
| ENDING FUND BALANCE                     |           |                     | <u>\$644,809.70</u> | <u>\$646,390.91</u> |             |          |

Fiscal Position Report  
March 2026

Fund: 7378 Scholarship Foundation 39

|                                         |           | March Amount | YTD Amount | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |            |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$4,253.12 | \$4,253.12     |             |          |
| <b>REVENUES</b>                         |           |              |            |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$70.60    | \$100.00       | 70.60       | 29.40    |
| 5) Total, Revenues                      |           | \$0.00       | \$70.60    | \$100.00       | 70.60       | 29.40    |
| <b>EXPENDITURES</b>                     |           |              |            |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$1,000.00 | \$1,000.00     | 100.00      | 0.00     |
| 9) Total Expenditures                   |           | \$0.00       | \$1,000.00 | \$1,000.00     | 100.00      | 0.00     |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | (\$929.40) | (\$900.00)     |             |          |
| ENDING FUND BALANCE                     |           |              | \$3,323.72 | \$3,353.12     |             |          |

Fiscal Position Report  
March 2026

Fund: 7379 Scholarship Foundation 40

|                                         |           | March Amount | YTD Amount   | Working Budget | % of Budget | % Remain |
|-----------------------------------------|-----------|--------------|--------------|----------------|-------------|----------|
| <b>BEGINNING BALANCE</b>                |           |              |              |                |             |          |
| Net Beginning Balance                   | 9791-9795 |              | \$303,909.51 | \$303,909.51   |             |          |
| <b>REVENUES</b>                         |           |              |              |                |             |          |
| 4) Other Local Revenues                 | 8600-8799 | \$0.00       | \$42,280.59  | \$43,226.03    | 97.81       | 2.19     |
| 5) Total, Revenues                      |           | \$0.00       | \$42,280.59  | \$43,226.03    | 97.81       | 2.19     |
| <b>EXPENDITURES</b>                     |           |              |              |                |             |          |
| 5) Services, Oth Oper Exp               | 5000-5999 | \$0.00       | \$0.00       | \$1,000.00     | 0.00        | 100.00   |
| 9) Total Expenditures                   |           | \$0.00       | \$0.00       | \$1,000.00     | 0.00        | 100.00   |
| NET INCREASE (DECREASE) IN FUND BALANCE |           | \$0.00       | \$42,280.59  | \$42,226.03    |             |          |
| ENDING FUND BALANCE                     |           |              | \$346,190.10 | \$346,135.54   |             |          |

# Financial Report

## #2

**AGENDA:** Old Business / Action

**TOPIC:** Concessions Buildings at Hanford High School DSA #02-123897, Hanford West High School DSA #02-123898, and Sierra Pacific High School DSA #02-123899 Project

**DESCRIPTION:** The District accepted bids for the Concessions Buildings at Hanford High School DSA #02-123897, Hanford West High School DSA #02-123898, and Sierra Pacific High School DSA #02-123899 Project on April 22, 2026 at 2:00 p.m. A total of 2 bids were received and the bid tabulation sheet, showing the results, is attached. A proposed construction agreement is also attached.

**FISCAL IMPACT:** This project is funded through bond funds.

**RECOMMENDATION:** Administration recommends approval of the lowest responsive bidder to Holloway Construction, Inc. for a total of \$2,626,513.

**Tabulation of Bids**  
**CONCESSIONS BUILDINGS AT HANFORD HIGH SCHOOL DSA # 02-123897,**  
**HANFORD WEST HIGH SCHOOL DSA #02-123898 AND SIERRA PACIFIC**  
**HIGH SCHOOL DSA# 02-**  
**123899 PROJECT**

Hanford Joint Union High School District  
300 W. 6th Street  
Hanford, CA 93230  
Phone: (559) 583-5901

Bid Opening Information  
Time: 2:00 p.m.  
Day: Wednesday  
Date: April 22, 2026  
Location: District Meeting Room

|                                                         |                                      |                                   |
|---------------------------------------------------------|--------------------------------------|-----------------------------------|
| Bidders                                                 | Marko<br>Construction<br>Group, Inc. | Holloway<br>Construction,<br>Inc. |
| Date & Time Received                                    | 4/22/26                              | 4/22/26<br>1:55 p.m.              |
| Bid Form                                                | yes                                  | yes                               |
| Proper Signatures                                       | yes                                  | yes                               |
| Bid Security                                            | yes                                  | yes                               |
| Subcontractor's List                                    | yes                                  | yes                               |
| Non-Collusion Affidavit                                 | yes                                  | yes                               |
| DIR Registration                                        | yes                                  | yes                               |
| Drug-Free Workplace<br>Certification                    | yes                                  | yes                               |
| DVBE Certification (not<br>applicable for this project) |                                      |                                   |
| Mandatory Walk-through                                  | yes                                  | yes                               |
| Pre-Qualification                                       | yes                                  | yes                               |
| Addendum A                                              | yes                                  | yes                               |

|                             |                    |                    |
|-----------------------------|--------------------|--------------------|
| Hanford High School         | \$690,300          | \$650,274          |
| Hanford West High<br>School | \$1,454,488        | \$1,313,615        |
| Sierra Pacific High School  | \$688,510          | \$662,624          |
| <b>Combined Base Bid</b>    | <b>\$2,833,298</b> | <b>\$2,626,513</b> |

**SECTION 000820**  
**CONSTRUCTION AGREEMENT**

THIS AGREEMENT is made and entered into this **28<sup>th</sup> day of April 2026**, by and between the HANFORD JOINT UNION SCHOOL DISTRICT, hereinafter referred to as "Owner", and **Holloway Construction, Inc.** hereinafter referred to as "Contractor" for the project known as the **CONCESSIONS BUILDINGS AT HANFORD HIGH SCHOOL DSA # 02-123897, HANFORD WEST HIGH SCHOOL DSA #02-123898 AND SIERRA PACIFIC HIGH SCHOOL DSA# 02-123899 PROJECT** (the "Project").

The parties hereto, for and in consideration of the covenants, promises and agreements to be made, kept and performed as hereinafter set forth, do agree as follows:

**ARTICLE 1**  
**THE CONTRACT DOCUMENTS**

1.1 The complete Contract between the Owner and the Contractor shall consist of the following Contract Documents: The any and all notices to Contractors, the Bonds, all Addenda, this Construction Agreement, the General Conditions, Supplemental Conditions, the Plans, the Specifications, Notice to Proceed, Change Orders, Notice of Substantial Completion, Notice of Completion, and any modifications incorporated into those documents. The contract, drawings, and specifications are intended to supplement one another. A complete listing of the Contract Documents can be found in Article 9.

**ARTICLE 2**  
**THE WORK**

2.1 The Contractor agrees to furnish at his own cost and expense, all tools, equipment, apparatus, labor, materials, mechanical workmanship, transportation and services necessary to complete the Project. All such work shall be completed in a good and workmanlike manner and in strict accordance with the Contract Documents.

**ARTICLE 3**  
**TIME FOR COMPLETION:**

3.1 Owner shall issue to Contractor a written Notice to Proceed, and Contractor shall commence work within the time established in the Notice to Proceed.

3.2 The Work shall be commenced within the time provided for in Paragraph 3.1, and shall be diligently pursued by the Contractor and shall be completed not later than **two hundred seventy-seven (277) calendar days from the date established in the Owner's Notice to Proceed. It is anticipated in any event that a Notice to Proceed will not be issued with a start date before May 1, 2026, and work must be completed no later than February 2, 2027.**



**ARTICLE 4**  
**THE CONTRACT PAYMENT**

4.1 In consideration of the covenants, agreements, and promises on the part of the Contractor contained in the Contract Documents, and the strict and literal fulfillment of each and every such covenant, agreement, and promise, and as compensation agreed upon for the erection, construction and completion of the said work described in Article 1 hereof in strict accordance with the Plans and Specifications therefore, the Owner agrees to pay and cause to be paid to the Contractor the Contract Sum **two million six hundred twenty six thousand five hundred thirteen dollars (\$2,626,513)**, lawful money of the United States, subject to additions and deductions as provided in the Contract Documents.

4.2 The Contract Sum is based upon the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:

**ARTICLE 5**  
**PROGRESS PAYMENTS**

5.1 Applications for Payment shall be submitted monthly in a timely manner by the Contractor on or before the date mutually agreed upon by the Owner and Contractor. The form shall be approved by the Owner.

5.2 Progress Payments shall be made once each month, on or about a date to be determined by the Owner. The amount shall be based on the percent completion of each portion of work completed as the end of the month covered by the Application of Payment. Payment of undisputed contract amounts (progress payments) is contingent upon the Contractor furnishing the Owner with a release of all claims against the Owner arising by virtue of the work relating to the amount so paid. The release may be on the form used for computing monthly progress payment.

5.3 The progress payment amount shall be adjusted as set forth in Article 6 of the General Conditions.

**ARTICLE 6**  
**FINAL PAYMENT**

6.1 Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when 1) the Contract has been fully performed by the Contractor except for the Contractor's responsibility to correct nonconforming Work as provided in Article 9 of the General Conditions and to satisfy other requirements, if any, which necessarily survive final payment; and 2) a final Certificate for Payment has been issued by the Architect; such final payment shall be made by the Owner not more than 60 days after the recording of the Notice of Completion.

6.2 Pursuant to Public Contract Code section 7107, in the event of a dispute between the Owner and Contractor, the Owner may withhold from the final payment an amount not to exceed 150 percent of the disputed amount. Except as so withheld, the Owner shall release

the retention withheld within 60 days after the date of completion of the work of improvement, as "completion" is defined in Public Contract Code section 7107. In the event that retention payments are not made within the time periods required by Public Contract Code section 7107, the Owner shall be subject to the interest payment provisions of Public Contract Code section 7107.

## **ARTICLE 7**

### **MISCELLANEOUS**

7.1 Owner and Contractor agree that establishing or estimating actual damages under this Contract would be extremely difficult and impractical. Therefore, Liquidated Damages shall be imposed upon the Contractor should the Contractor fail to complete the tasks provided for in this contract, and the work provided herein within the times fixed for such completion, the Contractor shall become liable to the Owner for all loss and damage which the latter may suffer on account thereof.

7.2 The undersigned further agrees that there may be deducted from the contract price the sum of **\$1,000.00** per calendar day for each calendar day beyond the original contract time allowed for completion of work, **two hundred seventy-seven (277) calendar days**, excepting any extension obtained from the Owner for cause.

7.3 IT IS HEREBY FURTHER AGREED, that in case the Contractor does not complete the work within the days as herein provided, for reasons or causes other than those provided for in the Contract Documents hereof, the Owner will be damaged. After considering such a breach and all aspects of the work including, but not limited to, the type of installation, the current and future uses of facilities and premises, the disarrangement of the premises and facilities thereof during the work, and the additional cost and difficulty of using the disarranged facilities during the work, the parties agree that a reasonable daily damage for such a breach, if any, will be **\$1,000.00** per calendar day and the payment of the same, if any, is payment of liquidated damages and not a penalty. It is understood that this agreement for liquidated damages is entered into because the amount is manifestly reasonable under the circumstances existing at the time of this agreement and it would be extremely difficult or impossible to determine with any degree of accuracy the actual damages in case of any such breach. In case of such breach, it is agreed that the Owner may deduct the amount thereof from any money due or to become due said Contractor under this contract.

7.4 Other Applicable Conditions:

7.5 Contractor agrees to comply with all applicable provisions of the Labor Code of the State of California, including, but not limited to, Labor Code Sections 1770, 1771 (requiring the payment of prevailing wages), 1776 (requiring the contractor to keep and supply payroll records), and 1777.5 (imposing certain standards for the use of apprentices), and the Contractor hereby agrees to hold Owner harmless and to indemnify and defend Owner against any and all liability caused in any way by Contractor's non-compliance with the Labor Code of the State of California.

7.6 Terms used in the Agreement which are defined in the General Conditions of the Contract shall have the meanings designated in those Conditions.

**ARTICLE 8**  
**TERMINATION OR SUSPENSION**

8.1 The Contract may be terminated by the Owner or the Contractor as provided in Article 10 of the General Conditions.

8.2 The Work may be suspended by the Owner as provided in Article 10 of the General Conditions.

**ARTICLE 9**  
**ENUMERATION OF CONTRACT DOCUMENTS**

9.1 The Contract Documents, except for Modifications and Change Orders issued after execution of this Agreement, are enumerated as follows:

9.1.1 This Agreement.

9.1.2 The General Conditions.

9.1.3 The Supplemental Conditions, if any, and any other Conditions of the Contract are those detailed below:

9.1.4 The Plans and Specifications, including as applicable, those enumerated below:

| Division | Title                           | Sections |
|----------|---------------------------------|----------|
| 01       | General Requirements            |          |
| 02       | Existing Conditions             |          |
| 03       | Concrete                        |          |
| 05       | Metals                          |          |
| 06       | Wood and Plastic                |          |
| 07       | Thermal and Moisture Protection |          |
| 08       | Doors and Windows               |          |
| 09       | Finishes                        |          |
| 10       | Specialties                     |          |
| 11       | Laboratory Equipment            |          |
| 23       | Mechanical                      |          |
| 26       | Electrical                      |          |
| 27       | Communications                  |          |
| 28       | Electronic Safety and Security  |          |
| 31       | Earthwork                       |          |
| 32       | Exterior Improvements           |          |
| 33       | Utilities                       |          |

9.1.5 The Addenda, if any, are as follows:

**Number: A**

**Date: 04/17/2026**

**Pages: 88**

9.1.6 Other documents, if any, forming part of the Contract Documents are as follows:

Notice to Contractors

Notice of Award

Instruction to Bidders

Notice to Proceed

Accepted Bid Proposal With Attachments

The Bonds

IN WITNESS WHEREOF, the Owner has caused this Agreement to be executed by the President of the Board of Trustees, and the Contractor has executed this Agreement on the day and year first above written.

OWNER:

By \_\_\_\_\_  
Dr. Victor Rosa, Superintendent

CONTRACTOR:

By \_\_\_\_\_

By \_\_\_\_\_

\_\_\_\_\_  
NOTE: If the Contractor executing this contract is a corporation, a certified copy of the ByLaws, or of the Resolution of the Board of Directors, authorizing the officers of said corporation to execute the contract and the bonds required thereby must be annexed thereto.

# Financial Report

## #3

**AGENDA:** New Business / Action

**TOPIC:** Sierra Pacific High School Buildings J3 & M1 Project – Change Order #5

**DESCRIPTION:** Change Order #5 is for the work in Proposed Change Order (PCO) #011 and PCO #013.1 previously approved by the Board on March 10, 2026 and March 24, 2026 respectively. Both PCOs pertain to changing the clocks/bell/paging system at Sierra Pacific. PCO #011 in the amount of \$302,555.87 is for the existing campus upgrade and PCO #013.1 in the amount of \$68,276.21 is for the new buildings being constructed. In addition, a credit change order in the amount of \$28,509.00 for the deletion of blocking and TV brackets in all classrooms, was included. The total net cost for Change Order #5 is \$342,323.08 with no additional days.

**FISCAL IMPACT:** Cost of \$342,323.08 to be paid from the School Facility Fund.

**RECOMMENDATION:** Administration recommends approval of Sierra Pacific Buildings J3 & M Project – Change Order #5.

# CHANGE ORDER

**PROJECT:**

Hanford Sierra Pacific High School Buildings J & M

**CHANGE ORDER NO.:**

05

**DATE OF ISSUANCE:****OWNER:**

Hanford Joint Union High School District  
823 W. Lacey Blvd.  
Hanford CA 93230-

**CONTRACT DATE:**

10/9/2025

**NOTICE TO PROCEED:**

10/9/2025

**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.:**

The Contract is changed as follows:

**Description:**

CCD 010 / COR 011: Provide labor and materials to upgrade the clock system campus wide, in order that it can communicate with the new clock system in Buildings J3 & M1. \$302,555.87

CCD 011 / COR 013.1: Change the clock/speaker system from VALCOM to ATLAS SOUND System for Buildings J3 and M1. \$68,276.21

CCD 012 / 014.1: Credit to delete the installation of Blocking and TV Brackets in all classrooms. -\$28,509.00

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:        | \$23,998.69     | 0 days    |
| Contract Sum and Contract Completion Date prior to this Change Order:         | \$16,218,998.69 | 3/26/2027 |
| Contract Sum and Contract Time (increased or decreased) by this Change Order: | \$342,323.08    | 0 days    |
| New Contract Sum and Contract Completion Date including this Change Order:    | \$16,561,321.77 | 3/26/2027 |

**CONTRACTOR**

Ardent General, Inc.  
2960 N. Burl Ave  
Fresno CA 93727-

By:

Date:

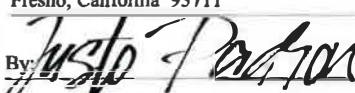
  
3/17/2026

**ARCHITECT**

Darden Architects  
6790 N. West Ave  
Fresno, California 93711

By:

Date:

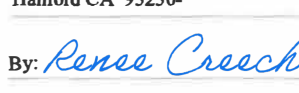
  
3/17/2026

**OWNER**

Hanford Joint Union High School District  
823 W. Lacey Blvd.  
Hanford CA 93230-

By:

Date:

  
03.26.2026

☒ OWNER ☒ CONTRACTOR ☒ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☐ OTHER

## CONSTRUCTION CHANGE DIRECTIVE

### PROJECT:

Hanford Sierra Pacific High School Buildings J & M

DIRECTIVE NO.:

010

DATE OF ISSUANCE:

3/11/2026

### OWNER:

Hanford Joint Union High School District  
823 W. Lacey Blvd.  
Hanford CA 93230-

CONTRACT DATE:

10/9/2025

NOTICE TO PROCEED:

10/9/2025

### 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.:

You are hereby directed to make the following change(s) in this Contract:

Campus Wid Clock System

Provide labor an material to upgrade the clock system campus wide, in order so that it can communicate with the new clock system in Buildings J3 & M1.

### CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- ☒ Lump Sum (increase) of \$302,555.87  
☐ 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 Distric

823 W. Lacey Blvd.

Hanford CA 93230-

#### CONTRACTOR

Ardent General, Inc.

2960 N. Burl Ave

Fresno CA 93727-

By:

*Justin J. Darden*

Date: 3/11/2026

By:

*Renee Creech*

Date: 03.11.2026

By:

*Falauw*

Date: 3/11/2024

☒ 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 &amp; M

**CHANGE ORDER REQUEST NO.:**

011

**DATE OF ISSUANCE:**

2/4/2026

**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:**

Campus Wide Clock System

**Necessary for:****DESIGN CONSULTANT'S REVIEW:**

Date Sent:

2/12/2026

**ACTION:**

Referred To:

HDE

Date Returned:

3/11/2026

- ☒ 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:

3/11/2026

**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

Darden Architects :

Date : 3/11/2026

**APPROVED:**

Hanford Joint Union High School District  
823 W. Lacey Blvd.  
Hanford CA 93230-

03.11.2026

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 #011

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 #011: RFP#2 Campus Wide Clock System

|                        |                                                                                          |                                 |                                          |
|------------------------|------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------|
| TO:                    | Hanford Joint Union High School<br>823 West Lacey Boulevard<br>Hanford California, 93230 | FROM:                           |                                          |
| PCO NUMBER/REVISION:   | 011 / 0                                                                                  | CONTRACT:                       | 1 - Standard Template [Change Name]      |
| REQUEST RECEIVED FROM: |                                                                                          | CREATED BY:                     | Stephanie Perkins (Ardent General, Inc.) |
| STATUS:                | Pending - In Review                                                                      | CREATED DATE:                   | 2/4 /2026                                |
| REFERENCE:             | RFP#2                                                                                    | PRIME CONTRACT<br>CHANGE ORDER: |                                          |
| FIELD CHANGE:          | No                                                                                       |                                 |                                          |
| LOCATION:              |                                                                                          | ACCOUNTING<br>METHOD:           | Amount Based                             |
| SCHEDULE IMPACT:       |                                                                                          | PAID IN FULL:                   | No                                       |
|                        |                                                                                          | TOTAL AMOUNT:                   | \$302,555.87                             |

POTENTIAL CHANGE ORDER TITLE: RFP#2 Campus Wide Clock System

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*

CE #004 - RFP#2 Campus Wide Clock System

Cost is to provide the upgrade to all clocks throughout the existing buildings A, C, D, E, F, H, H J1, and T.

### ATTACHMENTS:

[A-C Proposal Revised.pdf](#) [\\_G101 Site Plan.pdf](#) [\\_2278\\_RFP\\_002.pdf](#)

| #                                        | Cost Code            | Description | Type       | Amount        |
|------------------------------------------|----------------------|-------------|------------|---------------|
| 1                                        | 26-0000 - Electrical | RFP#2       | Commitment | \$ 270,986.00 |
| Subtotal:                                |                      |             |            | \$270,986.00  |
| OH&P: 10.00% Includes Cost Type (13)     |                      |             |            | \$ 27,098.60  |
| Insurance: 1.50% Includes Cost Type (13) |                      |             |            | \$ 4,471.27   |
| Grand Total:                             |                      |             |            | \$302,555.87  |

Hanford Joint Union High School  
823 West Lacey Boulevard  
Hanford California 93230

 03.11.2026  
SIGNATURE DATE

SIGNATURE DATE



*A-C Electric Company* – CALIFORNIA C-10 LICENSE 99849

ENGINEERING - CONSTRUCTION - TECHNOLOGY - SERVICE

VISALIA DIVISION  
Box 328  
Visalia, CA 93279  
O: (559) 732-4733  
F: (559) 732-0954  
www.a-celectric.com

## Change Request Proposal

|                  |                          |              |                                |
|------------------|--------------------------|--------------|--------------------------------|
| Job Name:        | SIERRA PAC HS BLDG J3/M1 | Date:        | 2/16/26                        |
| Customer Job No: | 25-09                    | Description: | CAMPUS WIDE CLOCK/SPEAKER UPGR |
| A-C Job No:      | VR0357                   | A-C CRP No:  | 2.00                           |

---

|     |                                                                   |       |  |
|-----|-------------------------------------------------------------------|-------|--|
| To: | ARDENT GENERAL INC.<br>2960 N BURL AVENUE<br><br>FRESNO, CA 93727 | Attn: |  |
|-----|-------------------------------------------------------------------|-------|--|

---

**Description:**  
A-C ELECTRIC WILL PROVIDE A COST TO UPGRADE ALL CLOCKS THROUGHOUT THE EXISITNG BUILDINGS A, C, D, E, F, G, H, J1, AND T. THIS COST WILL INCLUDE ALL NECESSARY ROUGH-IN MATERIAL AND LABOR TO ACCOMMODATE NEW IP-BASED SPEAKER/CLOCK COMBOS. ADDITIONALLY, ALL NEW SPEAKER/CLOCK COMBOS, IP BRIDGES, CABLING, LICENSING, TESTING, EQUIPMENT AND LABOR ARE INCLUDED PER RFP 002. ANY UNUSED CLG SPEAKER WILL BE LEFT ABANDONED. EXCLUDING ANY NEW J-HOOK SUPPORTS (EXISITNG SUPPORTS WILL BE UTILIZED), WATERPROOFING AT PORTABLES (IF NECESSARY), FIREPROOFING PENETRATIONS, DRYWALL PATCHWORK, CEILING TILE REPLACEMENT, AND ANY PREMIUM TIME/HOLIDAYS. ALL CLOCK COMBOS & CHASES WILL BE SURFACE MOUNTED AND IT IS ASSUMED FULL ACCESS TO BUILDINGS WILL BE GRANTED FOR THIS WORK.

**Schedule Impact:** 15 Days

AMOUNT

**Words:** Two Hundred Seventy Thousand Nine Hundred Eighty-Six Dollars and Zero Cents

**Figure:** \$270,986.00

**Price Valid Until:**

- Terms and Conditions:**
- 1. This proposal is valid for a period not to exceed (20) calendar days from the date of this proposal unless otherwise noted.
  - 2. This proposal is contingent upon receiving a signed copy of this Change Request or receiving a mutually acceptable form of subcontract change order.
  - 3. Progress billing will be based on work completed and materials stored.
  - 4. This proposal excludes acceleration, losses of efficiency, as well as the cumulative impact of ongoing and new changes being directed. We reserve our rights to pursue reimbursement for these and any other costs that occur beyond the scope of our original contract.
  - 5. Labor rates are based on the work being performed during regular working hours - overtime is not included unless specifically stated in this proposal.
  - 6. Pricing is based on having unrestricted access to the work area.
  - 7. Cutting and patching is excluded unless specifically included in the quote.

|                      |                |
|----------------------|----------------|
| A-C Electric Company | Accepted by:   |
| <hr/>                | <hr/>          |
| Signed               | Signed         |
| <hr/>                | <hr/>          |
| Name and Title       | Name and Title |
| 2/16/26              |                |
| <hr/>                | <hr/>          |
| Date                 | Date           |

# A-C Electric Company

TO: ARDENT GENERAL

CUSTOMER JOB # \_\_\_\_\_  
CUSTOMER APR/PCO # \_\_\_\_\_

A-C JOB # VR0357  
A-C PCO # 2

JOB: Sierra Pacific HS Bldgs J3 & M1

Date 2/13/26

RE: A-C ELECTRIC WILL PROVIDE A COST TO UPGRADE ALL CLOCKS THROUGHOUT THE EXISTING BUILDINGS A, C, D, E, F, G, H, J1, AND T. THIS COST WILL INCLUDE ALL NECESSARY ROUGH-IN MATERIAL AND LABOR TO ACCOMMODATE NEW IP-BASED SPEAKER/CLOCK COMBOS. ADDITIONALLY, ALL NEW SPEAKER/CLOCK COMBOS, IP BRIDGES, CABLING, LICENSING, TESTING, EQUIPMENT AND LABOR ARE INCLUDED PER RFP 002. ANY UNUSED CLG SPEAKER WILL BE LEFT ABANDONED. EXCLUDING ANY NEW J-HOOK SUPPORTS (EXISTING SUPPORTS WILL BE UTILIZED), WATERPROOFING AT PORTABLES (IF NECESSARY), FIREPROOFING PENETRATIONS, DRYWALL PATCHWORK, CEILING TILE REPLACEMENT, AND ANY PREMIUM TIME/HOLIDAYS. ALL CLOCK COMBOS & CHASES WILL BE SURFACE MOUNTED AND IT IS ASSUMED FULL ACCESS TO BUILDINGS WILL BE GRANTED FOR THIS WORK.

## MATERIAL

|                       |         |                |
|-----------------------|---------|----------------|
| Material              | \$1,795 |                |
| <b>TOTAL MATERIAL</b> |         | <b>\$1,795</b> |

## SUBCONTRACT

|                          |              |                   |
|--------------------------|--------------|-------------------|
| 1.                       | \$218,679.95 |                   |
| 2.                       |              |                   |
| 3.                       |              |                   |
| 4.                       |              |                   |
| <b>TOTAL SUBCONTRACT</b> |              | <b>\$ 218,680</b> |

## LABOR

|                         |       |        |               |                    |
|-------------------------|-------|--------|---------------|--------------------|
| APPRENTICE              | 54.25 | Hrs @  | \$ 110.00 /hr | \$5,967.39         |
| JOURNEYMAN              | 54.25 | Hrs @  | \$ 140.00 /hr | \$7,594.86         |
| GENERAL FOREMAN         | 72.33 | Hrs @  | \$ 162.00 /hr | \$11,717.78        |
| DETAILING/DWG UPDATES   | 5.00  | Hrs @  | \$ 120.00 /hr | \$600.00           |
| DIRECT SUPERVISION      | 4.00  | Hrs @  | \$ 150.00 /hr | \$600.00           |
| Administration          | 4.00  | Hrs @  | \$ 55.00 /hr  | \$220.00           |
| Material Runner         | 6.00  | Hrs @  | \$ 40.00 /hr  | \$240.00           |
| Substance               | 15    | Days @ | \$ 20.00 /day | \$300.00           |
| <b>TOTAL LABOR COST</b> |       |        |               | <b>\$27,240.03</b> |

## EXPENSES

|                       |                        |                   |
|-----------------------|------------------------|-------------------|
| Consumable Items      | 4% of Labor Dollars    | \$1,089.60        |
| Delivery Truck        | 1.50 Hrs @ \$75.00 /hr | \$112.50          |
| Material Storage      |                        |                   |
| Equipment Rental      |                        | \$2,175.00        |
| A-C Owned Equipment   |                        | \$3,225.00        |
| Drawing Updates       | 1 sheets @ /sheet      |                   |
| <b>TOTAL EXPENSES</b> |                        | <b>\$6,602.10</b> |

## OVERHEAD, PROFIT, BOND, TAX & SUBCONTRACT MARK-UP

|                                |       |               |
|--------------------------------|-------|---------------|
| Subtotal of Material and Labor |       | \$ 29,035     |
| Overhead & Profit              | 10%   | \$ 2,904      |
| Tax                            | 8.25% | \$ 148        |
| Expenses                       |       | \$ 6,602.10   |
| Mark Up on Expenses            |       | \$ -          |
| Total Subcontract Dollars      |       | \$ 218,679.95 |
| Mark Up on Subcontract         | 5%    | \$ 10,934.00  |
| Bond                           | 1%    | 2683          |

|                           |                   |
|---------------------------|-------------------|
| <b>TOTAL COST SUMMARY</b> | <b>\$ 270,986</b> |
|---------------------------|-------------------|

2560 S. EAST AVE  
FRESNO, CALIFORNIA 93706

**Project:** Sierra Pacific HS Bldgs J3 & M1  
**Bid # :** VR0357  
**Estimator:** LGH

**Bid Date** February 13, 2026

2/16/2026

# A-C Electric Company

2560 S. EAST AVE  
FRESNO, CALIFORNIA 93706

## DIRECT JOB EXPENSE

PROJECT: Sierra Pacific HS Bldgs J3 & M1  
ESTIMATOR: LGH

BID NO: VR0357  
BID DATE: February 13, '26

| <u>EQUIPMENT RENTAL</u> |                            | <u>QTY</u> |                                |    |                 |
|-------------------------|----------------------------|------------|--------------------------------|----|-----------------|
|                         | FIELD OFFICE RENTAL        |            | @ \$ 50 PER DAY                | =  | \$              |
|                         | STORAGE TRAILER RENTAL     |            | @ \$ 25 PER DAY                | =  | \$              |
|                         | TRIMBLE                    |            | @ \$ 190 PER DAY               | =  | \$              |
| 1                       | 19' SCISSOR LIFT           | 1 MOS.     | @ \$ 415 PER MO.               | =  | \$ 415.00       |
|                         | 26' SCISSOR LIFT           |            | @ \$ 160 PER DAY               | =  | \$              |
|                         | 54' SCISSOR LIFT           |            | @ \$ 275 PER DAY               | =  | \$              |
|                         | 30' JLG                    |            | @ \$ 285 PER DAY               | =  | \$              |
|                         | 60' JLG                    |            | @ \$ 445 PER DAY               | =  | \$              |
| 1                       | 10K GRADALL                | 3 DAYS     | @ \$ 520 PER DAY               | =  | \$ 1,560.00     |
|                         | SKID STEER                 |            | @ \$ 345 PER DAY               | =  | \$              |
|                         | WATER TRUCK                |            | @ \$ 440 PER DAY               | =  | \$              |
|                         | COMPACTOR                  |            | @ \$ 250 PER DAY               | =  | \$              |
|                         | BACKHOE                    |            | @ \$ 310 PER DAY               | =  | \$              |
|                         | MINI EXCAVATOR             |            | @ \$ 350 PER DAY               | =  | \$              |
| 1                       | RENTAL Delivery OR Pick Up | 4 DAYS     | @ \$ 50 PER TRIP               | =  | \$ 200.00       |
| 1                       | <u>DIRECT JOB EXPENSE</u>  |            | <u>TOTAL EQ RENTAL</u>         |    | \$ 2,175.00     |
|                         | OFFICE SUPPLIES            |            | @ \$ 75 PER MO.                | =  | \$              |
|                         | UTILITIES                  |            | @ \$ 75 PER MO.                | =  | \$              |
|                         | SITE PHONE                 |            | @ \$ 50 PER MO.                | =  | \$              |
| 1                       | A-C EQUIPMENT              | 15 DAYS    | @ \$ 50 PER DAY                | =  | \$ 750.00       |
| 1                       | A-C TOOLS                  | 15 DAYS    | @ \$ 25 PER DAY                | =  | \$ 375.00       |
|                         | A-C LINE TRUCK             |            | @ \$ 125 PER DAY               | =  | \$              |
|                         | A-C BUCKET TRUCK           |            | @ \$ 595 PER DAY               | =  | \$              |
|                         | A-C CRANE                  |            | @ \$ 527 PER DAY               | =  | \$              |
|                         | A-C TRUCK                  | 15 DAYS    | @ \$ 140 PER DAY               | =  | \$ 2,100.00     |
|                         | FUEL CHARGE                |            | @ \$ 0.85 PER MILE             | =  | \$              |
|                         |                            |            | PERMIT                         | =  | \$              |
|                         |                            |            | <u>DIRECT JOB EXPENSE COST</u> | \$ | <u>3,225.00</u> |



## Change Order Request 02

### 2905-007-COR02 – Sierra Pacific HS – Analog PA to IP System per RFP 002

- This COR represents the total costs associated with the material and labor for the addition of 79 data drop locations for PA speaker/ clock combos. **Backboxes to be installed by others**
- Cost includes site survey and plan mark ups.
- Cable pulling, terminating, and certifying for buildings A, C, Portables, D, E, F, G,H, and J for the abovementioned 79 speaker/clock combos and required IP amplifiers.
- Installation of speakers, programming, and licensing.
- The cost on line 6 includes the option to add IP Gateway for existing speakers in Bldgs. C, D, F, J

| Cost for PA associated to RFP-002 |      |      |                                                                          |           |         |                |             |                     |
|-----------------------------------|------|------|--------------------------------------------------------------------------|-----------|---------|----------------|-------------|---------------------|
| ROW                               | Qty. | unit | Parts / description of work                                              | Labor HRS | Lbr SUB | Labor Rate     | Labor Total | Cost                |
| 2                                 |      |      |                                                                          |           |         |                |             | Mat Total:          |
| 3                                 | 79   | 1    | IP-SDM PA Speaker/Clock Combo                                            | 0.65      | 51.35   | \$124.16       | \$6,375.62  | \$1,075.96          |
| 4                                 | 79   | 1    | IP-SEST-SD Speaker/Clock combo surface mount Back Box                    | -         | -       | \$124.16       | \$0.00      | \$102.41            |
| 5                                 | 5    | 1    | IP-ZCM1RMK IP Bridge amplifier with Rack mount kit                       | 2.50      | 12.50   | \$124.16       | \$1,552.00  | \$1,082.35          |
| 6                                 | 4    | 1    | IP-ZCM1RMK IP Bridge amplifier with Rack mount kit for Buildings C,D,F,J | 2.50      | 10.00   | \$124.16       | \$1,241.60  | \$1,082.35          |
| 7                                 | 4    | 1    | IP-ZCM2RMK 2 amplifier IP Bridge with rack mount kit                     | 2.50      | 10.00   | \$124.16       | \$1,241.60  | \$2,373.58          |
| 8                                 | 100  | 1    | Licensing (sold in 50 count)                                             | -         | -       | \$124.16       | \$0.00      | \$11.85             |
| 9                                 | 17   | 1    | 63611106 - Catgory 6 Cable 1000'                                         | 12.00     | 204.00  | \$124.16       | \$25,328.64 | \$295.24            |
| 10                                | 158  | 1    | Leviton 61110-RL6 Data Jacks                                             | 0.35      | 55.30   | \$124.16       | \$6,866.05  | \$18.75             |
| 11                                | 1    | 1    | Equipment Rental Fee                                                     | -         | -       | \$124.16       | \$0.00      | \$125.00            |
| 12                                | 1    | 1    | Certified Testing, Documentation, and Programming                        | 10.00     | 10.00   | \$124.16       | \$1,241.60  |                     |
| 13                                | 1    | 1    | Site Survey and Design                                                   | 18.00     | 18.00   | \$124.16       | \$2,234.88  |                     |
| 14                                | 1    | 1    | AsBuilts                                                                 | 14.00     | -       | \$124.16       | \$1,738.24  |                     |
| 15                                |      |      |                                                                          | Lbr TOTAL | 353.15  | Lbr Subtotal 1 | \$46,081.98 | Mat Sub 1           |
| 16                                |      |      |                                                                          |           |         | Travel         | \$1,783.65  | Shipping            |
| 17                                |      |      |                                                                          |           |         | Subsistence    | \$940.00    | Taxes               |
| 18                                |      |      |                                                                          |           |         | Lbr Sub 2      | \$48,805.63 | Material subtotal 2 |
| 19                                |      |      |                                                                          |           |         |                |             | \$190,156.48        |
| 20                                |      |      |                                                                          |           |         | Subcontractor  |             |                     |
| 21                                |      |      |                                                                          |           |         |                |             |                     |
| 22                                |      |      |                                                                          |           |         | Total Cost     |             | \$190,156.48        |
| 23                                |      |      |                                                                          |           |         | Overhead       | 10%         | \$19,015.65         |
| 24                                |      |      |                                                                          |           |         | Profit         | 5%          | \$9,507.82          |
| 25                                |      |      |                                                                          |           |         | Bond           | 0%          | \$0.00              |
| 26                                |      |      |                                                                          |           |         | Total Price    |             | \$218,679.95        |

### Clarifications

- 1) Labor determined by NECA Manual of Labor Units 2021-2022
- 2) Same project Inclusions/Exclusions apply
- 3) Valid for 30 days from the date

Please contact if you should you have any questions or comments.

Sincerely,

Fred Rabanal

Project Manager

*Please sign and return approving above change order request.*

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_



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.:** 002

**DATE OF ISSUANCE:** 11/5/2025

**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-

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:**

Clock/Speaker Upgrade Campus Wide  
See attached RFP No.2 Scope of work for a complete breakdown of the work to be performed.

**Attachments**

As- Built Drawings

**Darden Architects, Inc.**

**ISSUED BY:**

  
Justo Padron, Architect

☒ OWNER    ☒ CONTRACTOR    ☒ ARCHITECT    ☐ CONSULTANT    ☐ INSPECTOR    ☒ OTHER

## Request for Proposal No. 002

### Clock/Speaker System Replacement (Atlas Sound System) for All Existing Buildings

The District has requested that all existing clock and speaker systems be replaced in Buildings A, C, D, E, F, G, H, J1, J2 and L with the Atlas Sound System, consistent with the systems currently being installed in Buildings J3 and M1. The intent is to establish a district-wide, standardized communication platform that ensures full compatibility, reliability, and ease of maintenance across all campuses.

Please provide a comprehensive cost proposal that includes all labor, materials, equipment, programming, testing, and commissioning required to deliver a fully functional and operational system that complies with the attached specifications and the detailed scope of work outlined below.

A copy of the existing As-Builts are attached for reference.

---

#### Scope of Work

##### 1. System Description

The paging and clock system shall be a district-wide IP-based networked communication system designed for flexibility, scalability, and reliability. The system shall operate over the District's WAN or VPN, utilizing a single factory-provided server application. The installation shall be configured and programmed to fully integrate with the District's network and communications infrastructure.

The system shall include, but not be limited to, the following functional requirements:

- The system shall be programmed, monitored, and controlled via a web based Graphical User Interface (GUI) provided by a factory designed server. The server to receive the application shall be designated by the District.
- The application shall support different levels of user privileges as designated by the paging system administrator.
- The GUI shall be accessible to all networked computer residing on the district's WAN or VPN. Access to the server shall be granted via login and authentication that supports the Secure Sockets Layer (SSL) / Transport Layer Security (TSL) protocol.
- The system shall automatically recognize all system speakers connected to the District's WAN or VPN. Paging options shall be universally configurable to include district wide all page, specific campus all page, campus zone paging, etc.
- The number of configurable zones shall be unlimited. A zone may be as small as one speaker or as large as all the speakers. Each speaker may be assigned to an unlimited number of zones.



- In addition to live and ad hoc paging, the system shall support playback of recorded messages stored as .wav files, to include the program bell tone, daily announcements, lockdown alert, evacuation alert, etc. The system shall allow a different tone or message for each zone. The system shall also be able to broadcast messages to computer screens running a client application.
- The system shall support special calendar schedules to adjust for special events, holidays, etc. The system shall support multiple simultaneous schedules on the same facility (e.g., one schedule for grades 1-6, another for kindergarten, etc.) The system shall be able to automatically compensate for daylight savings time and automatically synchronize the system time with internet time servers.
- The system shall log all events that occur and trigger an alarm for any errors or changes (e.g. message send failure, speaker failure, new speaker connected to network, etc.).
- The system shall receive voice input from SIP softphones installed on designated computers. The system shall also be capable of interfacing with any analog PBX or VoIP communications system to provide paging from telephone system handsets.
- The system shall be capable of initiating sounding specific messages or sending text messages to designate computers as triggered by other systems (e.g., fire alarm, security, etc.) via analog to digital zone controllers.
- The system shall be capable of interfacing with any legacy paging system to provide paging features inherent to the legacy system.
- Paging system speakers shall connect to the school LAN via CAT6 data cabling and IEEE 802.11af compliant power over ethernet (POE) switches located in data distribution frames. Each speaker shall be individually addressable via dynamic host control protocol (DHCP) addressing. The number of supported speakers shall be limited only by the number of available IP addresses. Speaker operation shall be accomplished by individual amplifiers on each speaker.
- The system shall support synchronized digital wall clocks as an integral component of the speaker.
- Stand-alone clocks shall be installed and connected to the master clock. Provide master clock at each building IDF where stand-alone clocks are used.

---

## 2. Site Investigation

The contractor shall:

- Conduct a complete site survey to identify all existing devices (speakers, clocks, amplifiers, etc.) to be replaced.
  - Perform walk-throughs with the District's IT representative to verify locations and conditions.
  - Prepare as-built documentation and device mapping plans identifying all device locations and necessary replacements.
- 

## 3. Labor and Installation

The contractor shall:

- Contractor shall include in the proposal all labor, equipment and materials to provide a complete installation that is operational.
- The scope of work shall be installed during the time of school holidays or summer breaks in order not to interrupt school activities and class time.
- Furnish, install, and program as shown on plans and as hereinafter specified all equipment, cabling, and terminations for a fully functional system.
- The contractor shall furnish complete shop drawings for review and approval.
- Integrate IP paging/clock system with the existing conventional public address system and telephone system, including all paging zones and extensions.
- Horizontal cabling jackets, patch cable jackets, and modular RJ-45 jacks serving the Paging System shall be green in color.
- All new speaker, clock, and speaker/clock installations shall be flush mounted in walls and ceilings. Where an existing paging and clock system is being replaced, surface mounted speakers shall be acceptable at walls and gypsum board ceilings, but flush mounting is still required at T-bar ceilings.

- Provide rack mounted, IP zone amplifiers for exterior speaker runs and corridors with more than 3 speakers only. All other speakers and speaker/clocks shall be individually addressed IP units.
- Install server software on a server designated by the district and configure per specifications and owner direction for bell schedule.
- Integrate new IP system with existing conventional paging and telephone systems, including existing and new paging extensions, and all call.
- Provide one dedicated handset in administration that dials directly to All Call.

#### 4. Time of Completion

All work must be completed and fully operational on or before March 26, 2027.

No time extensions will be granted, and all work must be coordinated to align with the District's construction and school calendar.

---

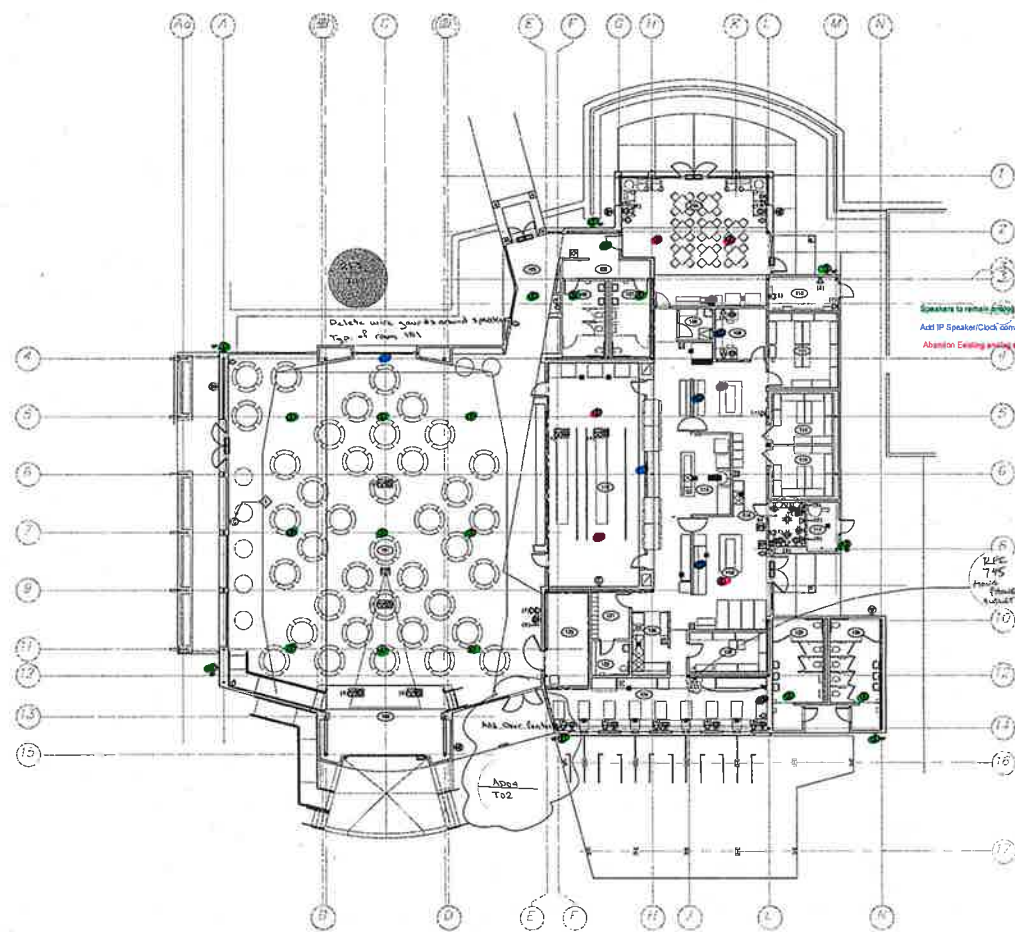
#### Proposal Requirements

Please ensure your cost proposal includes:

- A detailed breakdown of labor, materials, and equipment costs.
- Manufacturer cut sheets and data for all proposed components.
- Lead times for procurement and installation.
- Confirmation of compliance with specifications.
- Warranty details for both materials and workmanship.
- Any alternates or value engineering suggestions for District consideration.

---

Please submit your complete proposal to allow sufficient time for review and approval by the District. Should you have any questions or require a site walk-through prior to proposal submission, please contact me directly to coordinate.



# GENERAL NOTES

1. ALL CABLE SHALL BE SECURED WITH 1/2" VELCRO TIE WRAPS. PLANTED ZIP TIE WRAPS ARE NOT ALLOWED.
2. WHEN TERMINATING CABLE, THE CABLE PAIR TWIST SHALL BE MAINTAINED TO WITHIN 1/4" FROM THE POINT OF DISCONTINUITY. CABLE IDENTIFICATION IS DONE ACCORDING TO APPLICABLE STANDARDS UTILIZING THE T800S BELLING SYSTEM.
3. ALL PATCH PANELS, CABLES, AND FACEPLATES ARE CLEARLY LABELED WITH SELF-ADHESIVE WHITE PRINTED LABELS, WITH THE OWNER'S LABELING METHOD.
4. TERMINATE ALL SPARE CABLES ON BACK MOUNTED 110 BLOCKS IN TELECOM ROOM.

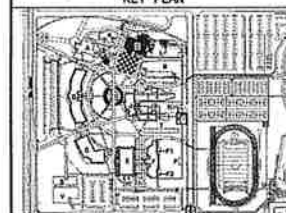
# SHEET NOTES

- PROVIDE AND INSTALL 14" ANALOG CLOSER (PREFERRED WIRELESS #14100).

# ROOM IDENTIFICATION

|                          |                          |
|--------------------------|--------------------------|
| 101 - MULTI-PURPOSE ROOM | 116 - TELECOM ROOM       |
| 102 - PLATFORM           | 117 - MECHANICAL ROOM    |
| 103 - HALL               | 118 - PREPARATION ROOM   |
| 104 - FACILITY STAGING   | 119 - GROUND BAY STORAGE |
| 105 - VESTIBULE          | 120 - BOLLARD            |
| 106 - MEN TOILET         | 121 - LADY               |
| 107 - MEN TOILET         | 122 - TOILET             |
| 108 - LADY TOILET        | 123 - STORAGE            |
| 109 - OFFICE             | 124 - GROUND BAY         |
| 110 - ELECTRICAL ROOM    | 125 - BOLLARD            |
| 111 - FOOD COURT         | 126 - GROUND BAY         |
| 112 - ATTACHED           | 127 - GROUND BAY         |
| 113 - BOLLARD            | 128 - GROUND BAY         |
| 114 - BOLLARD            | 129 - GROUND BAY         |
| 115 - BOLLARD            | 130 - GROUND BAY         |

# KEY PLAN



02-105788

12/1/21

Agency Approval

|     |                          |      |
|-----|--------------------------|------|
| No. | Revisions/ Substitutions | Date |
|     |                          |      |

**ARCHITECTURE - PLANNING - INTERIORS**  
**architects**  
 3000 N. Main Street, Suite 100, Santa Ana, CA 92701  
 949.441.1111 FAX 949.441.1112

**ENGINEERING**  
**ENGINEERING**  
 3000 N. Main Street, Suite 100, Santa Ana, CA 92701  
 949.441.1111 FAX 949.441.1112

**THIRD HANFORD HIGH SCHOOL**  
 HANFORD JOINT UNION HIGH SCHOOL DISTRICT  
 HANFORD, CALIFORNIA

**BUILDING 'C'**  
 TELECOM FLOOR PLAN

|              |                                |
|--------------|--------------------------------|
| Designed: GP | Project No.: 0047              |
| Drawn: SA    | Scale: AS NOTED                |
| Checked: CC  | Drawn/Plotted: Edwin S. Darden |
| Reviewed: RM | Date: 12/1/21                  |
|              | Sheet: C/T101                  |

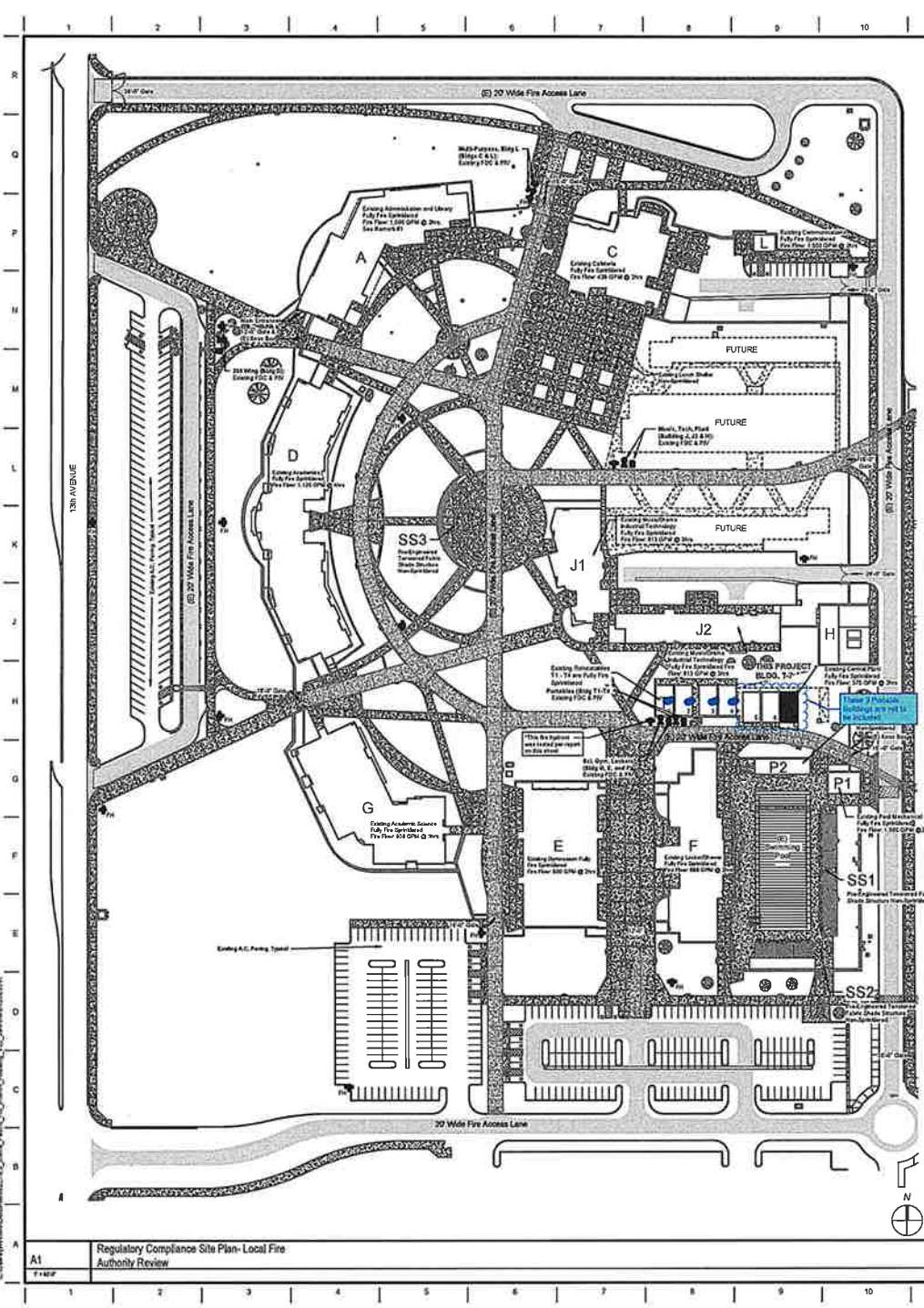


TELECOM FLOOR PLAN  
 Scale: 1/8" = 1'-0"

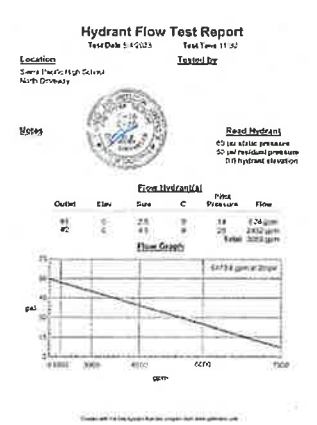




3/10/2024 9:40:07 AM  
C:\Users\jordan\Documents\2023\Sierra\_Pacific\_High\_School\Interim\_Housing\2023\Regulatory\_Compliance\_Site\_Plan\_Local\_Fire\_Authority\_Review.dwg



A1  
Regulatory Compliance Site Plan- Local Fire  
Authority Review



### DSA FIRE & LIFE SAFETY SITE CONDITIONS SUBMITTAL

Division of the State Architect (DSA) requires information when the submittal is available on the following dates:

1. Submittal and Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

2. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

3. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

4. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

5. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

6. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

7. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

8. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

9. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

10. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

11. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

12. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

13. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

14. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

15. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

16. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

17. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

18. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

19. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

20. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

### DSA FIRE & LIFE SAFETY SITE CONDITIONS SUBMITTAL

Division of the State Architect (DSA) requires information when the submittal is available on the following dates:

1. Submittal and Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

2. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

3. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

4. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

5. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

6. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

7. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

8. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

9. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

10. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

11. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

12. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

13. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

14. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

15. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

16. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

17. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

18. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

19. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

20. Review of the Submittal: 10/10/23 and the submittal is available on the following dates:

DSA File No.: 07-122532  
DSA Application No.: 07-122532

Sierra Pacific High School - Interim Housing  
1550 13th Avenue, Hayward, CA 94541

APPROVED FOR: [Signature]  
DATE: 05/05/23

### SYMBOLS

Assumed Property Line  
Fire Lane  
Fire Hydrant  
Fire Department Connection (FDC) (Ultimate)  
Existing Fire Hydrant (PH)  
Existing Building Not Included in Project  
New Building Included in Project

### NOTES

1. Project Building approved under 2001 California Building Code and 2001 California Fire Code, unless otherwise noted.
2. Building 22 approved under 2007 California Building Code.
3. Classroom Addition (Building 7) approved under 2010 California Building Code.
4. Lunch Order (Building 2) approved under 2010 California Building Code.
5. This project is an existing building. The building, as indicated, has been previously approved by the Division of the State Architect.
6. Shade Structure should be constructed with frame work. Fabric covering should be removable (DSA Fire Department Team- See PC No. 13241 attached to this plan).

### REMARKS

1. Per CTC 89104.1, the total fire area is 21,970 Square Feet. Reduction in fire area per CTC 89104.1.

### Regulatory Compliance Site Plan Legend

Sierra Pacific High School - Interim Housing  
Hayward Joint Union High School District  
1550 13th Avenue, Hayward, CA 94541

ARCHITECTURE  
PLANNING  
INTERIORS  
architects  
www.danmillerarchitects.com  
4150 E. 9th Ave. • Phoenix, AZ 85018 • P: 602.448.8881

Architect: [Signature]  
Date: [Date]

Revision:  
Designed/Drawn: [Signature]  
Checked/Author: [Signature]  
Project Number: 2023.3  
Date: [Date]  
Reviewed/Approver: [Signature]

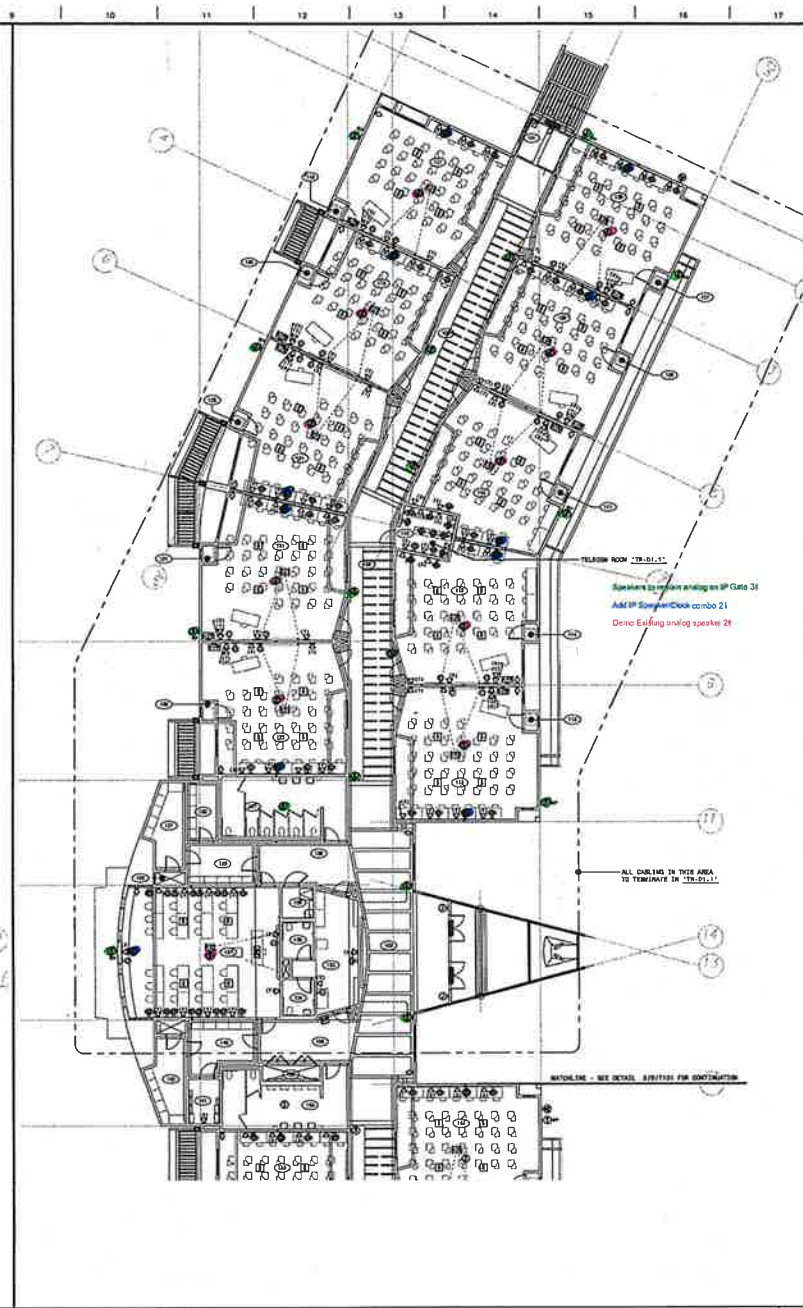
G101-LFA







TELECOM FLOOR PLAN - SOUTH  
SCALE: 1/8" = 1'-0"



TELECOM FLOOR PLAN - NORTH  
SCALE: 1/8" = 1'-0"

### GENERAL NOTES

- ALL CABLE SHALL BE BUNDLED WITH 1/2" VELCRO TIE-WRAPS. PLANTIC 25P TIE-WRAPS ARE NOT ALLOWED.
- WIRE TIE/TERMINATING CABLES, THE CABLE PAIR TIE/TERMINATING SHALL BE MAINTAINED TO WITHIN 1/2" FROM THE POINT OF TIE/TERMINATING. CABLE TIE/TERMINATING SHALL BE DONE ACCORDING TO APPLICABLE STANDARDS UTILIZING THE TIE/TERMINATING BUCKLE.
- ALL PATCH PANELS, CABLES, AND FACILITY ARE CLEARLY LABELED WITH SELF-ADHESIVE BACKED PRINTED LABELS, WITH THE OWNER'S LABELING SCHEME.
- TERMINATE ALL SPEAKER CABLEING ON BACK MOUNTED 110 BLOCKS IN TELECOM ROOMS.

### ROOM IDENTIFICATION

|             |                |             |                |             |                |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |                         |
|-------------|----------------|-------------|----------------|-------------|----------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 101 - ENTRY | 102 - CORRIDOR | 103 - ENTRY | 104 - CORRIDOR | 105 - ENTRY | 106 - CORRIDOR | 107 - MECHANICAL CLOSET | 108 - MECHANICAL CLOSET | 109 - MECHANICAL CLOSET | 110 - MECHANICAL CLOSET | 111 - MECHANICAL CLOSET | 112 - MECHANICAL CLOSET | 113 - MECHANICAL CLOSET | 114 - MECHANICAL CLOSET | 115 - MECHANICAL CLOSET | 116 - MECHANICAL CLOSET | 117 - MECHANICAL CLOSET | 118 - MECHANICAL CLOSET | 119 - MECHANICAL CLOSET | 120 - MECHANICAL CLOSET | 121 - MECHANICAL CLOSET | 122 - MECHANICAL CLOSET | 123 - MECHANICAL CLOSET | 124 - MECHANICAL CLOSET | 125 - MECHANICAL CLOSET | 126 - MECHANICAL CLOSET | 127 - MECHANICAL CLOSET | 128 - MECHANICAL CLOSET | 129 - MECHANICAL CLOSET | 130 - MECHANICAL CLOSET | 131 - MECHANICAL CLOSET | 132 - MECHANICAL CLOSET | 133 - MECHANICAL CLOSET | 134 - MECHANICAL CLOSET | 135 - MECHANICAL CLOSET | 136 - MECHANICAL CLOSET | 137 - MECHANICAL CLOSET | 138 - MECHANICAL CLOSET | 139 - MECHANICAL CLOSET | 140 - MECHANICAL CLOSET | 141 - MECHANICAL CLOSET | 142 - MECHANICAL CLOSET | 143 - MECHANICAL CLOSET | 144 - MECHANICAL CLOSET | 145 - MECHANICAL CLOSET | 146 - MECHANICAL CLOSET | 147 - MECHANICAL CLOSET | 148 - MECHANICAL CLOSET | 149 - MECHANICAL CLOSET | 150 - MECHANICAL CLOSET | 151 - MECHANICAL CLOSET | 152 - MECHANICAL CLOSET | 153 - MECHANICAL CLOSET | 154 - MECHANICAL CLOSET | 155 - MECHANICAL CLOSET | 156 - MECHANICAL CLOSET | 157 - MECHANICAL CLOSET | 158 - MECHANICAL CLOSET | 159 - MECHANICAL CLOSET | 160 - MECHANICAL CLOSET | 161 - MECHANICAL CLOSET | 162 - MECHANICAL CLOSET | 163 - MECHANICAL CLOSET | 164 - MECHANICAL CLOSET | 165 - MECHANICAL CLOSET | 166 - MECHANICAL CLOSET | 167 - MECHANICAL CLOSET | 168 - MECHANICAL CLOSET | 169 - MECHANICAL CLOSET | 170 - MECHANICAL CLOSET | 171 - MECHANICAL CLOSET | 172 - MECHANICAL CLOSET | 173 - MECHANICAL CLOSET | 174 - MECHANICAL CLOSET | 175 - MECHANICAL CLOSET | 176 - MECHANICAL CLOSET | 177 - MECHANICAL CLOSET | 178 - MECHANICAL CLOSET | 179 - MECHANICAL CLOSET | 180 - MECHANICAL CLOSET | 181 - MECHANICAL CLOSET | 182 - MECHANICAL CLOSET | 183 - MECHANICAL CLOSET | 184 - MECHANICAL CLOSET | 185 - MECHANICAL CLOSET | 186 - MECHANICAL CLOSET | 187 - MECHANICAL CLOSET | 188 - MECHANICAL CLOSET | 189 - MECHANICAL CLOSET | 190 - MECHANICAL CLOSET | 191 - MECHANICAL CLOSET | 192 - MECHANICAL CLOSET | 193 - MECHANICAL CLOSET | 194 - MECHANICAL CLOSET | 195 - MECHANICAL CLOSET | 196 - MECHANICAL CLOSET | 197 - MECHANICAL CLOSET | 198 - MECHANICAL CLOSET | 199 - MECHANICAL CLOSET | 200 - MECHANICAL CLOSET |
|-------------|----------------|-------------|----------------|-------------|----------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|

### KEY PLAN

### Agency Approvals

02-108765

Agency Approvals

### ARCHITECTURE - PLANNING - INTERIORS

ARCHITECTS

02-108765

ARCHITECTS

### ONEINTERFADE.NET

Hardware Engineering, Inc.

THIRD HANFORD HIGH SCHOOL

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

HANFORD, CALIFORNIA

### BUILDING 'D'

TELECOM FLOOR PLAN

Drawing

Designed by: Project No.: 004

Drawn by: Scale: AS SHOWN

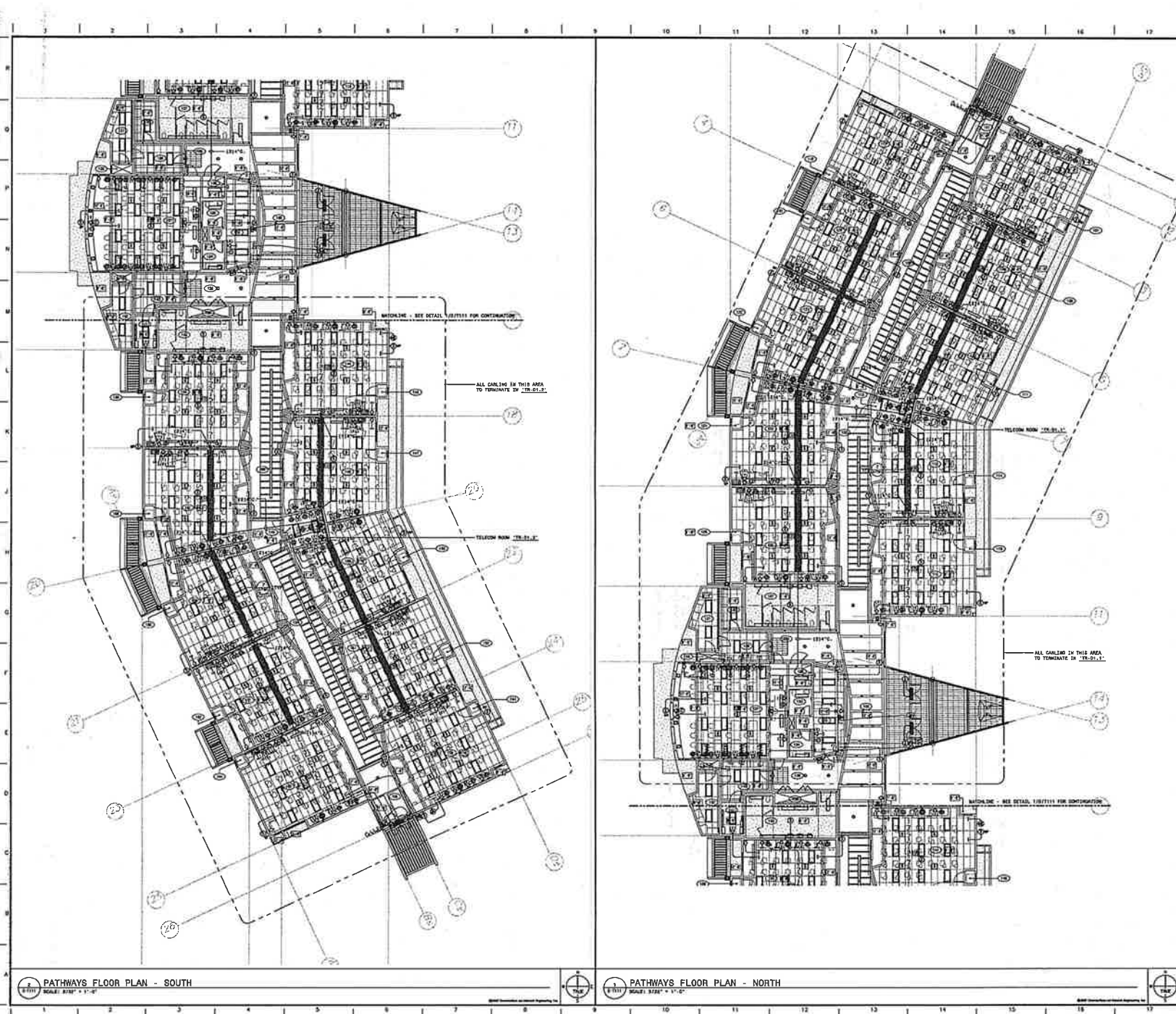
Checked by: Date: 10/06/07

Revised by: Date: 10/06/07

Drawn by: Date: 10/06/07

Drawn by: Date: 10/06/07





# GENERAL NOTES

1. CONTRACTOR SHALL PROVIDE SHOP DRAWINGS INCLUDING LAYOUT AND LOCATION OF ALL BRACES INCLUDING BRACE DETAILS AND CONNECTIONS TO STRUCTURE.
2. ALL NEW CORNETS AND CABLE TRAY SHALL BE BRACED PER ONE 1000-2-1.
3. CONTRACTOR SHALL PROVIDE AND SUBMIT DETAILS SPECIFIC TO JOINTS CONNECTION FROM AN APPROVED PRE-APPROVED (PPA) REPORT OR PROVIDE DRAWINGS CALCULATIONS STAMPED AND SIGNED BY A CALIFORNIA LICENSED STRUCTURAL ENGINEER.
4. ACCEPTABLE PPA SYSTEMS INCLUDE 8-1300-004-0114.
5. DETAILS DERIVED FROM THE PPA REPORT SHALL BE STAMPED AND SIGNED BY A LICENSED CALIFORNIA STRUCTURAL ENGINEER.
6. PRIOR TO INSTALLATION, DRAWINGS SHALL BE SUBMITTED FOR REVIEW TO THE TRIBUTOR (TRB), STRUCTURAL ENGINEER OF RECORD (SEOR), AND DESIGN TEAM.
7. REVERSED QUANTITIES SHALL BE PROVIDED TO THE COR AND MADE AVAILABLE FOR REVIEW BY COR.
8. QUALITY SUPPORTS FOR CORNETS AND CABLE TRAY SHALL BE PROVIDED IN ACCORDANCE WITH AN APPROVED PPA REPORT, COR, OR AS INDICATED ON THE CONTRACT DRAWINGS AND SPECIFICATIONS.
9. WHERE NOT SPECIFICALLY DETAILED ON THE DRAWINGS, CONTRACTOR SHALL PROVIDE SHOP DRAWINGS INCLUDING LAYOUT AND LOCATION OF ALL QUALITY SUPPORTS, AND DETAILS TO BE USED.
10. MAXIMUM BRACING AND VERTICAL LOADS SHALL NOT EXCEED THE PARAMETERS AS SET FORTH IN STRUCTURAL DRAWINGS.
11. CABLES SHALL ONLY BE SUPPORTED BY APPROPRIATE MEANS TO DO SO. DO NOT SUPPORT CABLES ON PLUMBING, ELECTRICAL, OR MECHANICAL EQUIPMENT. WHEN A HOOK CAN NOT BE ATTACHED TO THE ATTIC WALL OR ATTIC STRUCTURAL MEMBER, PROVIDE 12 GAUGE GALVANIZED STEEL TO SUPPORT A HOOK, INDEPENDENT OF T-BAR HANGER WELLS AND LIGHTING HANGER WELLS.
12. CONTRACTOR SHALL NOT NOTCH, CUT OR BORE ANY STRUCTURAL MEMBER NOT SPECIFICALLY DETAILED IN THE APPROVED DRAWINGS WITHOUT PRIOR WRITTEN APPROVAL FROM THE ARCHITECT, STRUCTURAL ENGINEER AND COR.
13. ALL CABLE BUNDLES AND CORNETS ARE EXTENDED PAST SUPPORTS, HAND LIDS, GULLIES, AND UNDESIRABLE AREAS, AND ARE FILLED CLEAR AND PROPERLY BUNDLED TO PROTECT CABLES.
14. ALL CORNETS SHALL BE FIVE-RATED FOR TELECOM PATHWAY AND BUNDLE DETAILS.

## ROOM IDENTIFICATION

|                |                |
|----------------|----------------|
| 101 - ENTRY    | 132 - WORKROOM |
| 102 - CORRIDOR | 133 - HALL     |
| 103 - ENTRY    | 134 - HALL     |
| 104 - CORRIDOR | 135 - HALL     |
| 105 - ENTRY    | 136 - HALL     |
| 106 - ENTRY    | 137 - HALL     |
| 107 - ENTRY    | 138 - HALL     |
| 108 - ENTRY    | 139 - HALL     |
| 109 - ENTRY    | 140 - HALL     |
| 110 - ENTRY    | 141 - HALL     |
| 111 - ENTRY    | 142 - HALL     |
| 112 - ENTRY    | 143 - HALL     |
| 113 - ENTRY    | 144 - HALL     |
| 114 - ENTRY    | 145 - HALL     |
| 115 - ENTRY    | 146 - HALL     |
| 116 - ENTRY    | 147 - HALL     |
| 117 - ENTRY    | 148 - HALL     |
| 118 - ENTRY    | 149 - HALL     |
| 119 - ENTRY    | 150 - HALL     |
| 120 - ENTRY    | 151 - HALL     |
| 121 - ENTRY    | 152 - HALL     |
| 122 - ENTRY    | 153 - HALL     |
| 123 - ENTRY    | 154 - HALL     |
| 124 - ENTRY    | 155 - HALL     |
| 125 - ENTRY    | 156 - HALL     |
| 126 - ENTRY    | 157 - HALL     |
| 127 - ENTRY    | 158 - HALL     |
| 128 - ENTRY    | 159 - HALL     |
| 129 - ENTRY    | 160 - HALL     |
| 130 - ENTRY    | 161 - HALL     |
| 131 - ENTRY    | 162 - HALL     |
| 132 - ENTRY    | 163 - HALL     |
| 133 - ENTRY    | 164 - HALL     |

## KEY PLAN



02-108768

Agency Approval

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

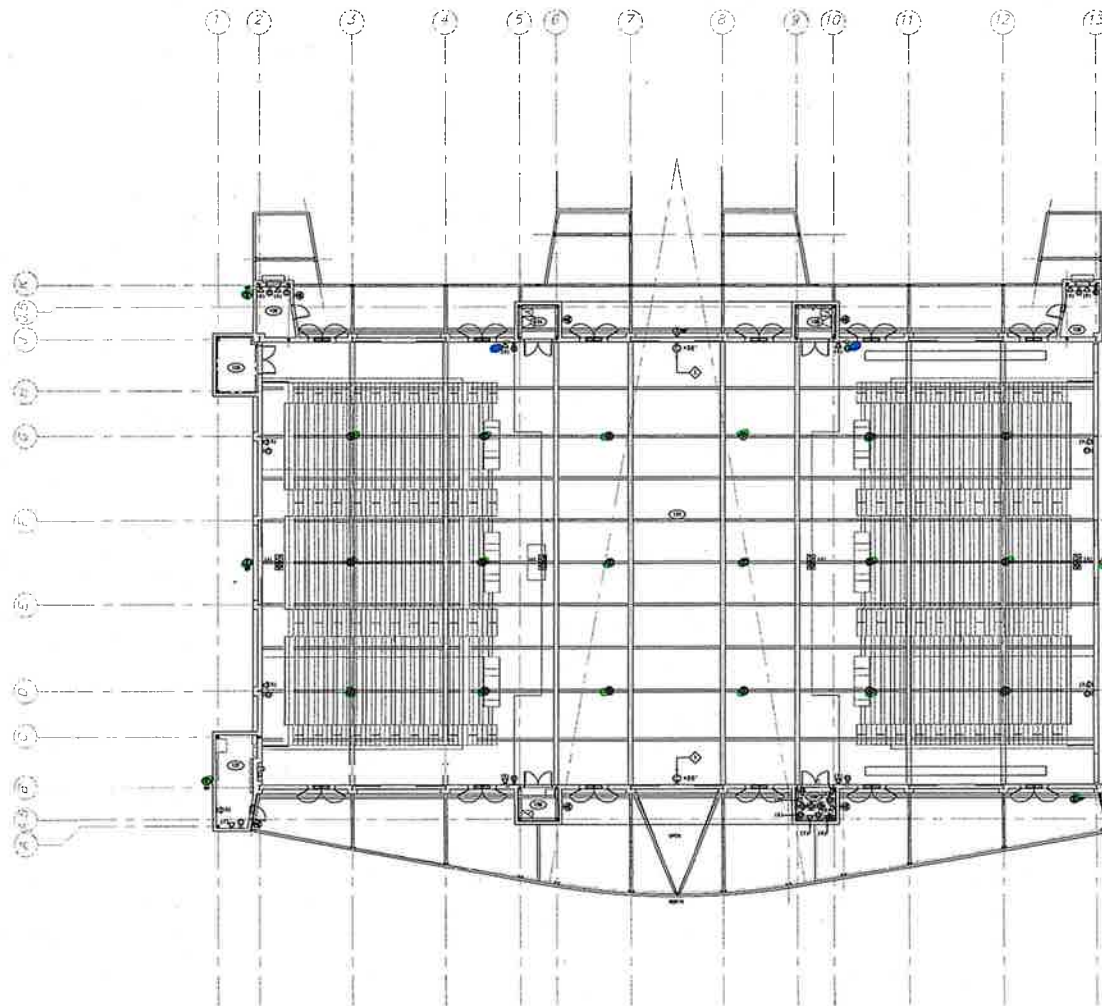
Date

Signature

Date

Signature

Date



# GENERAL NOTES

1. ALL CABLE SHALL BE SECURED WITH 1/2" VELCRO TIE WAFER. PLASTED ZIP TIE WAFER ARE NOT ALLOWED.
2. WHEN TERMINATING CABLE, THE CABLE PAIR TWIST SHALL BE MAINTAINED TO WITHIN 1/4" FROM THE POINT OF TERMINATION. CABLE TERMINATION IS DONE ACCORDING TO APPLICABLE STANDARDS UTILIZING THE T800 STANDARDS BOARD.
3. ALL PATCH PANELS, CABLES, AND FACEPLATES ARE CLEARLY LABELED WITH SELF-ADHESIVE WHITE PRINTED LABELS, WITH THE OWNER'S LABELING SYSTEM.
4. TERMINATE ALL SPEAKER CABLES OF RACK MOUNTED 110 BLOCKS IN TELECOM ROOMS.

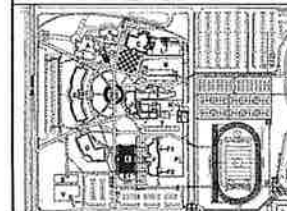
# SHEET NOTES

1. PROVIDE AND INSTALL 18" HALLWAY GLASS (SPRINKLER WIRELESS #11333) WITH 18" W X 18" H REINFORCING (SPRINKLER WIRELESS #11333).

# ROOM IDENTIFICATION

|                  |               |
|------------------|---------------|
| 01 - OTS/STATION | 104 - STORAGE |
| 102 - TROUBLE    | 105 - STORAGE |
| 103 - DATA       | 106 - STORAGE |
| 104 - STORAGE    | 107 - STORAGE |

# KEY PLAN



Agency Approval

|     |                          |       |
|-----|--------------------------|-------|
| No. | Revisions/ Substitutions | Date: |
|     |                          |       |

**ARCHITECTURE - PLANNING - INTERIORS**  
**architects**  
 2800 N. Hollywood Blvd., Suite 100, Hollywood, CA 91606  
 Tel: 323-461-1111 Fax: 323-461-1112

**ENGINEERING**  
**ENGINEERING, INC.**  
 10000 Wilshire Blvd., Suite 100, Beverly Hills, CA 90212  
 Tel: 310-276-1111 Fax: 310-276-1112

**THIRD MANFORD HIGH SCHOOL**  
 HAVARD AVE. UNION HIGH SCHOOL DISTRICT  
 HAVARD, CALIFORNIA

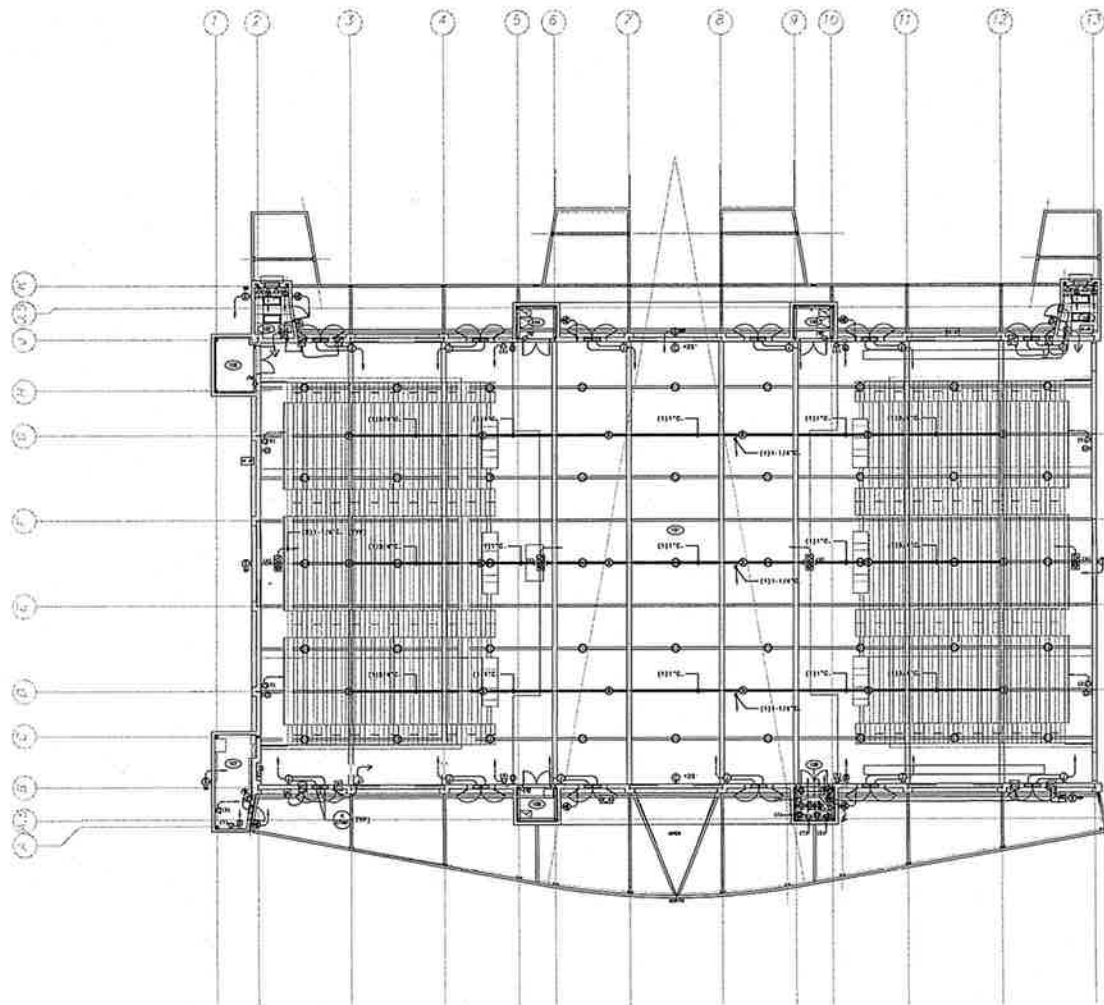
**BUILDING 'E'**  
 TELECOM FLOOR PLAN

|                |                            |
|----------------|----------------------------|
| Designed: SP   | Project No.: 004           |
| Drawn: B       | Scale: AS NOTED            |
| Checked: B     | Copyright: © 2008 S. S. S. |
| Reviewed: B    | Sheet: E/T101              |
| Date: 10/08/07 | Scale: 1/4" = 1'-0"        |



TELECOM FLOOR PLAN

SCALE: 1/4" = 1'-0"



# GENERAL NOTES

1. CABLE SHALL ONLY BE SUPPORTED BY APPROPRIATE MEANS TO BE: DO NOT SUPPORT CABLES ON PLUMBING PIPE, ELECTRICAL CONDUIT, OR MECHANICAL EQUIPMENT. WHEN A HOOK CAN BE ATTACHED TO THE ATTIC WALL OR ATTIC STRUCTURAL MEMBERS, PROVIDE NEW 1/2" GAUGE CEILING HANGER RODS TO SUPPORT JOISTS, DISPERSED AT 10' MAX HANGER RODS AND CEILING HANGER RODS.
2. CONTRACTOR SHALL NOT NOTCH, CUT OR BORE ANY STRUCTURAL MEMBER NOT SPECIFICALLY DETAILED ON THE APPROVED DRAWINGS WITHOUT PRIOR WRITTEN APPROVAL FROM THE ARCHITECT, STRUCTURAL ENGINEER AND DEA.
3. ALL CABLE BUNDLES AND CONDUITS ARE EXTENDED PAST ROFFITS, HAVE LID CEILING, AND TANGENTIAL AREAS, AND ARE FLEED CLEAN AND PROPERLY BUNDLED TO PROTECT CABLES.
4. ALL CONDUITS SHALL BE FIRE-RATED PER TELECOM PATHWAY AND BUNDLE DETAILS.

## ROOM IDENTIFICATION

|                     |                  |
|---------------------|------------------|
| 101 - COMMUNICATION | 105 - STORAGE    |
| 102 - TROUBLE       | 106 - TROUBLE    |
| 103 - DATA          | 107 - ELECTRICAL |
| 104 - STORAGE       | 108 - STORAGE    |
|                     | 109 - TELECOM    |

## KEY PLAN



REVISIONS  
 02-108768  
 11/1/11

Agency Approval

|     |                         |      |
|-----|-------------------------|------|
| Rev | Description/ Submittals | Date |
|     |                         |      |

ARCHITECTURE - PLANNING - INTERIORS  
 ARCHITECTS

ONEINTERFACE, INC.  
 Network Engineering, Inc.  
 10000 E. 1st Avenue, Suite 100  
 Denver, CO 80231

THIRD HANFORD HIGH SCHOOL  
 HANFORD AREA UNION HIGH SCHOOL DISTRICT  
 HANFORD, CALIFORNIA

BUILDING 'E'  
 TELECOM PATHWAYS PLAN

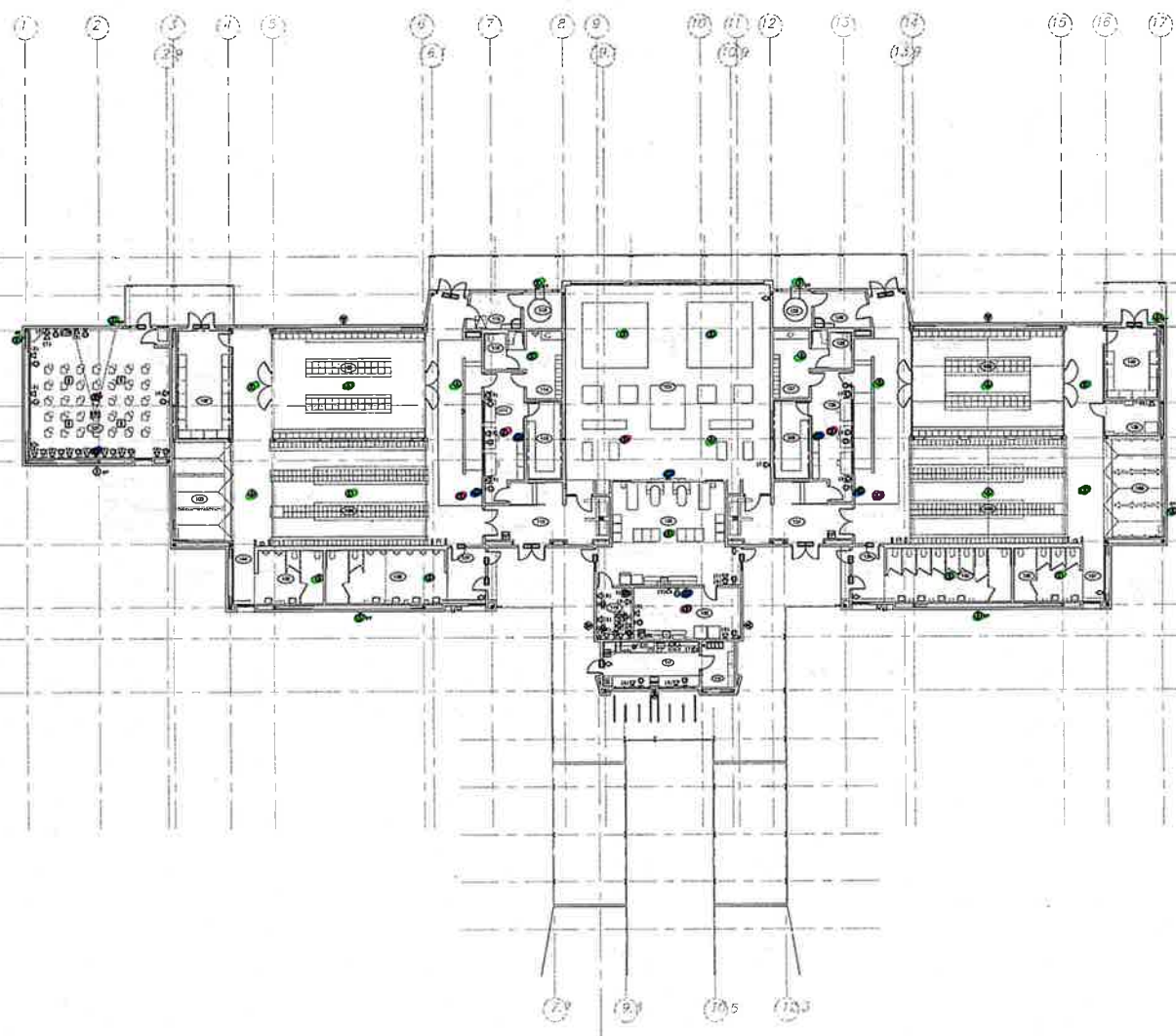
Designed: AP Project No: 004  
 Drawn: M Scale: AS NOTED  
 Checked: JF Copyright: © 2011  
 Revised: 104 E/T/111  
 Date: 10/26/11 Sheet: 1 of 1

DATE: 10/26/11  
 SHEET: 1 OF 1

TELECOM PATHWAYS PLAN  
 SCALE: 1/8" = 1'-0"







Speaker to remain analog on IP Gateway 28  
 Add # Speaker/Clock combo 7  
 Demo Existing analog speaker 7

# GENERAL NOTES

1. ALL CABLE SHALL BE BUNDLED WITH 1/2" YELLOW TIE WRAPS. PLASTIC ZIP TIE WRAPS ARE NOT ALLOWED.
2. WHEN TERMINATING CABLES, THE CABLE DATA TAGS SHALL BE MAINTAINED TO WITHIN 1/4" FROM THE POINT OF INFORMATION. CABLE TERMINATION IS DONE ACCORDING TO APPLICABLE STANDARDS UTILIZING THE T868 RATCHED SCHEM.
3. ALL PATCH PANELS, CABLES, AND FACEPLATES ARE CLEARLY LABELED WITH SELF-ADHESIVE MACHINE PRINTED LABELS, WITH THE OWNER'S LABELING METHOD.
4. TERMINATE ALL SPEAKER CABLES ON BACK MOUNTED 112 BLOCK IN TELECOM ROOMS.

## ROOM IDENTIFICATION

|                          |                          |
|--------------------------|--------------------------|
| 101 - P.A. CLASSROOM     | 121 -                    |
| 102 - ATHLETIC EQUIPMENT | 122 - TRAINING ROOM      |
| 103 - MEN'S              | 123 - MEETING ROOM       |
| 104 - VESTIBULE          | 124 - MECHANICAL         |
| 105 - MEN'S              | 125 - JANITOR            |
| 106 - VESTIBULE          | 126 - LOCKER             |
| 107 - VESTIBULE          | 127 - VESTIBULE          |
| 108 - MEN'S LOCKER ROOM  | 128 - VESTIBULE          |
| 109 - TEAM LOCKER        | 129 - STORAGE            |
| 110 - VESTIBULE          | 130 - OFFICE             |
| 111 - OFFICE             | 131 - VESTIBULE          |
| 112 - STORAGE            | 132 - TEAM LOCKER        |
| 113 - VESTIBULE          | 133 - MEN'S LOCKER ROOM  |
| 114 - LOCKER             | 134 - VESTIBULE          |
| 115 - JANITOR            | 135 - STAIR              |
| 116 - MECHANICAL         | 136 - OFFICE             |
| 117 - PHONE BAY          | 137 - VESTIBULE          |
| 118 - STORAGE            | 138 - MEN'S              |
| 119 - TELECOM ROOM       | 139 - ELECTRICAL         |
| 120 - MEN'S              | 140 - ATHLETIC EQUIPMENT |

## KEY PLAN



Agency Approval

|     |                      |      |
|-----|----------------------|------|
| No. | Revision/Description | Date |
|     |                      |      |

**architects** ARCHITECTURE PLANNING INTERIORS  
 1000 N. Main Street, Suite 100, San Jose, CA 95128  
 (408) 281-1111  
 www.architects.com

**INTERFACENET** NETWORK ENGINEERING, INC.  
 1000 N. Main Street, Suite 100, San Jose, CA 95128  
 (408) 281-1111  
 www.interfacenet.com

**THIRD HANFORD HIGH SCHOOL**  
 HANFORD, JEFFERSON HIGH SCHOOL DISTRICT  
 HANFORD, CALIFORNIA

**BUILDING 'F'**  
 TELECOM FLOOR PLAN

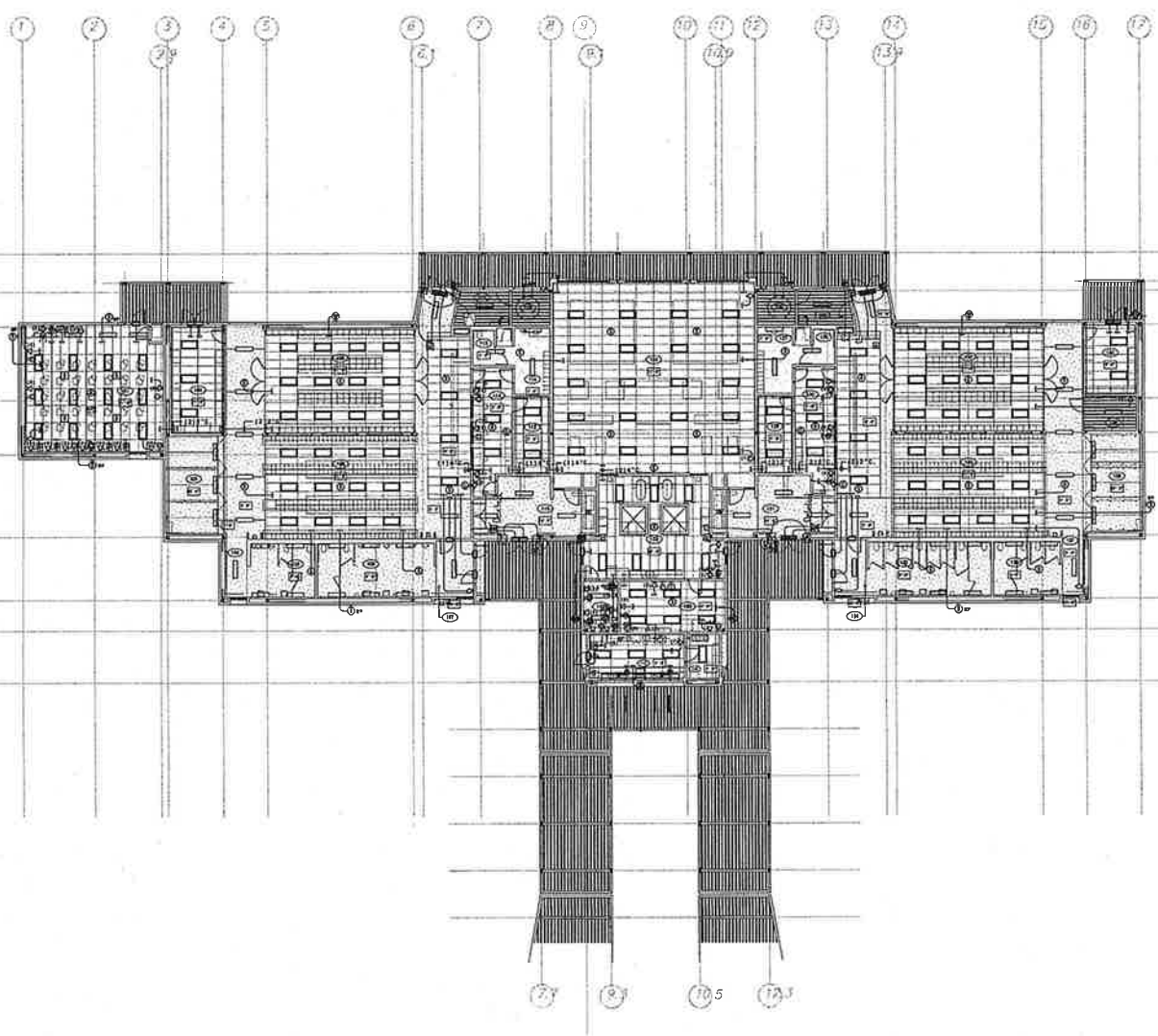
|             |             |                  |
|-------------|-------------|------------------|
| Designed by | Project No. | 000              |
| Drawn by    | Scale       | AS NOTED         |
| Checked by  | Copyright   | © 2011 S. Gordon |
| Reviewed by | Sheet       | F/T101           |
| Date        | 11/11/11    |                  |



TELECOM FLOOR PLAN

SCALE: 1/8" = 1'-0"





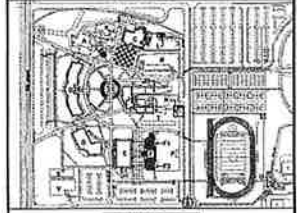
# GENERAL NOTES

1. CABLE SHALL ONLY BE SUPPORTED BY APPROPRIATE MEANS TO BE NOT. DO NOT SUPPORT CABLES ON PLASTER, PAINT, ELECTRICAL CONDUIT, OR MECHANICAL. MECHANICAL ROOMS AND ROADS CAN NOT BE ATTACHED TO THE ATTIC SHALL BE ATTACHED TO THE ATTIC. MECHANICAL ROOMS, PROVIDE 80% IS SALES. CABLE RACKS WIRING TO SUPPORT 100% WEIGHT, INDEPENDENT OF T-BAY RACKS WIRING AND LIGHTING RACKS 80%.
2. CONTRACTOR SHALL NOT NOTCH, CUT OR BORE ANY STRUCTURAL MEMBER NOT SPECIFICALLY DETAILED BY THE APPROPRIATE DRAWING WITHOUT PRIOR WRITTEN APPROVAL FROM THE ARCHITECT, STRUCTURAL ENGINEER AND SBA.
3. ALL CABLE SLEEVES AND CONDUITS ARE EXTENDED PAST ROOFLINE, HAVE LID CLOSURES, AND INSULATED/PAINTED, AND ARE FLEED CLEAN AND PROPERLY BUNDLED TO PROTECT CABLES.
4. ALL CONDUITS SHALL BE FIVE-RATED PER TELECOM PATHWAY AND SLEEVES DETAILS.

## ROOM IDENTIFICATION

|                        |                          |
|------------------------|--------------------------|
| 101 - P.E. CLASSROOM   | 121 -                    |
| 102 - JANETED HALLWAY  | 122 - TRAINING ROOM      |
| 103 - GYMNASIUM        | 123 - WEIGHT ROOM        |
| 104 - VESTIBULE        | 124 - MECHANICAL         |
| 105 - BOYS             | 125 - JANITOR            |
| 106 - BOYS             | 126 - LOCKER             |
| 107 - VESTIBULE        | 127 - LOCKER             |
| 108 - BOYS LOCKER ROOM | 128 - TAILOR             |
| 109 - VESTIBULE        | 129 - STORAGE            |
| 110 - VESTIBULE        | 130 - OFFICE             |
| 111 - OFFICE           | 131 - VESTIBULE          |
| 112 - STORAGE          | 132 - TEAM LOCKER        |
| 113 - TAILOR           | 133 - VESTIBULE          |
| 114 - LOCKER           | 134 - VESTIBULE          |
| 115 - JAMMY            | 135 - GYMNASIUM          |
| 116 - MECHANICAL       | 136 - GYMNASIUM          |
| 117 - GYMNASIUM        | 137 - VESTIBULE          |
| 118 - STORAGE          | 138 - GYMNASIUM          |
| 119 - TELECOM ROOM     | 139 - ELECTRICAL         |
| 120 - WORKROOM         | 140 - ATHLETIC EQUIPMENT |

## KEY PLAN



02-100768  
1/1/11

Agency Approval

|     |                       |       |
|-----|-----------------------|-------|
| No. | Revisions/Submissions | Date: |
|     |                       |       |

**ARCHITECTURE PLANNING INTERIOR**  
**ARL KILPATRICK**  
 architects  
 2000 N. Main Avenue, Fresno, California 93703 (559) 266-0000 Fax (559) 266-0001

**ENGINEER/ARCHITECT**  
**CHINTERFACE.NET**  
 Network Engineering, Inc.  
 100 S. Main Avenue, Fresno, California 93703 (559) 266-0000 Fax (559) 266-0001

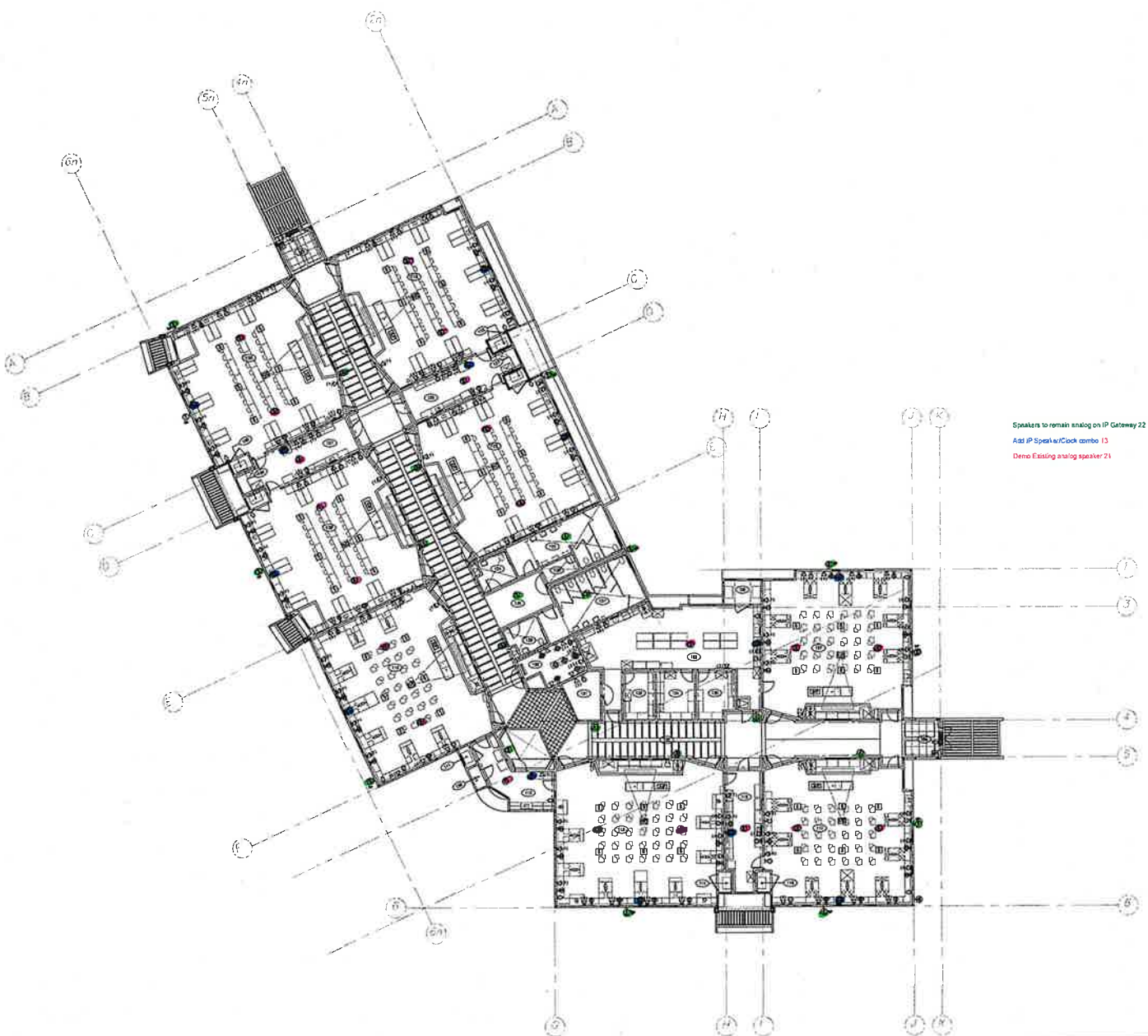
**THIRD HANFORD HIGH SCHOOL**  
 HANFORD JOINT UNION HIGH SCHOOL DISTRICT  
 HANFORD, CALIFORNIA

**BUILDING 'F'**  
 TELECOM PATHWAYS PLAN

Designed by: [Signature] Project No.: 004  
 Drawn by: [Signature] Scale: AS SHOWN  
 Checked by: [Signature] Copyright: © 2004  
 Revised by: [Signature] Date: 10/10/07  
 Sheet: 1 of 1

**F/T111**  
 1/1/11

**TELECOM PATHWAYS PLAN**  
 SCALE: 1/8" = 1'-0"



Speakers to remain analog on IP Gateway 22  
 Add IP Speaker/Cock combo 13  
 Demo Existing analog speaker 21

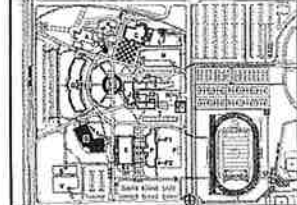
### GENERAL NOTES

1. ALL CABLE SHALL BE SECURED WITH 1/2" VELCRO TIE WRAPS. PLASTIC ZIP TIE WRAPS ARE NOT ALLOWED.
2. WHEN TERTIARY CABLES, THE CABLE PAIR TWISTS SHALL BE MAINTAINED TO WITHIN 1/4" FROM THE POINT OF TERMINATION. CABLE TERMINATION IS DONE ACCORDING TO APPLICABLE STANDARDS UTILIZING THE TOSCA WIRING ROOMS.
3. ALL PATCH PANELS, CABLES, AND FACEPLATES ARE CLEARLY LABELED WITH SELF-ADHESIVE BACKED PRINTED LABELS, WITH THE OWNER'S LABELING SCHEMA.
4. TERMINATE ALL SPEAKER CABLES BY EACH WANTED 100 OHMS OR TELLER RINGS.

### ROOM IDENTIFICATION

|                       |                        |
|-----------------------|------------------------|
| 101 - ENTRY           | 102 - PREPARATION ROOM |
| 103 - CORRIDOR        | 103 - MECHANICAL ROOM  |
| 104 - CORRIDOR        | 104 - LIFE RESCUE      |
| 105 - CORRIDOR        | 105 - OFFICE           |
| 106 - LIFE RESCUE     | 106 - BOY REESTROO     |
| 107 - MECHANICAL ROOM | 107 - BOY REESTROO     |
| 108 - MECHANICAL ROOM | 108 - BOY REESTROO     |
| 109 - LIFE RESCUE     | 109 - BOY REESTROO     |
| 110 - MECHANICAL ROOM | 110 - BOY REESTROO     |
| 111 - MECHANICAL ROOM | 111 - BOY REESTROO     |
| 112 - MECHANICAL ROOM | 112 - BOY REESTROO     |
| 113 - MECHANICAL ROOM | 113 - BOY REESTROO     |
| 114 - MECHANICAL ROOM | 114 - BOY REESTROO     |
| 115 - MECHANICAL ROOM | 115 - BOY REESTROO     |
| 116 - MECHANICAL ROOM | 116 - BOY REESTROO     |
| 117 - MECHANICAL ROOM | 117 - BOY REESTROO     |
| 118 - MECHANICAL ROOM | 118 - BOY REESTROO     |
| 119 - MECHANICAL ROOM | 119 - BOY REESTROO     |
| 120 - MECHANICAL ROOM | 120 - BOY REESTROO     |

### KEY PLAN



02-108768  
 10/1/2007

Agency Approval

| No. | Revisions/ Submissions | Date |
|-----|------------------------|------|
|     |                        |      |

**architects**  
 ARCHITECTURE PLANNING INTERIORS  
 1000 10th Street, Suite 100, San Francisco, CA 94103  
 Phone: (415) 774-1000 Fax: (415) 774-1001

**ONEINTERFADE.NET**  
 CONSULTING ARCHITECTS  
 1000 10th Street, Suite 100, San Francisco, CA 94103  
 Phone: (415) 774-1000 Fax: (415) 774-1001

**THIRD HANFORD HIGH SCHOOL**  
 HANFORD JON LAMAR HIGH SCHOOL DISTRICT  
 HANFORD, CALIFORNIA

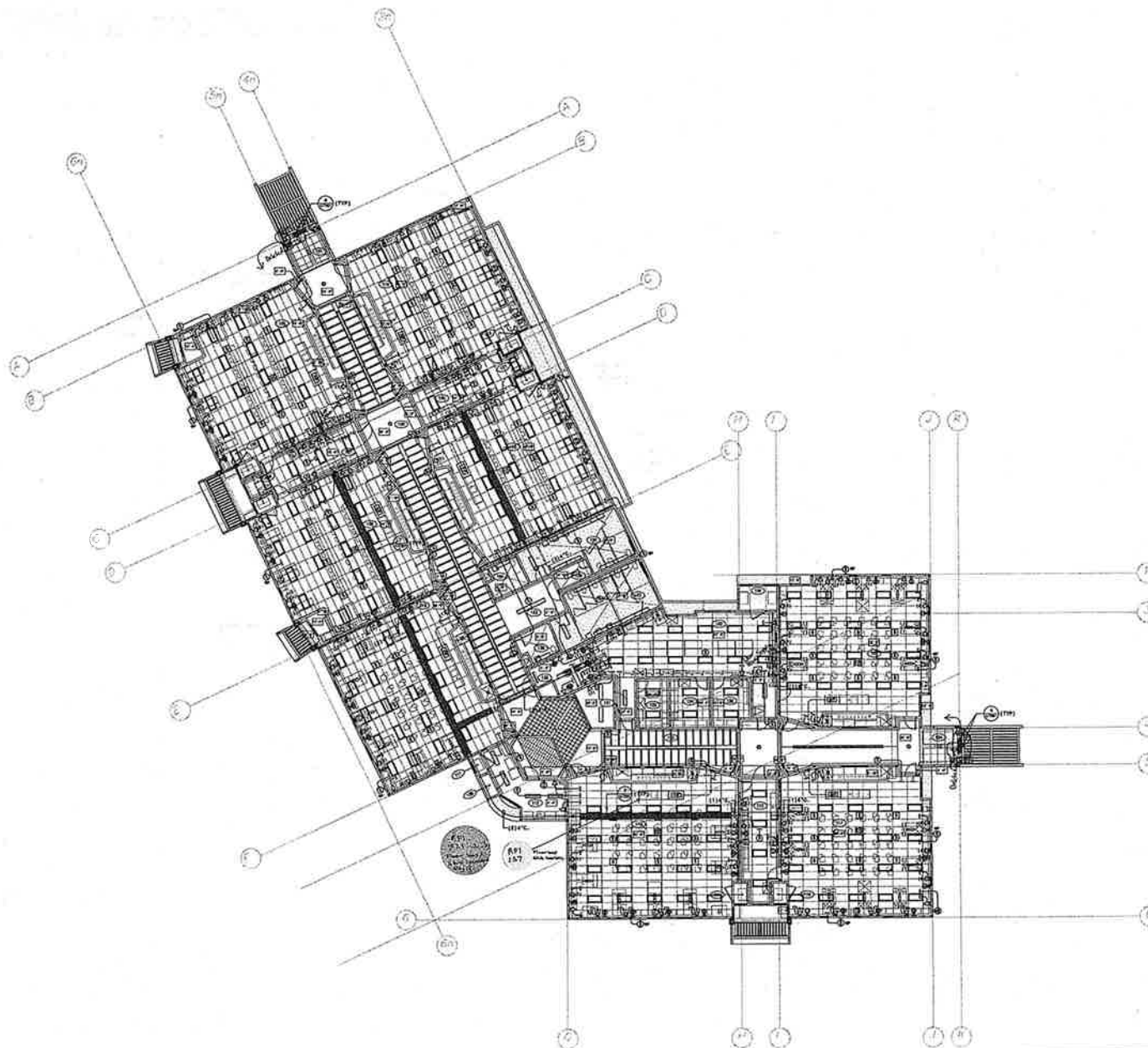
**BUILDING 'G'**  
 TELECOM FLOOR PLAN

|              |              |           |
|--------------|--------------|-----------|
| Designed by: | Project No.: | 004       |
| Drawn by:    | Scale:       | AS NOTED  |
| Checked by:  | Copyright:   | © 2007    |
| Reviewed by: | Drawn by:    | G/T101    |
| Date:        | Drawn by:    | 10/1/2007 |



TELECOM FLOOR PLAN  
 SCALE: 1/8" = 1'-0"





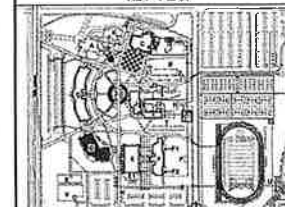
# GENERAL NOTES

1. CONTRACTOR SHALL PROVIDE SHOP DRAWINGS INDICATING LAYOUT AND LOCATION OF ALL WARE (INCLUDING BRACE DETAILS AND CONNECTION TO STRUCTURE).
2. ALL NEW CONDUIT AND CABLE TRAYS SHALL BE RAN PER EDC 1000-10.
3. DRAWINGS SHALL REFERENCE AND IDENTIFY DETAILS SPECIFIC TO JOBSITE CONDITIONS FROM AN ODDO PRE-APPROVED (OPA) REPORT OR PROVIDE DRAWINGS AND CALCULATIONS REVIEWED AND SIGNED BY A CALIFORNIA LICENSED STRUCTURAL ENGINEER.
4. ACCEPTABLE OPA SYSTEMS INCLUDE 9-1114.
5. DETAILS DEVELOPED FROM THE OPA REPORT SHALL BE STAMPED AND SIGNED BY A LICENSED CALIFORNIA STRUCTURAL ENGINEER.
6. PRIOR TO INSTALLATION, DRAWINGS SHALL BE SUBMITTED FOR REVIEW TO THE INSPECTOR (100), STRUCTURAL ENGINEER OF RECORD (EOR), AND OWNER TEAM.
7. REVIEWED DRAWINGS SHALL BE PROVIDED TO THE IDA AND MADE AVAILABLE FOR REVIEW BY ODA.
8. GRAVITY SUPPORTS FOR CONDUIT AND CABLE TRAYS SHALL BE PROVIDED IN ACCORDANCE WITH AN APPROVED OPA REPORT, ODA, OR AS INDICATED IN THE CONTRACT DRAWINGS AND SPECIFICATIONS.
9. BEAMS NOT SPECIFICALLY DETAILED ON THE DRAWINGS, CONTRACTOR SHALL PROVIDE SHOP DRAWINGS INDICATING LAYOUT AND LOCATION OF ALL GRAVITY SUPPORTS, AND DETAILS TO BE USED.
10. MAXIMUM BRACING AND VERTICAL LOADS SHALL NOT EXCEED THE PARAMETERS AS SET FORTH IN STRUCTURAL DRAWINGS.
11. CABLES SHALL ONLY BE SUPPORTED BY APPROPRIATE MEANS TO 10' OR LESS. DO NOT SUPPORT CABLES ON PLUMBING PIPES, ELECTRICAL CONDUIT, OR MECHANICAL DUCTS. WHEN A JOIST OR RIB IS ATTACHED TO THE ATTIC WALL, THE ATTIC STRUCTURAL MEMBERS PROVIDE NEW 12 GAUGE CEILING HANGER WIRES TO SUPPORT JOISTS, INDEPENDENT OF T-BAR HANGER WIRES AND LISTED HANGER WIRES.
12. CONTRACTOR SHALL NOT NOTCH, CUT OR REMOVE ANY STRUCTURAL MEMBER NOT SPECIFICALLY DETAILED IN THE APPROVED DRAWINGS WITHOUT PRIOR WRITTEN APPROVAL FROM THE ARCHITECT, STRUCTURAL ENGINEER AND ODA.
13. ALL CABLE BUNDLES AND CONDUITS ARE EXTENDED PAST ROOFPIES, HAND LID CEILING, AND INADEQUATELY PROTECT, AND ARE FUSED CLEAN AND PROPERLY BUNDLED TO PROTECT CABLES.
14. ALL GRAVITY SHALL BE FIVE RATED PER TELECOM PATHWAY AND BELIEVE DETAILS.

## ROOM IDENTIFICATION

|                        |                                |
|------------------------|--------------------------------|
| 101 - ENTRY            | 130 - PREPARATION ROOM         |
| 102 - CORRIDOR         | 131 - MECHANICAL ROOM          |
| 103 - CORRIDOR         | 132 - LIFE SCIENCE             |
| 104 - ENTRY            | 133 - VESTIBULE                |
| 105 - LIFE SCIENCE     | 134 - MECHANICAL ROOM          |
| 106 - MECHANICAL ROOM  | 135 - BOYS RESTROOM            |
| 107 - PREPARATION ROOM | 136 - LECTURE                  |
| 108 - MECHANICAL ROOM  | 137 - GYMNASIUM                |
| 109 - LIFE SCIENCE     | 138 - BOYS RESTROOM            |
| 110 - CORRIDOR         | 139 - TELECOM ROOM             |
| 111 - MECHANICAL ROOM  | 140 - ELECTRICAL ROOM          |
| 112 - PREPARATION ROOM | 141 - MECHANICAL ROOM          |
| 113 - CORRIDOR         | 142 - CHEMICAL STORAGE         |
| 114 - MECHANICAL ROOM  | 143 - SCIENCE PREPARATION ROOM |
| 115 - PREPARATION ROOM | 144 - DRY STORAGE              |
| 116 - MECHANICAL ROOM  | 145 - MECHANICAL ROOM          |
| 117 - PHYSICAL SCIENCE | 146 - PHYSICAL SCIENCE         |
| 118 - LIFE SCIENCE     | 147 - MECHANICAL ROOM          |
| 119 - MECHANICAL ROOM  |                                |

## KEY PLAN



Agency Approval

|     |                        |       |
|-----|------------------------|-------|
| No. | Revisions/ Submissions | Date: |
|     |                        |       |

**ARCHITECTURE - PLANNING - INTERIORS**  
**CHRYSTAL ARCHITECTS**  
 1000 10th Street, Suite 100, San Francisco, CA 94103  
 Tel: 415.774.1000 Fax: 415.774.1001  
 www.crystalarchitects.com

**CHRYSTAL ARCHITECTS**  
 1000 10th Street, Suite 100, San Francisco, CA 94103  
 Tel: 415.774.1000 Fax: 415.774.1001  
 www.crystalarchitects.com

**THIRD HANFORD HIGH SCHOOL**  
 HANFORD, JOINT UNION HIGH SCHOOL DISTRICT  
 HANFORD, CALIFORNIA

**BUILDING 'G'**  
 TELECOM PATHWAYS PLAN

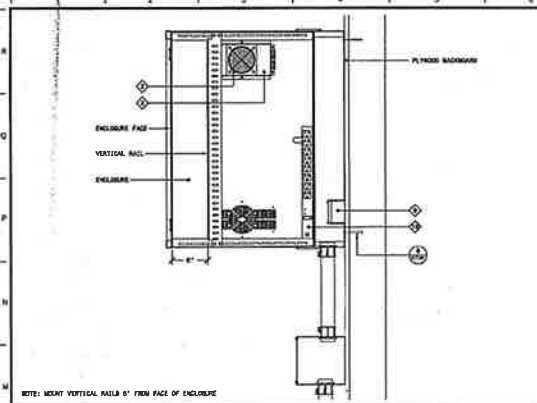
Designed by: [Signature] Project No.: 004  
 Drawn by: [Signature] Scale: AS NOTED  
 Checked by: [Signature] Date: 10/24/07  
 Projected by: [Signature] Date: 10/24/07  
 Drawn by: [Signature] Date: 10/24/07

**TELECOM PATHWAYS PLAN**  
 10/24/07

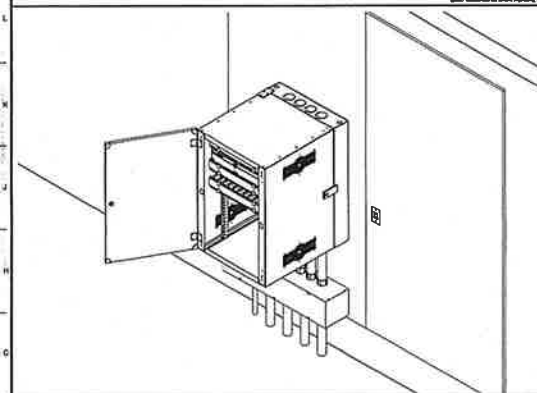
**TELECOM PATHWAYS PLAN**  
 10/24/07

**TELECOM PATHWAYS PLAN**  
 10/24/07

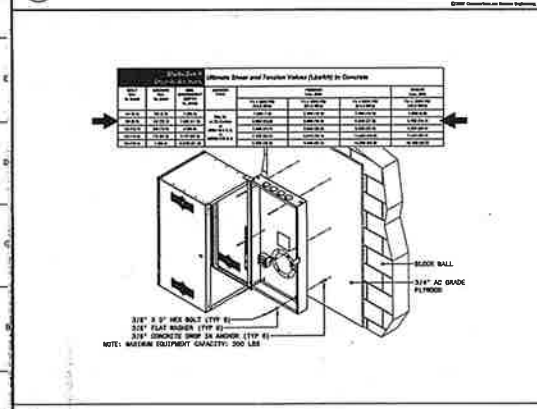
**TELECOM PATHWAYS PLAN**  
 SCALE: 3/8" = 1'-0"



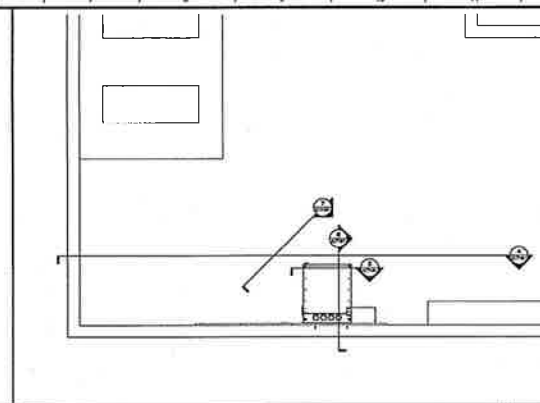
1 'TR-H1.1' - SIDE ELEVATION  
SCALE: 1/8" = 1'-0"



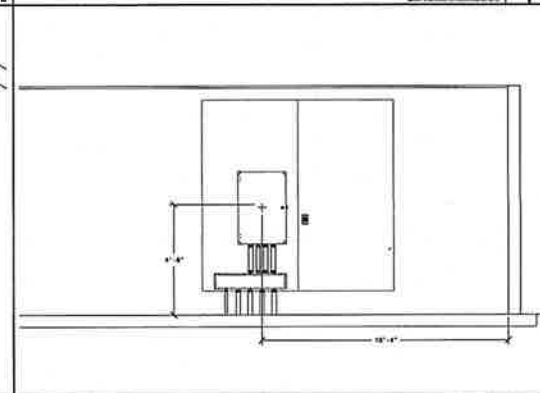
2 'TR-H1.1' - PERSPECTIVE VIEW  
SCALE: NOT TO SCALE



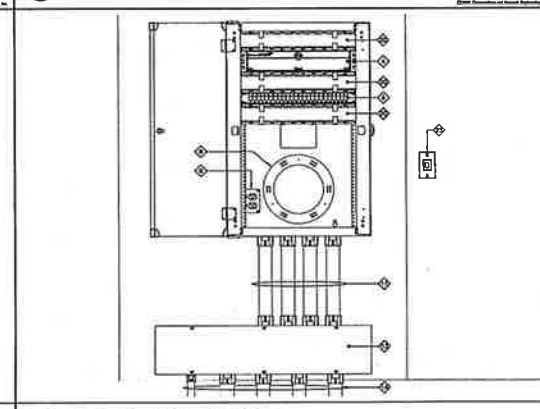
3 WALL MOUNT ENCLOSURE - MOUNTING DETAIL  
SCALE: 1/8" = 1'-0"



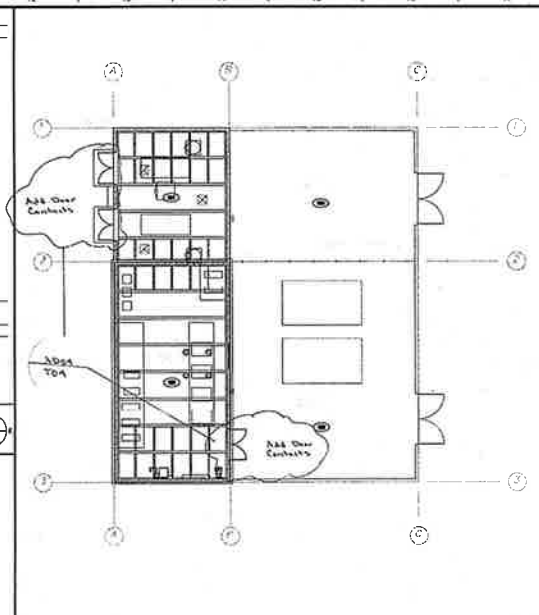
4 TELECOM SPACE - ROOM '102' - 'TR-H1.1'  
SCALE: 1/8" = 1'-0"



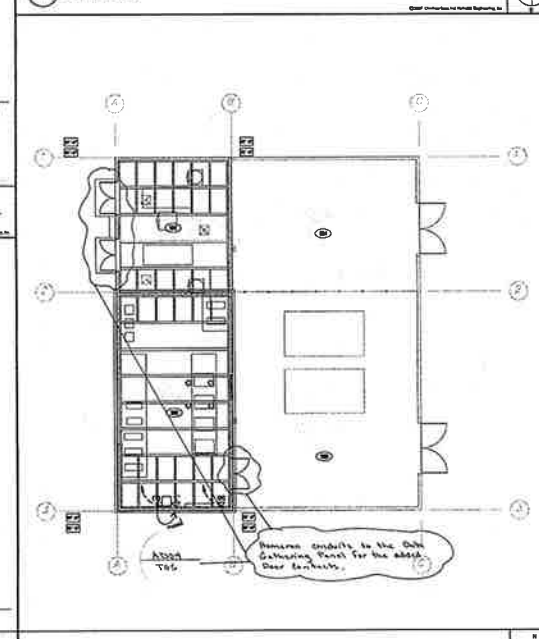
5 'TR-H1.1' - SOUTH WALL ELEVATION  
SCALE: 1/8" = 1'-0"



6 'TR-H1.1' - FRONT ELEVATION  
SCALE: 1/8" = 1'-0"



7 TELECOM FLOOR PLAN  
SCALE: 1/8" = 1'-0"



8 TELECOM PATHWAYS PLAN  
SCALE: 1/8" = 1'-0"

- ### SHEET NOTES
- 1. BALL MOUNT ENCLOSURE (CONSTRUCTION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 2. FAN KIT (CONSTRUCTION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 3. FILTER KIT (CONSTRUCTION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 4. FIBER OPTIC PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 5. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 6. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 7. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 8. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 9. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 10. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 11. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 12. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 13. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 14. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 15. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 16. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 17. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 18. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 19. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.
  - 20. 24-PORT CATEGORY-8 PATCH PANEL (ELEVATION #1010-140). SEE SPECIFICATIONS FOR APPROVED EQUALS.

### ROOM IDENTIFICATION

101 - CHILLER ROOM  
102 - COOLING TOWER YARD  
103 - ELECTRICAL YARD

### KEY PLAN

02-108768  
02-108768  
02-108768

Agency Approval

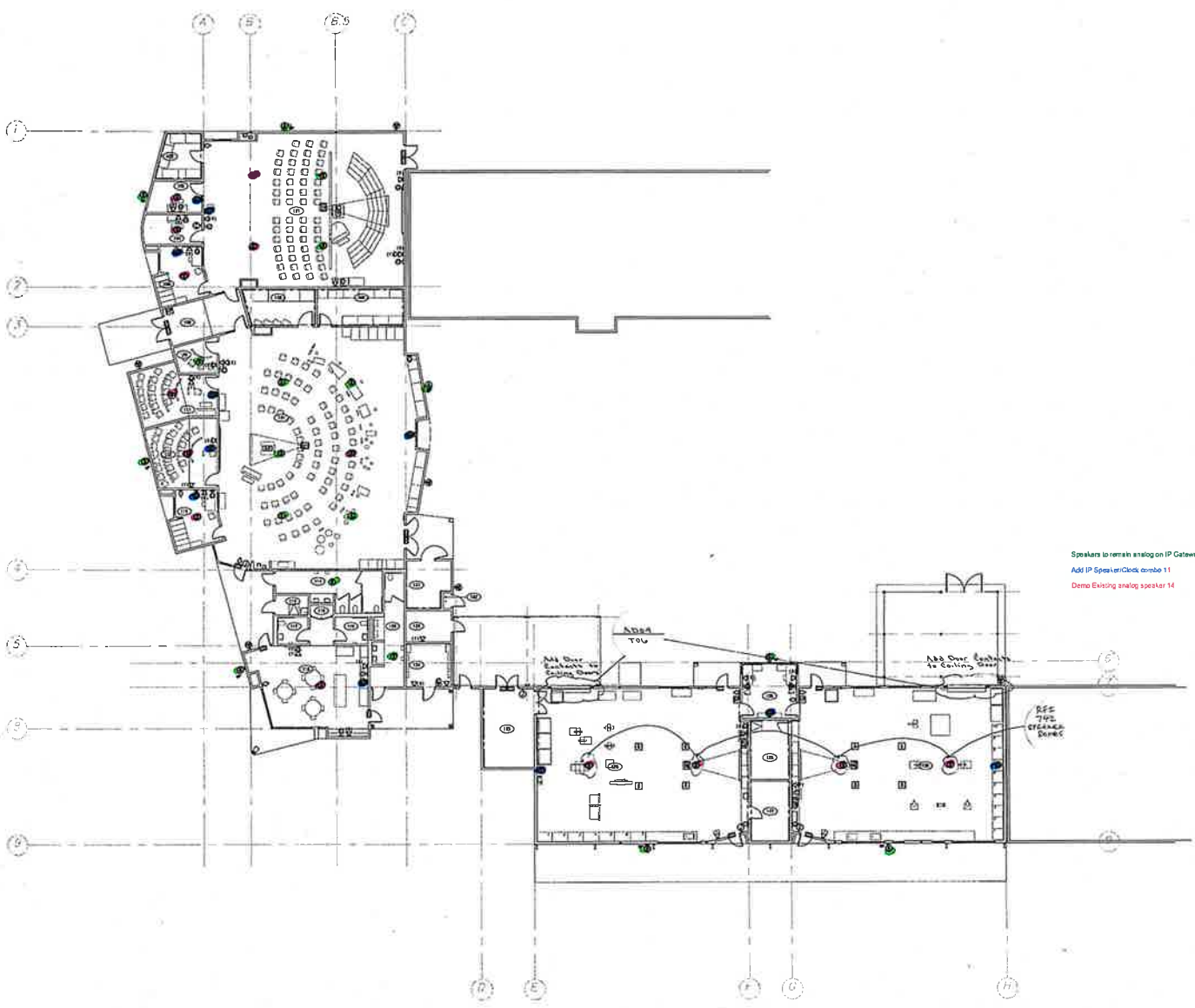
ARCHITECTURAL - PLANNING - INTERIORS  
THIRD HANFORD HIGH SCHOOL  
HANFORD, CALIFORNIA

BUILDING 'H'  
TELECOM FLOOR PLAN

Design: 02  
Drawn: 02  
Checked: 02  
Reviewed: 02

Project: 02  
Scale: 1/8" = 1'-0"  
Copyright: 2010  
H/T10





Speakers to remain analog on IP Gateway 17  
 Add IP Speaker/Clock combo 11  
 Remove Existing analog speaker 14

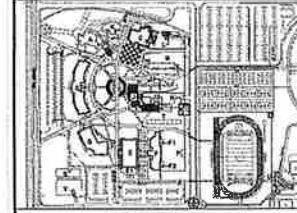
# GENERAL NOTES

1. ALL CABLE SHALL BE SECURED WITH 1/2" VELCRO TIE-WRAPS. PLANTIES SHIP TIE-WRAPS ARE NOT ALLOWED.
2. WHEN TERTIARY CABLES, THE CABLE PAIR TRAYS SHALL BE MAINTAINED TO WITHIN 1/2" FROM THE POINT OF TERMINATION. CABLE TERMINATION IS DONE ACCORDING TO APPLICABLE STANDARDS UTILIZING THE TRAYS BEING USED.
3. ALL PATCH PANELS, CABLES, AND PATCHPLATES ARE CLEARLY LABELED WITH SELF-ADHESIVE MAGNETIC PRINTED LABELS, WITH THE OWNER'S LABELING SYSTEM.
4. TERMINATE ALL SPEAKER CABLES ON BACK MOUNTED 110 BLOCKS IN TELECOM ROOMS.

## ROOM IDENTIFICATION

|                    |                        |
|--------------------|------------------------|
| 101 - CORRAL       | 117 - BOARDING         |
| 102 - ROBE STORAGE | 118 - CLOSET           |
| 103 - PRACTICE     | 119 - BOM              |
| 104 - PRACTICE     | 120 - BOM              |
| 105 - OFFICE       | 121 - GYMNASIUM        |
| 106 - OFFICE       | 122 - FILE FURN        |
| 107 - LOCKER ROOM  | 123 - TELECOM          |
| 108 - LOCKER ROOM  | 124 - ALLIANCE         |
| 109 - LOCKER ROOM  | 125 - MATERIAL STORAGE |
| 110 - PRACTICE     | 126 - BOM SHOP         |
| 111 - PRACTICE     | 127 - TOOL STORAGE     |
| 112 - PRACTICE     | 128 - TOOL STORAGE     |
| 113 - OFFICE       | 129 - OFFICE           |
| 114 - OFFICE       | 130 - OFFICE           |
| 115 - JANITORS     | 131 - METAL SHOP       |
| 116 - BOARDING     |                        |

## KEY PLAN



02-100705

11/11/12

Agency Approval

| No. | Revisions/ Submissions | Details |
|-----|------------------------|---------|
|     |                        |         |

**ARCHITECTURE PLANNING INTERIORS**  
**architects**  
 10000 Wilshire Blvd., Suite 1000, Beverly Hills, CA 90210  
 (310) 276-1111  
 www.architects.com

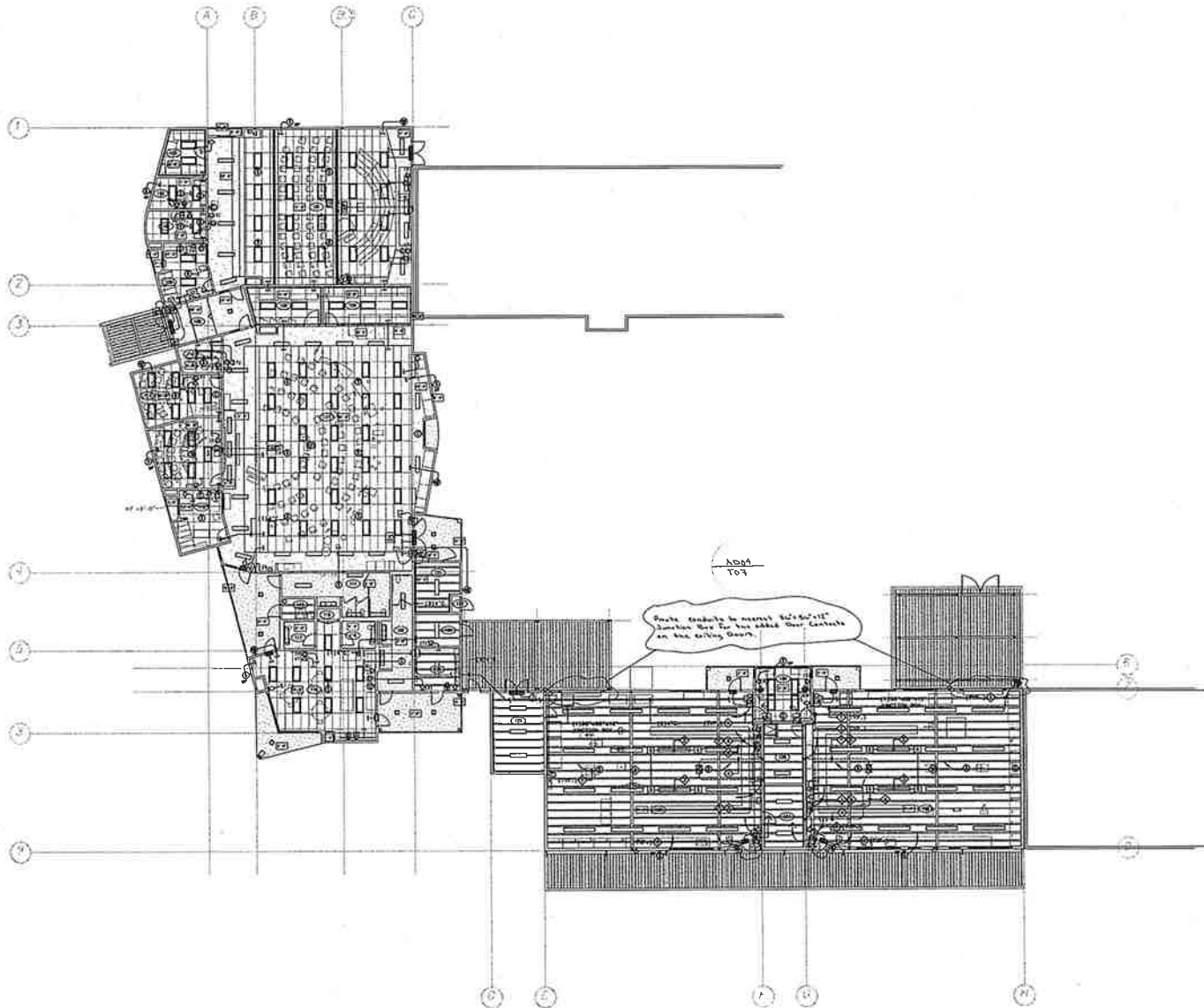
**ONEINTERFACE.NET**  
 OneInterface Engineering, Inc.  
 10000 Wilshire Blvd., Suite 1000, Beverly Hills, CA 90210  
 (310) 276-1111  
 www.oneinterface.net

**THIRD HANFORD HIGH SCHOOL**  
 HANFORD JOINT UNION HIGH SCHOOL DISTRICT  
 HANFORD, CALIFORNIA

**BUILDING 'J'**  
 TELECOM FLOOR PLAN

**DESIGNED BY** Project No. 010  
**DRAWN BY** Scale: AS SHOWN  
**CHECKED BY** Copyright: © 2012  
**REVIEWED BY** Date: 10/10/12  
**DATE** 10/10/12 **SHEET** 1 OF 1

**J/T101**



# GENERAL NOTES

1. CABLE SHALL ONLY BE SUPPORTED BY APPROPRIATE HANG TO DO. DO NOT SUPPORT CABLES ON PLUMBING PIPES, ELECTRICAL CONDUIT, OR MECHANICAL DUCTS. HANG CABLES WITH APPROVED HANGERS. ALL CABLES SHALL BE AT LEAST 12 INCHES ABOVE ANY MECHANICAL EQUIPMENT, EXCEPT FOR CABLES THAT ARE SUPPORTED BY APPROVED HANGERS.
2. CONTRACTOR SHALL NOT REMOVE, CUT OR BORE ANY STRUCTURAL MEMBER NOT SPECIFICALLY DETAILED ON THE APPROVED DRAWING WITHOUT PRIOR WRITTEN APPROVAL FROM THE ARCHITECT, STRUCTURAL ENGINEER AND DBA.
3. ALL CABLE SLIPPER AND CONDUITS AND EXTENDED PAST ROOF TOP, HARD LID CELLULOSIC, AND JUNCTIONS, AREAS, AND ARE FILLED CLEAN AND PROPERLY BURIED TO PROTECT CABLES.
4. ALL CONDUITS SHALL BE FIRE RATED PER TELECOM PATHWAY AND BULGE DETAILS.

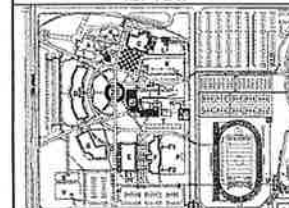
## SHEET NOTES

- ◇ ROUTE CONDUIT TO NEAREST 36" X 36" X 12" JUNCTION BOX.
- ◇ PROVIDE AND INSTALL (1) 1/4" CONDUIT.
- ◇ PROVIDE AND INSTALL (2) 1/4" CONDUIT.
- ◇ PROVIDE AND INSTALL (3) 1/4" CONDUIT.
- ◇ PROVIDE AND INSTALL (2) 1/4" CONDUIT.

## ROOM IDENTIFICATION

|                        |                        |
|------------------------|------------------------|
| 101 - CHINA            | 117 - BOWERS           |
| 102 - BOWERS           | 118 - CLOSET           |
| 103 - PRACTICE         | 119 - MEV              |
| 104 - PRACTICE         | 120 - MEV              |
| 105 - OFFICE           | 121 - GLASS STORAGE    |
| 106 - OFFICE           | 122 - FIVE ASIN        |
| 107 - JUNCTION ROOM    | 123 - TELECOM          |
| 108 - TELECOM STORAGE  | 124 - ELECTRICAL       |
| 109 - MATERIAL STORAGE | 125 - MATERIAL STORAGE |
| 110 - PRACTICE         | 126 - TOOL STORAGE     |
| 111 - PRACTICE         | 127 - TOOL STORAGE     |
| 112 - PRACTICE         | 128 - TOOL STORAGE     |
| 113 - OFFICE           | 129 - OFFICE           |
| 114 - OFFICE           | 130 - METAL MEV        |
| 115 - JANITOR          |                        |
| 116 - BOWERS           |                        |

## KEY PLAN



Agency Approval

| No. | Revised/Submitted | Date |
|-----|-------------------|------|
|     |                   |      |

**ARCHITECTURE - PLANNING - INTERIORS**  
**architects**  
 1000 West 10th Street, Suite 100, Los Angeles, CA 90015  
 (213) 481-1111  
 www.architects.com

**CHINTERFADE.NET**  
 Network Engineering, Inc.  
 1000 West 10th Street, Suite 100, Los Angeles, CA 90015  
 (213) 481-1111  
 www.chinterfade.net

**THIRD KANFORD HIGH SCHOOL**  
 KANFORD JAIL UNDER HIGH SCHOOL, DISTRICT  
 KANFORD, CALIFORNIA

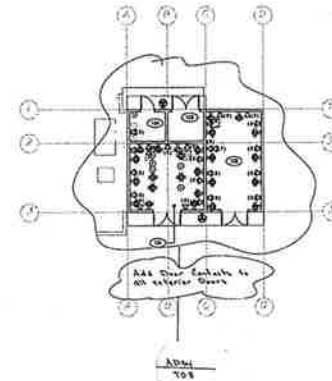
**BUILDING 'J'**  
 TELECOM PATHWAYS PLAN

Designed by: Project No.: 02-108768  
 Drawn by: Scale: AS NOTED  
 Checked by: Copyright: © 2011  
 Date: 10/11/11 Sheet: 1 of 1

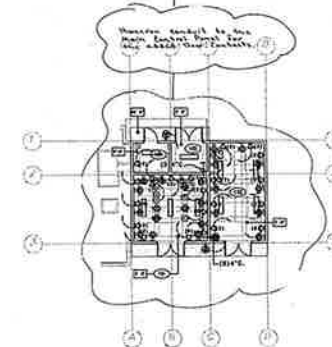


TELECOM PATHWAYS PLAN  
 SCALE: 3/8" = 1'-0"





**BUILDING 'L' - TELECOM FLOOR PLAN**  
SCALE: 1/8" = 1'-0"



**BUILDING 'L' - TELECOM PATHWAYS PLAN**  
SCALE: 1/8" = 1'-0"

# **GENERAL NOTES**

1. ALL CABLE SHALL BE BUNDLED WITH 1/2" VELCRO TIE-BANDS. PLASTIC ZIP TIE BANDS ARE NOT ALLOWED.
2. WHEN TERMINATING CABLE, THE CABLE PAIR TWISTS SHALL BE MAINTAINED TO WITHIN 1/2" FROM THE POINT OF TERMINATION. CABLE TERMINATION IS DONE ACCORDING TO APPLICABLE STANDARDS UTILIZING THE TIA/EIA WORKING SERIES.
3. ALL PATCH PANELS, CABLES, AND PATCHES ARE CLEARLY LABELED WITH SELF-ADHESIVE MACHINE PRINTED LABELS, WITH THE OWNER'S LABELING SCHEME.
4. TERMINATE ALL SPEAKER CABLES ON RACK MOUNTED 110 BLOCKS IN TELECOM ROOM.
5. CABLES SHALL ONLY BE SUPPORTED BY APPROPRIATE MEANS TO 10' OR LESS. DO NOT SUPPORT CABLES ON PLUMBING PIPE, ELECTRICAL CONDUIT, OR MECHANICAL DUCTWORK. WHEN A RACK OR KIT IS ATTACHED TO THE KITTED WALL OR ATTIC STRUCTURAL MEMBERS, PROVIDE 1/2" DIA. GUSSET PLATES HANGER WEDGES TO SUPPORT A RACK, INDEPENDENT OF 1/2" DIA. HANGER WEDGES AND LIGHTER BARRIER WEDGES.
6. CONTRACTOR SHALL NOT NOTCH, CUT OR BORE ANY STRUCTURAL MEMBER NOT SPECIFICALLY DETAILED ON THE APPROPRIATE DRAWING. RETEED PRIOR WRITTEN APPROVAL FROM THE ARCHITECT, STRUCTURAL ENGINEER AND GSA.
7. ALL CABLE BUNDLES AND CONDUITS ARE FIELD CLEAN AND PROPERLY BUNDLED TO PROTECT CABLES.
8. ALL CONDUIT BUNDLES ARE FIELD CLEAN, HAND LID CLEANED, AND LEAKAGE-RESISTANT AREAS.
9. ALL CONDUITS SHALL BE FIELD RATED FOR TELECOM PATHWAY AND BUNDLE DETAILS.
10. COORDINATE WITH ELECTRICAL FOR MOUNTING STYLE AND FINISH ON ALL FLOOR MOUNTED EQUIPMENT.

ALL other equipment to be installed in this room.

NOVA  
T01

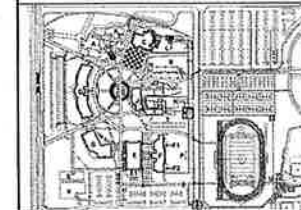
## **SPECIAL NOTE**

1. ALL CABLES AND CONNECTIONS WITHIN THIS BUILDING SHALL BE CAT 6A.

## **ROOM IDENTIFICATION**

|                         |
|-------------------------|
| 101 - MAIN TELECOM      |
| 102 - TELECOM EQUIPMENT |
| 103 - TELECOM ENTRANCE  |
| 104 - ELECTRICAL        |

## **KEY PLAN**



02-108768  
11/10/01

## **Agency Approval**

| No. | Revisions/ Submissions | Date |
|-----|------------------------|------|
|     |                        |      |

**architects**

**CHINTERFADE.NET**  
CHINTERFADE.NET  
CHINTERFADE.NET  
CHINTERFADE.NET

**THIRD HANFORD HIGH SCHOOL**  
THIRD HANFORD HIGH SCHOOL  
THIRD HANFORD HIGH SCHOOL  
THIRD HANFORD HIGH SCHOOL

**BUILDING 'L'**  
BUILDING 'L'  
BUILDING 'L'  
BUILDING 'L'

**DESIGNED BY** PROJECT NO. 0041  
**DRAWN BY** SCALE: AS NOTED  
**CHECKED BY** COPYRIGHT © 2001  
**REVIEWED BY** DATE: 10/10/01  
**SHOWN BY** SHEET: 1 OF 1

**L/T101**

- In addition to live and ad hoc paging, the system shall support playback of recorded messages stored as .wav files, to include the program bell tone, daily announcements, lockdown alert, evacuation alert, etc. The system shall allow a different tone or message for each zone. The system shall also be able to broadcast messages to computer screens running a client application.
- The system shall support special calendar schedules to adjust for special events, holidays, etc. The system shall support multiple simultaneous schedules on the same facility (e.g., one schedule for grades 1-6, another for kindergarten, etc.) The system shall be able to automatically compensate for daylight savings time and automatically synchronize the system time with internet time servers.
- The system shall log all events that occur and trigger and alarm for any errors or changes (e.g. message send failure, speaker failure, new speaker connected to network, etc.).
- The system shall receive voice input from SIP softphones installed on designated computers. The system shall also be capable of interfacing with any analog PBX or VoIP communications system to provide paging from telephone system handsets.
- The system shall be capable of initiating sounding specific messages or sending text messages to designate computers as triggered by other systems (e.g., fire alarm, security, etc.) via analog to digital zone controllers.
- The system shall be capable of interfacing with any legacy paging system to provide paging features inherent to the legacy system.
- Paging system speakers shall connect to the school LAN via CAT6 data cabling and IEEE 802.11af compliant power over ethernet (POE) switches located in data distribution frames. Each speaker shall be individually addressable via dynamic host control protocol (DHCP) addressing. The number of supported speakers shall be limited only by the number of available IP addresses. Speaker operation shall be accomplished by individual amplifiers on each speaker.
- The system shall support synchronized digital wall clocks as an integral component of the speaker.
- Stand-alone clocks shall be installed and connected to the master clock. Provide master clock at each building IDF where stand-alone clocks are used.

---

## 2. Site Investigation

The contractor shall:

- Conduct a complete site survey to identify all existing devices (speakers, clocks, amplifiers, etc.) to be replaced.
  - Perform walk-throughs with the District's IT representative to verify locations and conditions.
  - Prepare as-built documentation and device mapping plans identifying all device locations and necessary replacements.
- 

## 3. Labor and Installation

The contractor shall:

- Contractor shall include in the proposal all labor, equipment and materials to provide a complete installation that is operational.
- The scope of work shall be installed during the time of school holidays or summer breaks in order not to interrupt school activities and class time.
- Furnish, install, and program as shown on plans and as hereinafter specified all equipment, cabling, and terminations for a fully functional system.
- The contractor shall furnish complete shop drawings for review and approval.
- Integrate IP paging/clock system with the existing conventional public address system and telephone system, including all paging zones and extensions.
- Horizontal cabling jackets, patch cable jackets, and modular RJ-45 jacks serving the Paging System shall be green in color.
- All new speaker, clock, and speaker/clock installations shall be flush mounted in walls and ceilings. Where an existing paging and clock system is being replaced, surface mounted speakers shall be acceptable at walls and gypsum board ceilings, but flush mounting is still required at T-bar ceilings.

- Provide rack mounted, IP zone amplifiers for exterior speaker runs and corridors with more than 3 speakers only. All other speakers and speaker/clocks shall be individually addressed IP units.
- Install server software on a server designated by the district and configure per specifications and owner direction for bell schedule.
- Integrate new IP system with existing conventional paging and telephone systems, including existing and new paging extensions, and all call.
- Provide one dedicated handset in administration that dials directly to All Call.

#### 4. Time of Completion

All work must be completed and fully operational on or before March 26, 2027.

No time extensions will be granted, and all work must be coordinated to align with the District's construction and school calendar.

---

#### Proposal Requirements

Please ensure your cost proposal includes:

- A detailed breakdown of labor, materials, and equipment costs.
- Manufacturer cut sheets and data for all proposed components.
- Lead times for procurement and installation.
- Confirmation of compliance with specifications.
- Warranty details for both materials and workmanship.
- Any alternates or value engineering suggestions for District consideration.

---

Please submit your complete proposal to allow sufficient time for review and approval by the District. Should you have any questions or require a site walk-through prior to proposal submission, please contact me directly to coordinate.



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.:

011

### DATE OF ISSUANCE:

3/17/2026

### OWNER:

Hanford Joint Union High School District  
823 W. Lacey Blvd.  
Hanford CA 93230-

### CONTRACT DATE:

10/9/2025

### NOTICE TO PROCEED:

10/9/2025

### 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.:

You are hereby directed to make the following change(s) in this Contract:

Change Clock System to Bldgs J3 & M1

Change the clock/speaker system from VALCOM to an ATLAS SOUND System for Buildings J3 and M1.

### CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- ☒ Lump Sum (increase) of \$68,276.21  
☐ 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: 3-17-26

By:

Date: 03.26.2026

By:

Date: 3/17/26

☒ 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.:

013.1

### DATE OF ISSUANCE:

2/18/2026

### 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:

Change Clock System to Bldgs J3 & M1

#### Necessary for:

### DESIGN CONSULTANT'S REVIEW:

Date Sent:

3/17/2026

#### ACTION:

Referred To:

Darden

Date Returned:

3/17/2026

- ☒ 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:

3/17/2026

#### 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

*Justo Padron*  
Darden Architects :

Date : 3-17-26

### APPROVED:

Hanford Joint Union High School District  
823 W. Lacey Blvd.  
Hanford CA 93230-

*Renu Choudhary*

03.26.2026

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 #013

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 #013: RFP#1 Change Clock System

|                        |                                                                                          |                                 |                                          |
|------------------------|------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------|
| TO:                    | Hanford Joint Union High School<br>823 West Lacey Boulevard<br>Hanford California, 93230 | FROM:                           |                                          |
| PCO NUMBER/REVISION:   | 013 / 0                                                                                  | CONTRACT:                       | 1 - Standard Template [Change Name]      |
| REQUEST RECEIVED FROM: |                                                                                          | CREATED BY:                     | Stephanie Perkins (Ardent General, Inc.) |
| STATUS:                | Pending - In Review                                                                      | CREATED DATE:                   | 2/18 /2026                               |
| REFERENCE:             | RFP#01                                                                                   | PRIME CONTRACT<br>CHANGE ORDER: |                                          |
| FIELD CHANGE:          | No                                                                                       |                                 |                                          |
| LOCATION:              |                                                                                          | ACCOUNTING<br>METHOD:           | Amount Based                             |
| SCHEDULE IMPACT:       |                                                                                          | PAID IN FULL:                   | No                                       |
|                        |                                                                                          | TOTAL AMOUNT:                   | \$68,276.21                              |

POTENTIAL CHANGE ORDER TITLE: RFP#1 Change Clock System

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*

CE #003 - RFP#1 Change Clock System

Change Clock/Speaker System from VALCOM to an ATLAS SOUND for buildings J3 and M1.

### ATTACHMENTS:

[AC Proposal.pdf](#) [\\_2278\\_001\\_Change Clock-Speaker System.pdf](#)

| #                                        | Cost Code            | Description | Type       | Amount       |
|------------------------------------------|----------------------|-------------|------------|--------------|
| 1                                        | 26-0000 - Electrical |             | Commitment | \$ 61,152.00 |
| Subtotal:                                |                      |             |            | \$61,152.00  |
| OH&P: 10.00% Includes Cost Type (13)     |                      |             |            | \$ 6,115.20  |
| Insurance: 1.50% Includes Cost Type (13) |                      |             |            | \$ 1,009.01  |
| Grand Total:                             |                      |             |            | \$68,276.21  |

Hanford Joint Union High School  
823 West Lacey Boulevard  
Hanford California 93230

SIGNATURE DATE

SIGNATURE DATE



*A-C Electric Company* – CALIFORNIA C-10 LICENSE 99849

ENGINEERING - CONSTRUCTION - TECHNOLOGY - SERVICE

VISALIA DIVISION  
Box 328  
Visalia, CA 93279  
O: (559) 732-4733  
F: (559) 732-0954  
www.a-celectric.com

## Change Request Proposal

|                  |                          |              |                              |
|------------------|--------------------------|--------------|------------------------------|
| Job Name:        | SIERRA PAC HS BLDG J3/M1 | Date:        | 3/10/26                      |
| Customer Job No: | 25-09                    | Description: | CLOCK/SPEAKER MODS J3 AND M1 |
| A-C Job No:      | VR0357                   | A-C CRP No:  | 3.00                         |

---

|     |                                                                   |       |  |
|-----|-------------------------------------------------------------------|-------|--|
| To: | ARDENT GENERAL INC.<br>2960 N BURL AVENUE<br><br>FRESNO, CA 93727 | Attn: |  |
|-----|-------------------------------------------------------------------|-------|--|

---

**Description:**  
A-C ELECTRIC WILL PROVIDE A COST TO UPGRADE ALL IP SPEAKERS & CLOCK COMBOS THROUGHOUT BUILDINGS J3 AND M1 FROM VALCOM SYSTEM TO ATLAS. THIS COST WILL INCLUDE ALL NEW MATERIAL, EQUIPMENT, TESTING, AND LABOR TO ACCOMMODATE NEW IP-BASED PA SYSTEM PER RFP 001. ALL INTERIOR WALLMOUNTED PA SPEAKERS WILL BE FLUSH SPEAKER/CLOCK COMBOS PER THE DISTRICT'S REQUEST. AN ADDITIONAL FURNISHED 22" X 36" CEILING ACCESS DOOR IS INCLUDED FOR SOFFIT IN J138 (INSTALL & PAINT BY OTHERS) J-HOOK SUPPORTS WILL BE UTILIZED IN ALL ACCESSIBLE CEILING SPACES. CREDITS HAVE BEEN INCLUDED FOR VALCOM EQUIPMENT. ADDITIONAL LABOR, MATERIAL, AND EQUIPMENT IS INCLUDED FOR THE ADDED DOOR CONTACT SCOPE SHOWN WITHIN RFP 001 DRAWINGS.

**Schedule Impact:** 1 Days

AMOUNT

**Words:** Sixty-One Thousand One Hundred Fifty-Two Dollars and Zero Cents

**Figure:** \$61,152.00

**Price Valid Until:**

- Terms and Conditions:**
- 1. This proposal is valid for a period not to exceed (20) calendar days from the date of this proposal unless otherwise noted.
  - 2. This proposal is contingent upon receiving a signed copy of this Change Request or receiving a mutually acceptable form of subcontract change order.
  - 3. Progress billing will be based on work completed and materials stored.
  - 4. This proposal excludes acceleration, losses of efficiency, as well as the cumulative impact of ongoing and new changes being directed. We reserve our rights to pursue reimbursement for these and any other costs that occur beyond the scope of our original contract.
  - 5. Labor rates are based on the work being performed during regular working hours - overtime is not included unless specifically stated in this proposal.
  - 6. Pricing is based on having unrestricted access to the work area.
  - 7. Cutting and patching is excluded unless specifically included in the quote.

|                      |                |
|----------------------|----------------|
| A-C Electric Company | Accepted by:   |
| <hr/>                | <hr/>          |
| Signed               | Signed         |
| <hr/>                | <hr/>          |
| Name and Title       | Name and Title |
| 3/10/26              |                |
| <hr/>                | <hr/>          |
| Date                 | Date           |

# A-C Electric Company

TO: ARDENT GENERAL

CUSTOMER JOB # \_\_\_\_\_  
CUSTOMER APR/PCO # \_\_\_\_\_

A-C JOB # VR0357  
A-C PCO # 3

JOB: Sierra Pacific HS Bldgs J3 & M1

Date 3/8/26

RE: A-C ELECTRIC WILL PROVIDE A COST TO UPGRADE ALL IP SPEAKERS & CLOCK COMBOS THROUGHOUT BUILDINGS J3 AND M1 FROM VALCOM SYSTEM TO ATLAS. THIS COST WILL INCLUDE ALL NEW MATERIAL, EQUIPMENT, TESTING, AND LABOR TO ACCOMMODATE NEW IP-BASED PA SYSTEM PER RFP 001. ALL INTERIOR WALLMOUNTED PA SPEAKERS WILL BE FLUSH SPEAKER/CLOCK COMBOS PER THE DISTRICT'S REQUEST. AN ADDITIONAL FURNISHED 22" X 36" CEILING ACCESS DOOR IS INCLUDED FOR SOFFIT IN J138 (INSTALL & PAINT BY OTHERS) J-HOOK SUPPORTS WILL BE UTILIZED IN ALL ACCESSIBLE CEILING SPACES. ADDITIONAL LABOR, MATERIAL, AND EQUIPMENT IS INCLUDED FOR THE ADDED DOOR CONTACT SCOPE SHOWN WITHIN RFP 001 DRAWINGS.

## MATERIAL

|                       |       |              |
|-----------------------|-------|--------------|
| Material              | \$564 |              |
| <b>TOTAL MATERIAL</b> |       | <b>\$564</b> |

## SUBCONTRACT

|                          |  |             |                  |
|--------------------------|--|-------------|------------------|
| 1.                       |  | \$53,432.32 |                  |
| 2.                       |  |             |                  |
| 3.                       |  |             |                  |
| 4.                       |  |             |                  |
| <b>TOTAL SUBCONTRACT</b> |  |             | <b>\$ 53,432</b> |

## LABOR

|                         |      |        |               |                   |
|-------------------------|------|--------|---------------|-------------------|
| APPRENTICE              | 1.96 | Hrs @  | \$ 110.00 /hr | \$215.60          |
| JOURNEYMAN              | 9.80 | Hrs @  | \$ 140.00 /hr | \$1,372.00        |
| GENERAL FOREMAN         | 7.84 | Hrs @  | \$ 162.00 /hr | \$1,270.08        |
| DETAILING/DWG UPDATES   | 1.00 | Hrs @  | \$ 120.00 /hr | \$120.00          |
| DIRECT SUPERVISION      | 1.00 | Hrs @  | \$ 150.00 /hr | \$150.00          |
| Administration          | 2.00 | Hrs @  | \$ 55.00 /hr  | \$110.00          |
| Material Runner         |      | Hrs @  | \$ 40.00 /hr  |                   |
| Subsistence             |      | Days @ | \$ 20.00 /day |                   |
| <b>TOTAL LABOR COST</b> |      |        |               | <b>\$3,237.68</b> |

## EXPENSES

|                       |                  |                 |
|-----------------------|------------------|-----------------|
| Consumable Items      | of Labor Dollars |                 |
| Delivery Truck        | Hrs @            | \$75.00 /hr     |
| Material Storage      |                  |                 |
| Equipment Rental      |                  |                 |
| A-C Owned Equipment   |                  | \$215.00        |
| Drawing Updates       | 1 sheets @       | /sheet          |
| <b>TOTAL EXPENSES</b> |                  | <b>\$215.00</b> |

## OVERHEAD, PROFIT, BOND, TAX & SUBCONTRACT MARK-UP

|                                |       |              |
|--------------------------------|-------|--------------|
| Subtotal of Material and Labor |       | \$ 3,802     |
| Overhead & Profit              | 10%   | \$ 380       |
| Tax                            | 8.25% | \$ 47        |
| Expenses                       |       | \$ 215.00    |
| Mark Up on Expenses            |       | \$ -         |
| Total Subcontract Dollars      |       | \$ 53,432.32 |
| Mark Up on Subcontract         | 5%    | \$ 2,671.62  |
| Bond                           | 1%    | 605          |

|                           |                  |
|---------------------------|------------------|
| <b>TOTAL COST SUMMARY</b> | <b>\$ 61,152</b> |
|---------------------------|------------------|

2560 S. EAST AVE  
FRESNO, CALIFORNIA 93706

**Project:** Sierra Pacific HS Bldgs J3 & M1  
**Bid # :** VR0357  
**Estimator:** LGH

**Bid Date** March 8, 2026

3/10/2026

# A-C Electric Company

2560 S. EAST AVE  
FRESNO, CALIFORNIA 93706

## DIRECT JOB EXPENSE

PROJECT: Sierra Pacific HS Bldgs J3 & M1  
ESTIMATOR: LGH

BID NO: VR0357  
BID DATE: March 8, '26

### EQUIPMENT RENTAL

### QTY

|                            |  |                  |   |    |  |
|----------------------------|--|------------------|---|----|--|
| FIELD OFFICE RENTAL        |  | @ \$ 50 PER DAY  | = | \$ |  |
| STORAGE TRAILER RENTAL     |  | @ \$ 25 PER DAY  | = | \$ |  |
| TRIMBLE                    |  | @ \$ 190 PER DAY | = | \$ |  |
| 19' SCISSOR LIFT           |  | @ \$ 125 PER DAY | = | \$ |  |
| 26' SCISSOR LIFT           |  | @ \$ 160 PER DAY | = | \$ |  |
| 54' SCISSOR LIFT           |  | @ \$ 275 PER DAY | = | \$ |  |
| 30' JLG                    |  | @ \$ 285 PER DAY | = | \$ |  |
| 60' JLG                    |  | @ \$ 445 PER DAY | = | \$ |  |
| 10K GRADALL                |  | @ \$ 520 PER DAY | = | \$ |  |
| SKID STEER                 |  | @ \$ 345 PER DAY | = | \$ |  |
| WATER TRUCK                |  | @ \$ 440 PER DAY | = | \$ |  |
| COMPACTOR                  |  | @ \$ 250 PER DAY | = | \$ |  |
| BACKHOE                    |  | @ \$ 310 PER DAY | = | \$ |  |
| MINI EXCAVATOR             |  | @ \$ 350 PER DAY | = | \$ |  |
| RENTAL Delivery OR Pick Up |  | @ \$ 50 PER TRIP | = | \$ |  |

### DIRECT JOB EXPENSE

### TOTAL EQ RENTAL

|                  |        |                    |   |    |        |
|------------------|--------|--------------------|---|----|--------|
| OFFICE SUPPLIES  |        | @ \$ 75 PER MO.    | = | \$ |        |
| UTILITIES        |        | @ \$ 75 PER MO.    | = | \$ |        |
| SITE PHONE       |        | @ \$ 50 PER MO.    | = | \$ |        |
| 1 A-C EQUIPMENT  | 1 DAYS | @ \$ 50 PER DAY    | = | \$ | 50.00  |
| 1 A-C TOOLS      | 1 DAYS | @ \$ 25 PER DAY    | = | \$ | 25.00  |
| A-C LINE TRUCK   |        | @ \$ 125 PER DAY   | = | \$ |        |
| A-C BUCKET TRUCK |        | @ \$ 595 PER DAY   | = | \$ |        |
| A-C CRANE        |        | @ \$ 527 PER DAY   | = | \$ |        |
| A-C TRUCK        | 1 DAYS | @ \$ 140 PER DAY   | = | \$ | 140.00 |
| FUEL CHARGE      |        | @ \$ 0.85 PER MILE | = | \$ |        |

### PERMIT

DIRECT JOB EXPENSE COST \$ 215.00

## Change Order Request 01

### 2905-007-COR02 – Sierra Pacific HS – Valcom to Atlas PA System per RFP 001

- This COR represents the total costs associated with the material and labor mentioned in RFP 001
- Cost includes providing and installing CAT6 for Atlas IP Speakers Labor included in original bid price. Cabling differences in footage based on needing (2) CAT6 per Speaker/clock combo.
- Cost includes credit for the Valcom parts and cable.
- Cost includes licensing fee (50 packs)
- Cost includes Atlas IP Speaker/Clock Combo units, outdoor speakers and required flush backboxes
- Cost includes all required programming

| Cost for RFP 001 Valcom to Atlas PA |      |                                                      |           |         |                |             |                     |              |             |
|-------------------------------------|------|------------------------------------------------------|-----------|---------|----------------|-------------|---------------------|--------------|-------------|
| Qty.                                | unit | Parts / description of work                          | Labor HRS | Lbr SUB | Labor Rate     | Labor Total | Cost                | Mat Total:   |             |
| 14                                  | 1    | IP-HVP Exterior IP speaker                           |           | -       | \$124.16       | \$0.00      | \$967.52            | \$13,545.28  |             |
| 24                                  | 1    | IP-SDM IP Speaker/Clock combo                        |           | -       | \$124.16       | \$0.00      | \$1,075.96          | \$25,823.04  |             |
| 14                                  | 1    | IP-FEST-HVP Flush mount Exterior IP speaker back box |           | -       | \$124.16       | \$0.00      | \$207.10            | \$2,899.40   |             |
| 24                                  | 1    | IP-FEST-SD Flush mount Speaker/Clock combo back box  |           | -       | \$124.16       | \$0.00      | \$102.41            | \$2,457.84   |             |
| -2                                  | 1    | Valcom 2924D                                         |           | -       | \$124.16       | \$0.00      | \$389.24            | (\$778.48)   |             |
| -14                                 | 1    | Valcom V9805 Exterior speaker vandal proof grill     |           | -       | \$124.16       | \$0.00      | \$99.80             | (\$1,397.20) |             |
| -14                                 | 1    | Valcom V9806 Exterior flush mount speaker back box   |           | -       | \$124.16       | \$0.00      | \$55.57             | (\$777.98)   |             |
| -14                                 | 1    | Valcom V-1080-GY Exterior Flexhorn Speaker           |           | -       | \$124.16       | \$0.00      | \$134.61            | (\$1,884.54) |             |
| -5                                  | 5    | Valcom V-9915-5 (5 pack Speaker back boxes)          |           | -       | \$124.16       | \$0.00      | \$20.74             | (\$518.50)   |             |
| -5                                  | 5    | Valcom V-9914-5 (5 pack tile Bridge)                 |           | -       | \$124.16       | \$0.00      | \$20.16             | (\$504.00)   |             |
| -24                                 | 1    | Valcom V-1020c Ceiling Speaker                       |           | -       | \$124.16       | \$0.00      | \$56.82             | (\$1,363.68) |             |
| -3                                  | 1    | Genesis 22141109 18/2 Stranded Shielded Cable        |           | -       | \$124.16       | \$0.00      | \$161.80            | (\$485.40)   |             |
| 50                                  | 1    | Licenses (50 Pack)                                   |           | -       | \$124.16       | \$0.00      | \$11.85             | \$592.50     |             |
| 6                                   | 1    | 63611106 - Catgory 6 Cable 1000'                     |           | -       | \$124.16       | \$0.00      | \$295.24            | \$1,771.44   |             |
| 1                                   | 1    | Programming - Senior Tech                            | 8.00      | 8.00    | \$180.00       | \$1,440.00  | \$0.00              | \$0.00       |             |
| 1                                   | 1    | Certified Testing and Documentation                  | 10.00     | 10.00   | \$124.16       | \$1,241.60  |                     | \$0.00       |             |
| 1                                   | 1    | As-builts                                            | 1.00      | 1.00    | \$124.16       | \$124.16    |                     | \$0.00       |             |
|                                     |      |                                                      | Lbr TOTAL | 18.00   | Lbr Subtotal 1 | \$2,805.76  | Mat Sub 1           | \$39,379.72  |             |
|                                     |      |                                                      |           |         | Travel         | \$0.00      | Shipping            | \$3,150.38   |             |
|                                     |      |                                                      |           |         | Subsistence    | \$0.00      | Taxes               | \$3,238.98   |             |
|                                     |      |                                                      |           |         | Lbr Sub 2      | \$2,805.76  | Material subtotal 2 | \$45,769.08  |             |
|                                     |      |                                                      |           |         |                |             |                     | \$48,574.84  |             |
| Subcontractor                       |      |                                                      |           |         |                |             |                     |              |             |
| Total Cost                          |      |                                                      |           |         |                |             |                     |              | \$48,574.84 |
| Overhead 5%                         |      |                                                      |           |         |                |             |                     |              | \$2,428.74  |
| Profit 5%                           |      |                                                      |           |         |                |             |                     |              | \$2,428.74  |
| Bond 0%                             |      |                                                      |           |         |                |             |                     |              | \$0.00      |
| Total Price                         |      |                                                      |           |         |                |             |                     |              | \$53,432.32 |

### Clarifications

- 1) Labor determined by NECA Manual of Labor Units 2021-2022
- 2) Same project Inclusions/Exclusions apply
- 3) Valid for 30 days from the date

Please contact if you should you have any questions or comments.

Sincerely,

Fred Rabanal

Project Manager

magnetar.us, inc.



*Please sign and return approving above change order request.*

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_



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.:** 001

**DATE OF ISSUANCE:** 11/4/2025

**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-

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:**

Change Clock/Spaeaker System from VALCOM to an ATLAS SOUND

Please provide a comprehensive cost proposal to replace the specified Clock/Speaker System in Buildings J3 and M1 as described in the attached specification. The proposal should include all labor, materials, equipment, testing, coordination, and incidental costs required to deliver a complete, functioning system ready for owner use.

**Attachments**

Specifications and Building Drawings

**Darden Architects, Inc.**

**ISSUED BY:**

☒ OWNER ☒ CONTRACTOR ☒ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☒ OTHER



## SECTION 27 51 13 – NOTIFICATION PAGING &amp; CLOCK SYSTEMS

## PART 1 – GENERAL

## 1.1 RELATED SECTIONS:

- A. Section 26 05 00 – Common Work Results for Electrical
- B. Section 27 00 00 – Communications

## 1.2 REFERENCES:

- A. The system shall be listed as a Power Limited Device and be listed under the standards in this section. Each system shall be supplied with complete details on all installation criteria necessary to meet all the listings.
- B. California Code of Regulations
  - 1. Title 24, Part 3 – California Electrical Code
- C. National Fire Protection Association (NFPA)
  - 1. NFPA 70 – National Electric Code (NEC)
  - 2. NFPA 72 – Local Protective Signaling
  - 3. NFPA 72 – Remote Station Protective Signaling
  - 4. NFPA 72 – Proprietary Protective Signaling

## 1.3 SCOPE OF WORK:

- A. Furnish, install, and program as shown on plans and as hereinafter specified all equipment, cabling, and terminations for a fully functional system.
- B. The contractor shall furnish complete shop drawings for review and approval.
- C. Integrate IP paging/clock system with the existing conventional public address system and telephone system, including all paging zones and extensions.

## 1.4 SYSTEM DESCRIPTION:

- A. The paging system shall be a highly configurable district wide system that runs on the District's wide area network (WAN) or virtual private network (VPN) by means of a single server application.
- B. The system shall be programmed, monitored, and controlled via a web based Graphical User Interface (GUI) provided by a factory designed server. The server to receive the application shall be designated by the District.
- C. The application shall support different levels of user privileges as designated by the paging system administrator.
- D. The GUI shall be accessible to all networked computer residing on the district's WAN or VPN. Access to the server shall be granted via login and authentication that supports the Secure Sockets Layer (SSL) / Transport Layer Security (TLS) protocol.

- E. The system shall automatically recognize all system speakers connected to the District's WAN or VPN. Paging options shall be universally configurable to include district wide all page, specific campus all page, campus zone paging, etc.
- F. The number of configurable zones shall be unlimited. A zone may be as small as one speaker or as large as all the speakers. Each speaker may be assigned to an unlimited number of zones.
- G. In addition to live and ad hoc paging, the system shall support playback of recorded messages stored as .wav files, to include the program bell tone, daily announcements, lockdown alert, evacuation alert, etc. The system shall allow a different tone or message for each zone. The system shall also be able to broadcast messages to computer screens running a client application.
- H. The system shall support special calendar schedules to adjust for special events, holidays, etc. The system shall support multiple simultaneous schedules on the same facility (e.g., one schedule for grades 1-6, another for kindergarten, etc.) The system shall be able to automatically compensate for daylight savings time and automatically synchronize the system time with internet time servers.
- I. The system shall log all events that occur and trigger and alarm for any errors or changes (e.g. message send failure, speaker failure, new speaker connected to network, etc.).
- J. The system shall receive voice input from SIP softphones installed on designated computers. The system shall also be capable of interfacing with any analog PBX or VoIP communications system to provide paging from telephone system handsets.
- K. The system shall be capable of initiating sounding specific messages or sending text messages to designate computers as triggered by other systems (e.g., fire alarm, security, etc.) via analog to digital zone controllers.
- L. The system shall be capable of interfacing with any legacy paging system to provide paging features inherent to the legacy system.
- M. Paging system speakers shall connect to the school LAN via CAT6 data cabling and IEEE 802.11af compliant power over ethernet (POE) switches located in data distribution frames. Each speaker shall be individually addressable via dynamic host control protocol (DHCP) addressing. The number of supported speakers shall be limited only by the number of available IP addresses. Speaker operation shall be accomplished by individual amplifiers on each speaker.
- N. The system shall support synchronized digital wall clocks as an integral component of the speaker.
- O. Stand-alone clocks shall be installed and connected to the master clock. Provide master clock at each building IDF where stand-alone clocks are used.

## PART 2 – PRODUCTS

### 2.1 MANUFACTURER:

- A. Atlas Sound  
4545 E. Baseline Road, Phoenix, AZ 85042  
Phone (800) 876-3333. FAX (800) 765-3435. Website: [www.atlassound.com](http://www.atlassound.com)

- B. The manufacturer shall have at least twenty-five (25) years of experience in the role of public address system manufacturing, and a proven track record of forward and backward compatibility for a minimum of twenty (20) years for its product's auxiliary devices, including speakers, amplifiers, and paging equipment.
  - D. The manufacturer shall make its hardware products freely available through most distribution channels. Hardware products shall not be exclusive to specific dealers by region or any other basis.
  - E. Provide updated products where these have been replaced.
- 2.2 HEAD END:
- A. Singlewire Software "Informacast" Server Application
- 2.3 IP SPEAKERS:
- A. Ceiling Mount: Atlas Sound #IP-SM speaker and #IP-STBE (flush mount) enclosure or IP-SEA-SD (surface mount) enclosure
  - B. Wall Mount: Atlas Sound #IP-SDM speaker and #IP-FEST-SD (flush mount) or #IP-SEA-SD (surface mount) enclosure
  - C. Exterior Vandal Resistant Speaker: Atlas Sound #IP-HVP speaker and #IP-FEST-IH (flush mount) or #IP-SEST-IH (surface mount) enclosure
- 2.4 IP SPEAKER / CLOCKS:
- A. Wall Mount: Atlas Sound #IP-SDM speaker/clock and #IP-FEST-SD (flush mount) or #IP-SEST-IH (surface mount) enclosure
- 2.5 IP CLOCKS:
- A. Wall Mount: Atlas Sound #IP-DM clock and #IP-FEC-DM (flush mount) or #IP-SEC-DM (surface mount) enclosure.

### PART 3 – EXECUTION

- 3.1 INSTALLATION:
- A. Horizontal cabling jackets, patch cable jackets, and modular RJ-45 jacks serving the Paging System shall be green in color.
  - B. All new speaker, clock, and speaker/clock installations shall be flush mounted in walls and ceilings. Where an existing paging and clock system is being replaced, surface mounted speakers shall be acceptable at walls and gypsum board ceilings, but flush mounting is still required at T-bar ceilings.
  - C. Provide rack mounted, IP zone amplifiers for exterior speaker runs and corridors with more than 3 speakers only. All other speakers and speaker/clocks shall be individually addressed IP units.

- D. Install server software on a server designated by the district and configure per specifications and owner direction for bell schedule.
- E. Integrate new IP system with existing conventional paging and telephone systems, including existing and new paging extensions, and all call.
- F. Provide one dedicated handset in administration that dials directly to All Call.

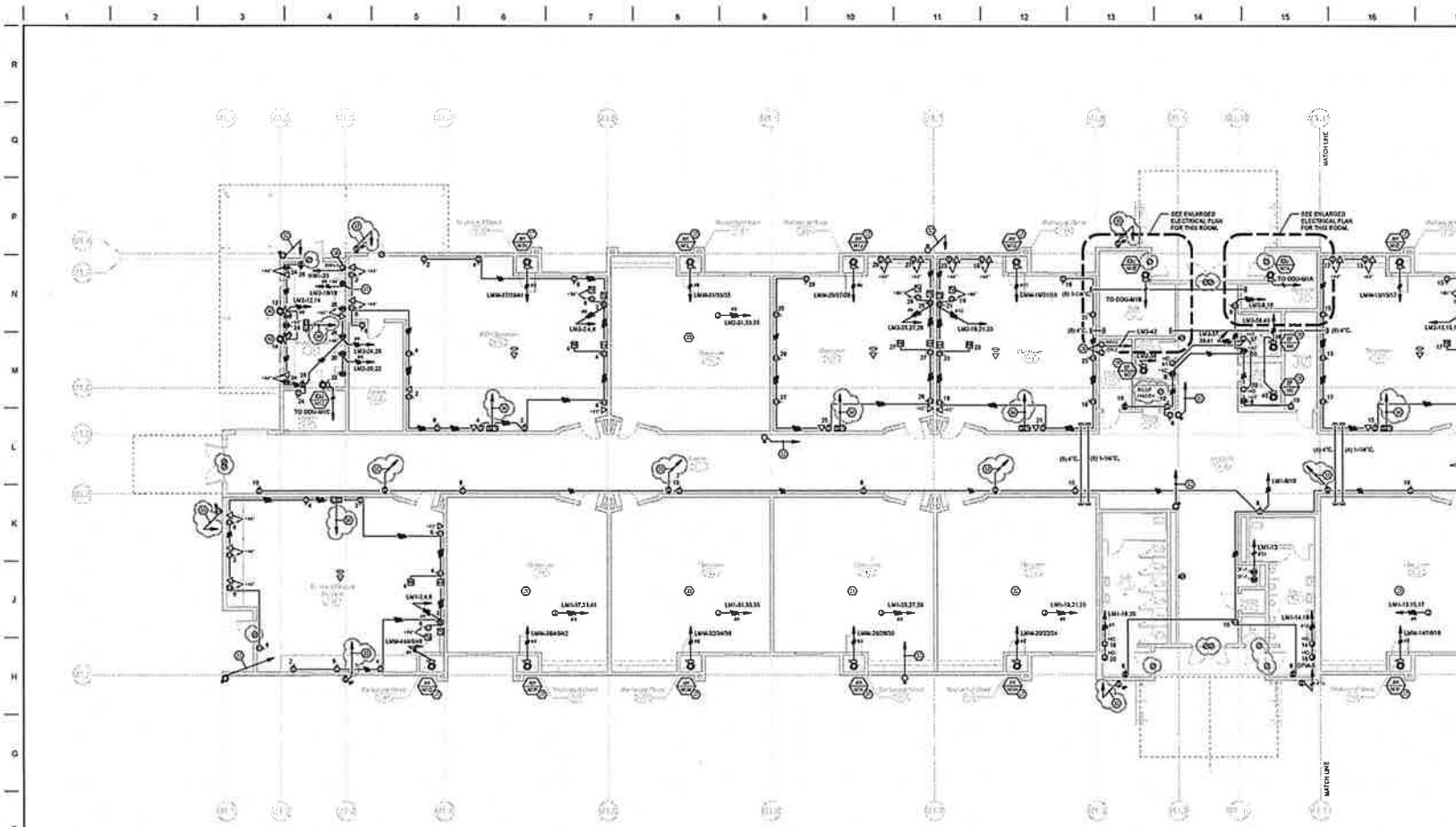
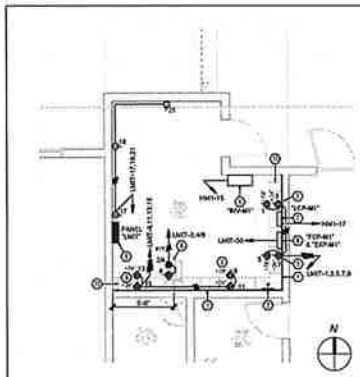
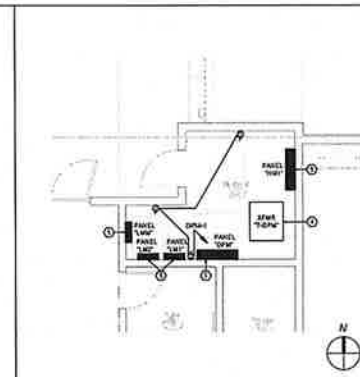
END OF SECTION











DSA File No.: 1642

DSA Application No.: 02-123102

Agency Approval

**KEY NOTES O**

1. 3/4" THICK x 8' HIGH, FIRE-RESISTANT PLYWOOD BACKSPLASH, PAINTED WITH FIRE RESISTANT PAINT. SECURE PLYWOOD TO 2x4 WOOD STUDS WITH #10 x 3" CONCRETE ANCHORS. SECURE AT 4' CENTER. WITH 1/4" x 1/4" SCREWS AT 4' CENTERS AT EACH WALL STUD WITH MIN. 3/16" BORE DIAMETER INTO WALL STUD.
2. PROVIDE TELECOMMUNICATIONS BUS PER DETAIL, MINIMUM 1/2" RADIUS.
3. CONNECT POWER TO FA, EMI, SECURITY SYSTEMS AND LIGHTING SYSTEMS.
4. FLOOR MOUNTED TRANSFORMER, SEE DETAIL (1/2" DIA) FOR MOUNTING. SEE POWER SINGLE LINE DIAGRAM (1/2" DIA).
5. WALL MOUNTED PANELBOARD, SEE DETAIL (1/2" DIA) FOR MOUNTING. SEE POWER SINGLE LINE DIAGRAM (1/2" DIA).
6. EMERGENCY LIGHTING SYSTEMS AND PER DETAIL, EMERGENCY.
7. EXTERIOR LIGHTING CONTROL, PANEL 500.
8. FIRE ALARM CONTROL, PANEL, CONNECT TO DEDICATED 120V 20A CIRCUIT. CIRCUIT BREAKER TO BE EQUIPPED WITH RED HANDLE LOCK-ON DEVICE AND LABEL READING FIRE ALARM CIRCUIT, DO NOT TURN OFF. CONNECT FA, SEE FIRE ALARM PLANS.
9. 2-POST RACKED CABLE MANAGEMENT SYSTEM AND APPURTENANCES PER SPEC. SEE DETAIL (1/2" DIA) FOR MOUNTING.
10. LADDER RACK SYSTEM PER DETAIL, MINIMUM 1/2" RADIUS.
11. PROVIDE ELECTRICAL INSTALLATION PER CLASSROOM 101.
12. PROVIDE ELECTRICAL INSTALLATION PER CLASSROOM 111.
13. PROVIDE ELECTRICAL INSTALLATION PER CLASSROOM 112.
14. PROVIDE ELECTRICAL INSTALLATION PER CLASSROOM 113.
15. PROVIDE ELECTRICAL INSTALLATION PER CLASSROOM 114.
16. CONNECT EXHAUST FAN AND INTERLOCK CONTROL AS PER MECHANICAL PLANS.
17. CONNECT HVAC UNIT AND INTERLOCK CONTROL AS PER MECHANICAL PLANS. PROVIDE FUSIBLE PER NAMEPLATE.
18. CONNECT TO WATER HEATER AND CIRCULATING PUMP, VERIFY LOCATION AND REQUIREMENT WITH PLUMBING PLANS.
19. CONNECT TO INSTANT WATER HEATER, VERIFY LOCATION AND REQUIREMENT WITH PLUMBING PLANS.
20. CONNECT TO MOTORIZED ROLLUP DOOR AND CONTROL PER MANUFACTURER. VERIFY LOCATION AND REQUIREMENT WITH MANUFACTURER INFORMATION PRIOR TO INSTALLATION. PROVIDE ALL REQUIREMENT PER MANUFACTURER.
21. PROVIDE MIN. 1-20A POWER OUTLET FOR THE VOUCHER MACHINE. VERIFY REQUIREMENT WITH EQUIPMENT MANUFACTURER SPECIFICATION.
22. 1/2" ETC TO DATA ROOM, PROVIDE (3) DATA TO EACH CAMERA.
23. 1/2" ETC TO DATA ROOM, PROVIDE (1) DATA TO EACH PA SPEAKER.
24. 1/2" ETC TO DATA ROOM, PROVIDE (3) DATA TO SECURITY CAMERA.

**Hardin-Davidson Engineering**  
356 Palmdale Ave., Suite 200, Clovis, CA 93612  
558.223.4995 • www.hardin-davidson.com

Consultant

**Sierra Pacific High School - Building M1 & J3**  
Hanford Joint Union High School District  
Hanford, CA 93230

Project

**BUILDING M1**  
POWER AND ELECTRONIC SYSTEMS PLAN (WEST)

Drawing

**ARCHITECTURE PLANNING INTERIORS architects**  
www.architects.com

Architect

| Revision |  | Date |
|----------|--|------|
|          |  |      |
|          |  |      |
|          |  |      |
|          |  |      |

Designed By: SD

Scale: As Indicated

Project Number: 2278

Date: 02/02/2025

Copyright © 2025 Darden Architects

Drawn By: HDB

Checked By: SD

Reviewed By: SD

**M1/E201**

A1 Power and Electronic Systems Plan (West) - Building M1

A10 Enlarged Electrical Plan - Data 126

A14 Enlarged Electrical Plan - Electrical 127







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.: 012

DATE OF ISSUANCE: 3/17/2026

### OWNER:

Hanford Joint Union High School District  
823 W. Lacey Blvd.  
Hanford CA 93230-

CONTRACT DATE: 10/9/2025

NOTICE TO PROCEED: 10/9/2025

### 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.:

You are hereby directed to make the following change(s) in this Contract:

Delete TV Brackets and Electrical

Delete installation of Blocking and TV Brackets in classrooms.

### CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- ☒ Lump Sum (decrease) of (\$28,509.00)  
☐ 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

#### 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: 3-17-26

By:

Date: 03.26.2026

By:

Date: 3/17/26

☒ 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.:

012

### DATE OF ISSUANCE:

2/13/2026

### 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:

Existing Irrigation Wires

#### Necessary for:

### DESIGN CONSULTANT'S REVIEW:

Date Sent:

2/13/2026

#### ACTION:

Referred To:

BCF

Date Returned:

2/18/2026

- ☒ 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:

3/4/2026

#### 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

  
Darden Architects :

Date : 3/4/26

### APPROVED:

Hanford Joint Union High School District  
823 W. Lacey Blvd.  
Hanford CA 93230-



03.26.2026

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



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 #012: Existing Irrigation Wires

|                        |                                                                                          |                                 |                                          |
|------------------------|------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------|
| TO:                    | Hanford Joint Union High School<br>823 West Lacey Boulevard<br>Hanford California, 93230 | FROM:                           |                                          |
| PCO NUMBER/REVISION:   | 012 / 0                                                                                  | CONTRACT:                       | 1 - Standard Template [Change Name]      |
| REQUEST RECEIVED FROM: |                                                                                          | CREATED BY:                     | Stephanie Perkins (Ardent General, Inc.) |
| STATUS:                | Pending - In Review                                                                      | CREATED DATE:                   | 2/12 /2026                               |
| REFERENCE:             | RFI#54                                                                                   | PRIME CONTRACT<br>CHANGE ORDER: |                                          |
| FIELD CHANGE:          | No                                                                                       |                                 |                                          |
| LOCATION:              |                                                                                          | ACCOUNTING<br>METHOD:           | Amount Based                             |
| SCHEDULE IMPACT:       |                                                                                          | PAID IN FULL:                   | No                                       |
|                        |                                                                                          | TOTAL AMOUNT:                   | \$9,398.70                               |

POTENTIAL CHANGE ORDER TITLE: Existing Irrigation Wires

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*

CE #020 - Existing Irrigation Wires

Trench for wires, install sleeve, and complete splicing.

### ATTACHMENTS:

[RFI#54 Response.pdf](#) [\\_new vision cco sp.pdf](#) [\\_New vision landscape RFP Notes sierra pacific.pdf](#)

| #                                        | Cost Code                    | Description | Type       | Amount      |
|------------------------------------------|------------------------------|-------------|------------|-------------|
| 1                                        | 32-9000 - Planting/Landscape |             | Commitment | \$ 8,418.00 |
| Subtotal:                                |                              |             |            | \$8,418.00  |
| OH&P: 10.00% Includes Cost Type (13)     |                              |             |            | \$ 841.80   |
| Insurance: 1.50% Includes Cost Type (13) |                              |             |            | \$ 138.90   |
| Grand Total:                             |                              |             |            | \$9,398.70  |

### SUBMITTAL REVIEW

REVIEW IS ONLY FOR GENERAL COMPLIANCE  
WITH CONTRACT DOCUMENTS AND GENERAL  
ARRANGEMENT OF FACILITIES.

QUANTITIES, DIMENSIONS AND JOB  
CONDITIONS ARE THE RESPONSIBILITY OF  
THE CONTRACTOR.

- ☒ NO EXCEPTIONS TAKEN  
☐ NO EXCEPTIONS EXCEPT AS NOTED  
☐ AMEND AS NOTED AND RESUBMIT  
☐ REJECTED - SEE REMARKS

**BLAIR, CHURCH & FLYNN**  
CONSULTING ENGINEERS  
451 CLOVIS AVENUE, SUITE 200  
CLOVIS, CA 93612  
(559) 326-1400

BY: C. Heskett DATE: 02/18/26

Hanford Joint Union High School  
823 West Lacey Boulevard  
Hanford California 93230

SIGNATURE

DATE

SIGNATURE

DATE



# Landscape Bid Proposal

## New Vision Landscape & Designers, Inc

4376 N Gregory Ave

Fresno, CA 93722

License #: 1096708 DIR# PW-LR: 1001186909

Ph: 559-765-7963 Email: nvlandscape.co@gmail.com

### Project information

Project Name: Sierra Pacific High School Buildings  
J3 and M1 Project

Address

Addendums

Bulletins/Memos:

Bid Date 2/11/2026

Bidding To: Ardent General

Project Type: Prevailing Wage

Spec Sections: irrigation

### Scope of work

Labor- \$2,460

Materials- \$4,580

Equipment F-350- \$280

0

0

0

%15 1,098

Total 8,418

See breakdown sheet

### Exclusions:

0

### Company Proposal:

New Vision Landscape Designers, Inc. propose to furnish the above scope of work, Labor, Materials, tools, equipment, supervision per plans & specs.

Submitted by: Jose Flores - President

Date

# New vision Break down/ Sierra Pacific HS

## Irrigation Materials

1. Irrigation wires/ 56 wires
2. Wire connectors / 112 connections
3. 1 Additional splice box
4. Conduit sleeving

## Equipment

1. Ford F-350

## Labor

1. 4 Labor's 8hrs each. Trench for wires, install sleeve and complete splicing.
2. 2 labors 4hrs each. Install splice box, backfill and compact trenches.



**Ardent General Inc.**  
2960 N. Burl Ave  
Fresno, California 93727  
P: (559) 492-3969

**Project: 25-09 25-09 Sierra Pacific High School  
Buildings J3 and M1 Project**  
1259 13th Ave  
Hanford, California 93230

## RFI #54: Existing Irrigation Wires

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |                                                                                    |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------|
| <b>Revision</b>        | 0                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Status</b>          | Closed on 02/10/26                                                                 |
| <b>To</b>              | Justo Padron (Darden Architects)                                                                                                                                                                                                                                                                                                                                                                                          | <b>From</b>            | Alex Aguilar (Ardent General, Inc.)<br>2960 N Burl Ave<br>Fresno, California 93727 |
| <b>Date Initiated</b>  | Feb 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Due Date</b>        | Feb 9, 2026                                                                        |
| <b>Location</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Project Stage</b>   | Course of Construction                                                             |
| <b>Cost Impact</b>     | TBD                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Schedule Impact</b> | TBD                                                                                |
| <b>Spec Section</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Cost Code</b>       |                                                                                    |
| <b>Drawing Number</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Reference</b>       |                                                                                    |
| <b>Linked Drawings</b> |                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |                                                                                    |
| <b>Received From</b>   | Jose Flores (New Vision Landscape Designers Inc.)                                                                                                                                                                                                                                                                                                                                                                         | <b>Sub Job</b>         |                                                                                    |
| <b>Copies To</b>       | Alex Aguilar (Ardent General, Inc.), Richard Braswell (Hanford Joint Union High School), Renee Creech (Hanford Joint Union High School), Jennifer Diaz (Darden Architects), Grant Dodson (Darden Architects), Julie Fagundes (Hanford Joint Union High School), Marc Lopez (Ardent General, Inc.), Chris Pavone (Ardent General, Inc.), Ben Stidman (Hanford Joint Union High School), Ricky Teter (Ardent General, Inc.) |                        |                                                                                    |

### Activity

#### Question

**Question from Alex Aguilar Ardent General, Inc. on Thursday, Feb 5, 2026 at 04:14 PM PST**

During site exploration for irrigation scope, irrigation wires were found that control other areas of the school site. They are in conflict with the fire water scope of work. Please advise how you would like us to proceed.

See image attached showing the locations on the dotted line. The solid line represents the recommended route.

**Attachments**

[RFI 3 sierra pacific.pdf](#)

#### Official Response

**Response from Justo Padron Darden Architects on Tuesday, Feb 10, 2026 at 07:10 AM PST**

No exception taken to the proposed rerouting.

**Attachments**

[2278\\_RFI 054.pdf](#)

#### All Replies

**Response from Justo Padron Darden Architects on Tuesday, Feb 10, 2026 at 07:10 AM PST**

No exception taken to the proposed rerouting.

**Attachments**

[2278\\_RFI 054.pdf](#)

**Ardent General, Inc.**  
**2960 N. Burl Ave**  
**Fresno CA 93727-**

6790 N. West Ave  
Fresno, California 93711  
559.448.8051  
559.446.1765  
www.dardenarchitects.com

## REQUEST FOR INFORMATION

**RFI No.: 054**

**To: Darden Architects**  
6790 N. West Ave  
Fresno, California 93711

**Date:** 2/10/2026  
**Respond By:** 2/17/2026

**Attn: Justo Padron**

**Architect Project No. 2278**

DSA/OSHPD Review Yes No Apprd  
Required ☐ ☒ ☐

**Project: Hanford Sierra Pacific High School Buildings J**  
**Dsa No.:**

### INFORMATION REQUESTED:

#### Existing Irrigation Wires

During site exploration for irrigation scope, irrigation wires were found that control other areas of the school site. They are in conflict with the fire water scope of work. Please advise how you would like us to proceed.

See image attached showing the locations on the dotted line. The solid line represents the recommended route.

Cost Impact: \$0.00

Signature: \_\_\_\_\_

Schedule Impact: 0 Days

Pages Attached: 5

Trade/Contractor: New Vision Landscape Designer Schedule Task No/Item:

The Work shall be carried out in accordance with the following supplemental instructions issued in accordance with the Contract Documents without change in the Contract Sum or Contract Time. Proceeding with the Work in accordance with these instructions indicates your acknowledgement that there will be no change in the Contract Sum or Contract Time.

If the Contractor considers that this supplemental instruction requires a change in the Contract Sum or Contract Time, the Contractor shall not proceed with this Work and shall promptly submit an itemized proposal to the Architect for doing this work. If your proposal is found to be satisfactory and in order, this supplemental instruction will be superseded by a Construction Change Directive.

Referred To: Darden

Referred Date: 2/10/2026 Return Date: 2/10/2026

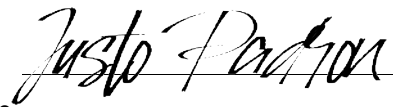
### SUPPLEMENTAL INSTRUCTIONS:

#### Existing Irrigation Wires

No exception taken to the proposed rerouting.

Consultant : \_\_\_\_\_

Date: 2/10/2026

Date:   
2/10/2026

Copy: ☒ Owner ☒ Inspector ☐ Testing Lab ☐ Structural ☐ Mech. ☐ Elec ☒ File ☐ Other Pages Attached: 5





**Ardent General Inc.**  
2960 N. Burl Ave  
Fresno, California 93727  
P: (559) 492-3969

**Project: 25-09 25-09 Sierra Pacific High School  
Buildings J3 and M1 Project**  
1259 13th Ave  
Hanford, California 93230

## RFI #54: Existing Irrigation Wires

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |                                                                                    |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------|
| <b>Revision</b>        | 0                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Status</b>          | Open                                                                               |
| <b>To</b>              | Justo Padron (Darden Architects)                                                                                                                                                                                                                                                                                                                                                                                          | <b>From</b>            | Alex Aguilar (Ardent General, Inc.)<br>2960 N Burl Ave<br>Fresno, California 93727 |
| <b>Date Initiated</b>  | Feb 6, 2026                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Due Date</b>        | Feb 9, 2026                                                                        |
| <b>Location</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Project Stage</b>   | Course of Construction                                                             |
| <b>Cost Impact</b>     | TBD                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Schedule Impact</b> | TBD                                                                                |
| <b>Spec Section</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Cost Code</b>       |                                                                                    |
| <b>Drawing Number</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Reference</b>       |                                                                                    |
| <b>Linked Drawings</b> |                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |                                                                                    |
| <b>Received From</b>   | Jose Flores (New Vision Landscape Designers Inc.)                                                                                                                                                                                                                                                                                                                                                                         | <b>Sub Job</b>         |                                                                                    |
| <b>Copies To</b>       | Alex Aguilar (Ardent General, Inc.), Richard Braswell (Hanford Joint Union High School), Renee Creech (Hanford Joint Union High School), Jennifer Diaz (Darden Architects), Grant Dodson (Darden Architects), Julie Fagundes (Hanford Joint Union High School), Marc Lopez (Ardent General, Inc.), Chris Pavone (Ardent General, Inc.), Ben Stidman (Hanford Joint Union High School), Ricky Teter (Ardent General, Inc.) |                        |                                                                                    |

### Activity

#### Question

**Question from Alex Aguilar Ardent General, Inc. on Thursday, Feb 5, 2026 at 04:14 PM PST**

During site exploration for irrigation scope, irrigation wires were found that control other areas of the school site. They are in conflict with the fire water scope of work. Please advise how you would like us to proceed.

See image attached showing the locations on the dotted line. The solid line represents the recommended route.

#### Attachments

[RFI 3 sierra pacific.pdf](#)

*Awaiting an Official Response*

# *New vision Landscape Designers inc.*

## REQUEST FOR INFORMATION

RFI NO: 3

PROJECT: **SIERRA PACIFIC HIGH SCHOOL BUILDINGS J3  
AND M1 PROJECT**

DATE: 2/5/26

TO: Ardent General  
CARE OF: Sierra pacific high

FROM: New vision landscape  
4376 N Gregory AVE  
Fresno, CA 93722  
Attn: XXXXXX  
Nvlandscape.co@gmail.com

FILING: RFI# 03

ATTN: Ardent

REF. SPECIFICATION: N/A

DRAWING:

### POTENTIAL IMPACTS:

|                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> SCHED            | <input checked="" type="checkbox"/> LABOR |
| <input checked="" type="checkbox"/> MAT'L | <input type="checkbox"/> NO IMPACT        |
| <input type="checkbox"/> OTHER            |                                           |

RFI SUBMITTED BY: Jose Flores

NEED REPLY BY:

During our exploring for irrigation work. We found irrigation wires that control other areas of the school. They are in conflict with the fire water work that needs to happen. Please advise what you would like us to do. The dotted line is the existing location of the wires. The solid line is a recommended route.

REPLY:

---

---

---

---

---

---

---

FIRM:

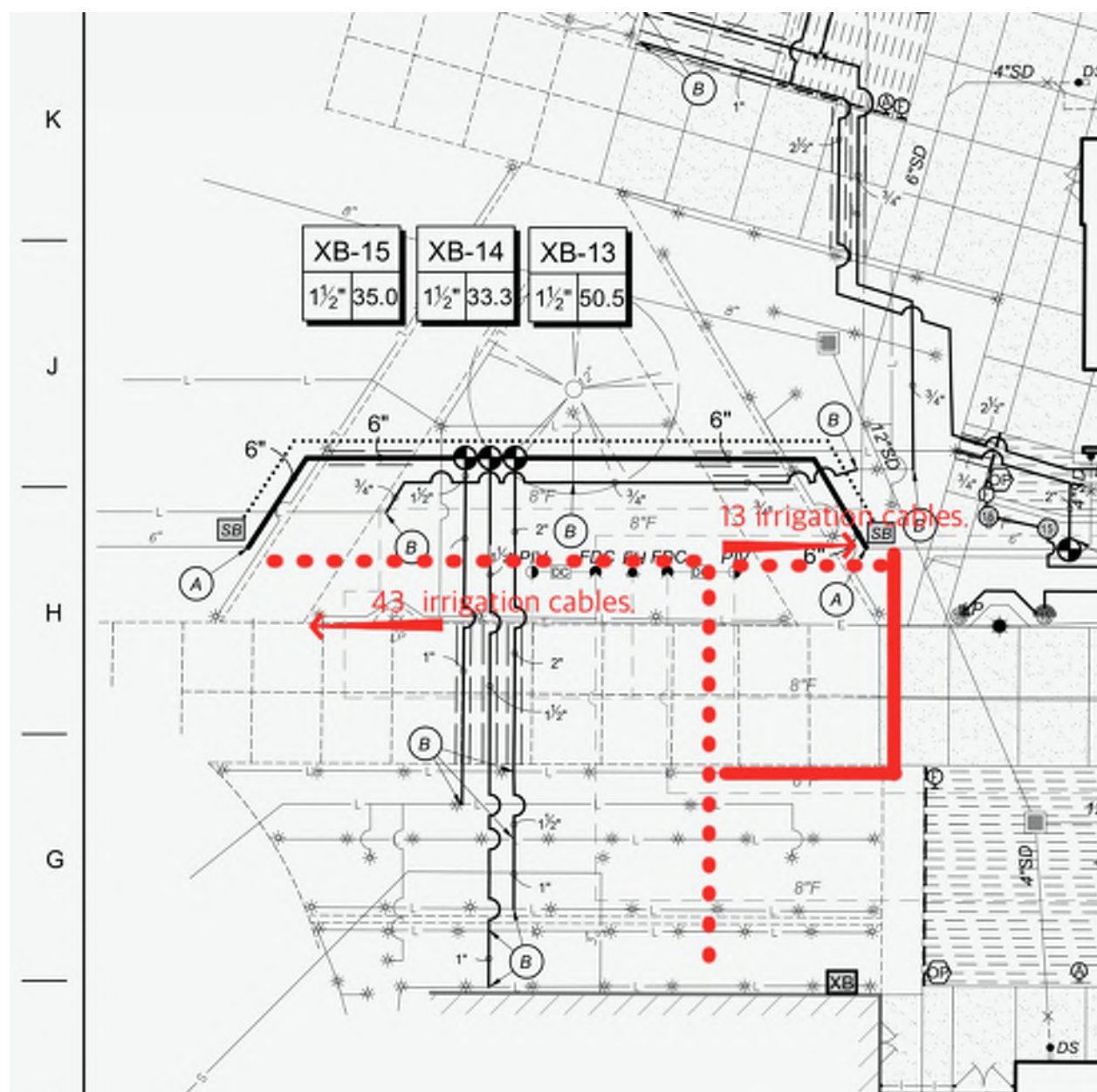
SIGNED:

DATE:

CC:

- ☒ CLARIFICATION ONLY
- ☐ CHANGE IN CONTRACT
- ☐ ENGINEER CHANGE
- ☐ OTHER \_\_\_\_\_

Please see markup below.



# *New vision Landscape Designers inc.*

## REQUEST FOR INFORMATION

RFI NO: 3

PROJECT: **SIERRA PACIFIC HIGH SCHOOL BUILDINGS J3  
AND M1 PROJECT**

DATE: 2/5/26

TO: Ardent General  
CARE OF: Sierra pacific high

FROM: New vision landscape  
4376 N Gregory AVE  
Fresno, CA 93722  
Attn: XXXXXX  
Nvlandscape.co@gmail.com

FILING: RFI# 03

ATTN: Ardent

REF. SPECIFICATION: N/A

DRAWING:

### POTENTIAL IMPACTS:

|                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> SCHED            | <input checked="" type="checkbox"/> LABOR |
| <input checked="" type="checkbox"/> MAT'L | <input type="checkbox"/> NO IMPACT        |
| <input type="checkbox"/> OTHER            |                                           |

RFI SUBMITTED BY: Jose Flores

NEED REPLY BY:

During our exploring for irrigation work. We found irrigation wires that control other areas of the school. They are in conflict with the fire water work that needs to happen. Please advise what you would like us to do. The dotted line is the existing location of the wires. The solid line is a recommended route.

REPLY:

---

---

---

---

---

---

---

FIRM:

SIGNED:

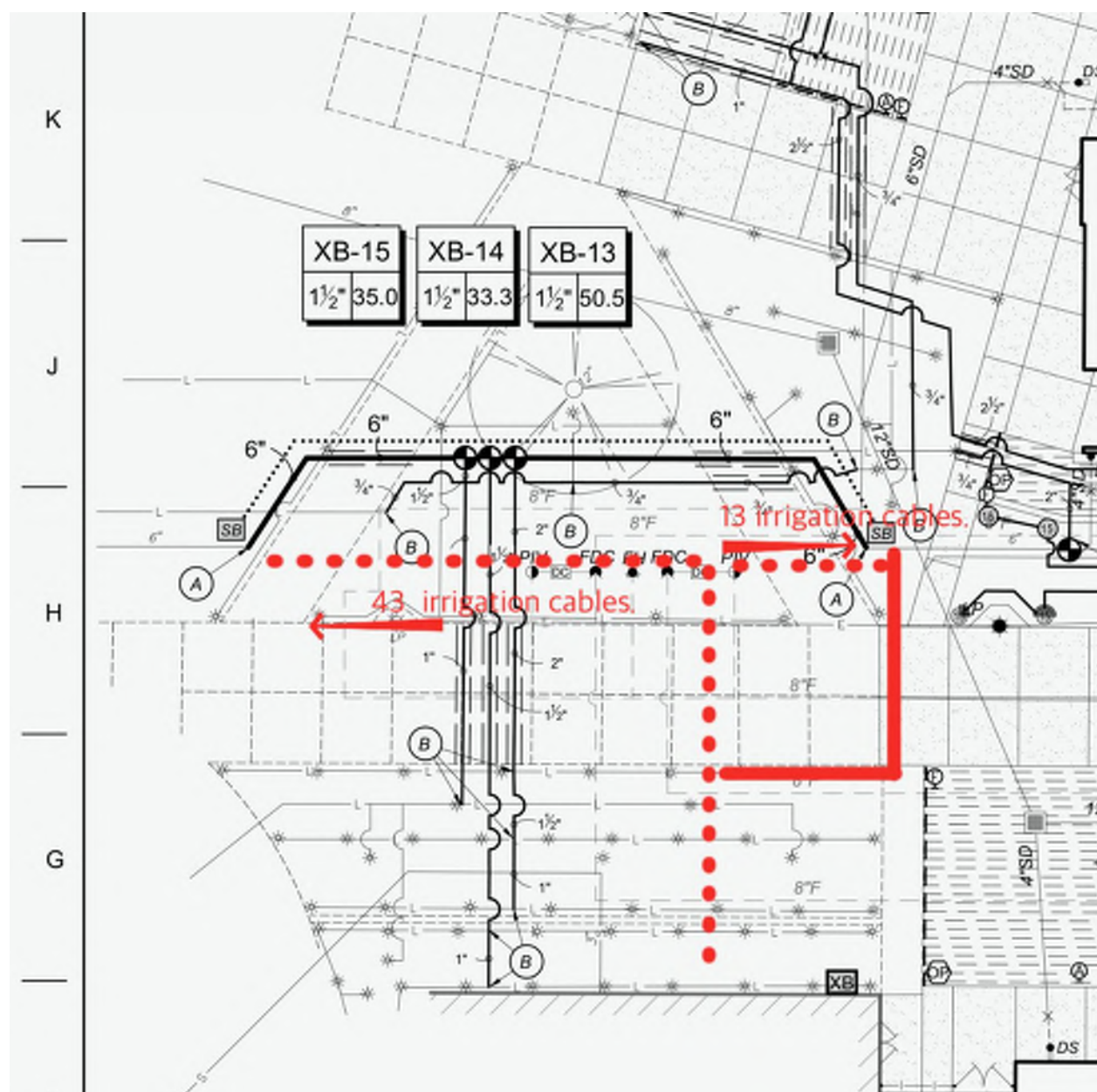
DATE:

CC:

- ☒ CLARIFICATION ONLY
- ☐ CHANGE IN CONTRACT
- ☐ ENGINEER CHANGE
- ☐ OTHER \_\_\_\_\_

Please see markup below.





# Educational Services

## #1

**AGENDA:** New Business / Information / Action

**TOPIC:** Student PE Exemptions

**DESCRIPTION:** Per HJUHSD Board Policy 6142.7 and Education Code Section 51241, the following exemptions are allowed for students in regards to attending all required courses of physical education:

- Temporary (the student is ill/injured and a modified program to meet needs cannot be provided or the student is enrolled for one-half time or less)
- Two Year (the student has met at least five of the six standards of the FITNESSGRAM in grade 9, allowing for the student to be exempt from PE for any two years during grades 10-12.)
- Permanent (The student is 16 or older and has been enrolled in grade 10 for one or more academic years; the student is enrolled as a postgraduate student; the student is enrolled in a juvenile home, ranch, camp or forestry camp school with scheduled recreation and exercise).

The total number of waiver requests shall be reported to the board and submitted for their approval.

**FISCAL IMPACT:** None.

**RECOMMENDATION:** Administration recommends approval of this item as presented.

| Exemption Type | Site | Student ID | Reason      | Board Appr Date |
|----------------|------|------------|-------------|-----------------|
| Temporary      | HWHS | 608173     | Hip Injury  |                 |
| Temporary      | HWHS | 605688     | Knee Injury |                 |

## **Educational Services**

### **#2**

**AGENDA:** New Business / Information

**TOPIC:** School Plan for Student Achievement

- Hanford High
- Hanford West
- Sierra Pacific
- Community Day School
- Earl F. Johnson
- Hanford Online Charter

**DESCRIPTION:** The SPSA's (School Plan for Student Achievement) have been revised for each site listed above with input from their respective Site Councils to reflect their academic plans and budgets for the current school year.

**FISCAL IMPACT:** None

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



# School Plan for Student Achievement (SPSA)

| School Name         | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------|-----------------------------------|----------------------------------------|---------------------------|
| Hanford High School | 16 63925 1634401                  | April 14, 2026                         |                           |

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hanford High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The SPSA Self-Reflection and Feedback Instrument was designed to support district and school leaders as they lead the strategic development of School Plans for Student Achievement (SPSA). The instrument is intended to serve as a reference/guide for developing a meaningful (SPSA) which ensures districts and schools are prioritizing the needs of

students and allocating federal funds in a compliant and responsible manner that when implemented, improves outcomes for all students.

As a school that has been identified for Additional Targeted Support and Improvement, Hanford High School (HHS) has partnered with the Kings County Office of Education (KCOE) to research and identify the root causes of student inequity. A plan is currently underway to identify specific inequities among student sub groups and implement a plan to address these target areas for improvement. The principal goal is to identify the antecedents and primary root cause(s) in order to bridge the inequity gap between these student sub groups and the general student population.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

|                                                                                  |    |
|----------------------------------------------------------------------------------|----|
| SPSA Title Page .....                                                            | 1  |
| Table of Contents.....                                                           | 3  |
| Plan Description.....                                                            | 5  |
| Educational Partner Involvement .....                                            | 6  |
| Resource Inequities .....                                                        | 7  |
| Comprehensive Needs Assessment Components .....                                  | 8  |
| California School Dashboard (Dashboard) Indicators.....                          | 8  |
| Other Needs.....                                                                 | 8  |
| School and Student Performance Data .....                                        | 9  |
| Student Enrollment.....                                                          | 9  |
| CAASPP Results.....                                                              | 11 |
| ELPAC Results .....                                                              | 15 |
| Student Population.....                                                          | 18 |
| Overall Performance .....                                                        | 20 |
| Academic Performance.....                                                        | 22 |
| Academic Engagement .....                                                        | 31 |
| Conditions & Climate.....                                                        | 34 |
| Goals, Strategies, & Proposed Expenditures.....                                  | 36 |
| Goal 1.....                                                                      | 36 |
| Goal 2.....                                                                      | 41 |
| Goal 3.....                                                                      | 47 |
| Budget Summary .....                                                             | 50 |
| Budget Summary .....                                                             | 50 |
| Other Federal, State, and Local Funds .....                                      | 50 |
| Budgeted Funds and Expenditures in this Plan .....                               | 51 |
| Funds Budgeted to the School by Funding Source.....                              | 51 |
| Expenditures by Funding Source .....                                             | 51 |
| Expenditures by Budget Reference .....                                           | 51 |
| Expenditures by Budget Reference and Funding Source .....                        | 51 |
| Expenditures by Goal.....                                                        | 51 |
| School Site Council Membership .....                                             | 52 |
| Recommendations and Assurances .....                                             | 53 |
| Instructions.....                                                                | 54 |
| Appendix A: Plan Requirements .....                                              | 61 |
| Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... | 64 |
| Appendix C: Select State and Federal Programs .....                              | 67 |





# Plan Description

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

This plan is being used by Hanford High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

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

As a school that has been identified for Additional Targeted Support and Improvement, Hanford High School (HHS) has partnered with the Kings County Office of Education (KCOE) to research and identify the root causes of student inequity. A plan is currently underway to identify specific inequities among student sub groups and implement a plan to address these target areas for improvement. The principal goal is to identify the antecedents and primary root cause(s) in order to bridge the inequity gap between these student sub groups and the general student population.

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

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

## Schoolwide Program

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

- 1) Ensure that every student in HJUHS has access to standards-aligned instructional materials, is enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers, and experiences a supportive and engaging school culture that prioritizes parent participation, equity, student safety, and school connectedness, all within facilities maintained in good repair.
- 2) HJUHS aims to cultivate an inclusive and vibrant culture that actively encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.
- 3) English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.

Hanford High School will utilize a variety of special programs offered to meet the needs of all students and their families. These comprehensive and innovative programs integrate 21st-century teaching and learning skills to ensure students are meeting high academic standards. Programs include but are not limited to: Federal and State Grants, Advanced Placement (AP), Honors Programs, English Language Development, Special Education, Visual and Performing Arts (VAPA), Professional Learning Communities (PLC), one-to-one technology, Academic Coaches, CTE, Partnership Academies, and a College & Career Center.

In-depth data analysis of student achievement data and parent surveys is conducted at the District level and at each

school site to determine academic areas of strength, areas of concern, instructional strategies, and programs that support student achievement. Instructional goals for improvement are developed with the input of all staff members, parent committees, and instructional leadership teams.

The District's five-member Governing Board sets the direction through the formulation of the District's policies and the adoption of annual goals and objectives, which reflect the priorities of the community and the Board. Decisions on how the district's funds are spent are considered through input from district staff and parent and community groups, which are then approved by the Board of Trustees. Budget priorities each year reflect the Board's ongoing deliberations on the many programs and facility needs facing our school and district.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Hanford High School has developed a written Title I Parent and Family Engagement Policy with input from Title I parents and family members. The staff at our school site seeks to involve parents in an effective home-school partnership in order to provide the best possible education for our students. These engagement activities are integrated into the school's master plan for academic accountability. The policy is distributed to all families in July digitally when they are completing registration information. This policy was developed in conjunction with members of the School Site Council and English Language Advisory Committee, as well as Certificated and Classified staff, site, and district administration. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive].

Parents/Guardians/Families were involved with the development and review of the written parent involvement policy through the School Site Council, English Learner Advisory Committee, and annual Title I meeting. The policy has been distributed to all families, including, but not limited to, the families of Title I students. Families receive information about the parent involvement policy in the Student-Parent Handbook (the first day of registration), ELAC, and SSC meetings. The Annual Title I Meeting is held in September. The meeting is announced in the informational letter about Categorical Programs sent to all parents and in a separate flyer for the meeting. At the annual meeting, parents/guardians/families are asked to provide input into parent education for the school year. Parent/Guardian/Family meetings are offered at a variety of times during the day and week. Notices of the English Learner Advisory Committee (ELAC) and School Site Council meetings are posted at school and on the webpage, as well as, ParentSquare messages sent out prior to the meeting and via social media. When parents/guardians/families are requested to attend meetings regarding their student's educational or behavioral needs at school (Student Study Team, Individual Educational Plan, parent conferences, for example), attempts are made to schedule the meetings at a time that is convenient to the parent/guardian/family.

There are several mechanisms in place to ensure that parents are involved in the development and revision of the SPSA. Annually, parents/guardians/families are surveyed to provide input on the school's programs. The information summarized from the survey is presented to the School Site Council during the development of the Schoolwide Plan. Additionally, Categorical Program Budgets are reviewed at the Annual Title I meeting in the Fall. At the Annual Title I meeting, available Title I services are discussed. Additionally, parents/guardians/families are invited to become involved in the parent advisory groups including the School Site Council and English Learner Advisory Committee. The Title I Annual Meeting provides parents with information about Title I programs and gives parents the opportunity to input into the services. An annual needs assessment is completed in the Spring Semester. The information is part of the SSC and ELAC agendas in order to provide parent/guardian/family input into the planning for the next school year's school-wide plan revision and budget. Timely responses to parent/guardian/family suggestions are provided through the most appropriate way of addressing the suggestion or concern. If the suggestion or concern is made through a survey or questionnaire, that information is summarized and presented at the next SSC and ELAC meetings. The SSC and ELAC are open meetings and interested parents/guardians/families are invited to attend through posted agendas and notices of the meetings. If the suggestion or concern is of a personal nature and student confidentiality must be maintained, the

parent/guardian is personally contacted to confirm the suggestion or concern and to explain the school's response/resolution. If the parent/guardian is not satisfied with the school's response/resolution, a uniform complaint procedure is in place with which the parent can express dissatisfaction.

Hanford High School, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand (20 USC 6318 (f)). Hanford High School does not discriminate in any form and abides by all federal and state guidelines in reference to the aforementioned populations. As stated previously, translators are available in most languages spoken in our student households, and written correspondence is sent home in the primary language, when applicable. Surveys are also administered to Parents/Guardians, Teachers, and Students to gather information on ideas for improvement. Students, all Staff, Parents/Guardians/Families are given the District YouthTruth survey, and the LCAP survey.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Hanford High School receives base funding through the Local Control Funding Formula (LCFF). Supplemental grants are received for the unduplicated percentage of English Learners, income-eligible for free or reduced-price meals, foster & homeless youth pupils. Concentration grants are another source of funding given for unduplicated pupils above 55 percent. Hanford High also qualifies for Title funding (i.e., Title I Part A allocation and Title III.) Still available for 2024-25 are various funding sources/grants which include, Partnership, Perkins, CTEIG, Strong Workforce (SWP), and the Professional Development Block Fund.

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

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

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

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

**STATEMENT OF NON-DISCRIMINATION:** The Hanford Joint Union High School District (HJUHS) prohibits discrimination, harassment, intimidation and bullying on the basis of actual or perceived characteristics including: physical or mental disability, genetic information, gender, gender identity, gender expression, nationality, race or ethnicity, color, ancestry, age, marital or parental status, religion, sex, sexual orientation, and/or association with a person or group with one or more of these actual or perceived characteristics, in any HJUHS program or activity, which is funded directly by, or that receives or benefits from any state financial assistance, including in its educational programs, activities, or employment policies, as required by state and federal law. (See, e.g., Title VI of the Civil Rights Act of 1964; Title IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; EC §§ 200, 220; Government Code § 11135.) Inquiries regarding compliance with applicable state and federal anti-discrimination statutes may be directed to Director of Administrative Services, 823 W. Lacey Blvd., Hanford CA. 93230, the Director of the Office of Civil Rights, Department of Education, Washington, D.C. The lack of

English language skills will not be a barrier to the admission and participation in HJUHS programs. (P.L. 92-318; 34 CFR 106.9) A copy of the District's Uniform Complaint Policy is available at 823 W. Lacey Blvd., Hanford, California. The District's Title IX Coordinator is: Ward Whaley, Director of Administrative Services, Contract information is (559)583-5901 extension 3126. The District's 504 Coordinator is : Janice Ede, Director of Special Programs. Contact information is (559)583-5901, extension 3117.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the 2025 Dashboard, English Learner Progress is Red overall. Additionally Math progress is an orange indicator.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

We are in a red indicator for suspensions of African American students, and a yellow indicator for Homeless students and students with disabilities.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We are focusing on graduation rates, so when students become 15 credits or more deficient, we enroll them in a credit recovery program that they have 24/7 access to recover credits.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hanford High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 22-23                 | 23-24  | 24-25  | 22-23              | 23-24 | 24-25 |
| American Indian                | 0.06%                 | 0.07%  | 0.13%  | 1                  | 1     | 2     |
| African American               | 3.68%                 | 3.68%  | 3.87%  | 57                 | 55    | 58    |
| Asian                          | 0.39%                 | 0.60%  | 0.40%  | 6                  | 9     | 6     |
| Filipino                       | 0.45%                 | 0.40%  | 0.13%  | 7                  | 6     | 2     |
| Hispanic/Latino                | 75.79%                | 77.11% | 74.83% | 1174               | 1152  | 1121  |
| Pacific Islander               | 0.19%                 | 0.13%  | 0.27%  | 3                  | 2     | 4     |
| White                          | 15.62%                | 14.52% | 16.76% | 242                | 217   | 251   |
| Two or More Races              | 3.1%                  | 2.95%  | 3.60%  | 48                 | 44    | 54    |
| Not Reported                   | 0.71%                 | 0.54%  | %      | 11                 | 8     |       |
| Total Enrollment               |                       |        |        | 1549               | 1494  | 1498  |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 22-23              | 23-24 | 24-25 |
| Grade 9                           | 431                | 371   | 410   |
| Grade 10                          | 391                | 404   | 362   |
| Grade 11                          | 389                | 368   | 380   |
| Grade 12                          | 338                | 351   | 346   |
| Total Enrollment                  | 1,549              | 1,494 | 1,498 |

#### Conclusions based on this data:

1. Since the pandemic (data disruption) Hanford high has experienced a decline in student enrollment. However, As of the time of this report HHS has realized a gain of 4 students from the 2023-24 school year.
2. Hispanic/Latino population accounts for the largest demographic group at above 70% and continues to steadily rise each year.
3. Next steps will be to review services that currently target the Hispanic/Latino group to make sure we are supporting their specific student group needs.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment |                    |       |       |                     |       |       |
|---------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                   | Number of Students |       |       | Percent of Students |       |       |
|                                 | 22-23              | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 |
| English Learners                | 202                | 192   | 178   | 13.0%               | 12.9% | 11.9% |
| Fluent English Proficient (FEP) | 377                | 372   | 366   | 24.3%               | 24.9% | 24.4% |

### Conclusions based on this data:

1. Fluent English Proficient (FEP) student numbers continue to decline significantly year over year.
2. The number of enrolled EL students dropped from 12.9% in 23-24 to 11.9% in 24-25
3. The EL & FEP group is a focus for Hanford High, especially given that the school has been designated as requiring "Additional Targeted Support & Intervention" (ATSI). Reclassifications may have dipped from 2019-20 to 2024-25 however, Hanford High is beginning to realize marginal improvement due to a much more refined & streamlined testing procedure along with some staffing adjustments in the counseling department. Next steps include the continued monitoring of programs to recognize opportunities for improvement and bridge the performance gap.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 11                               | 369                    | 353   | 359   | 366                  | 344   | 356   | 365                       | 344   | 356   | 99.2                          | 97.5  | 99.2  |
| All Grades                             | 369                    | 353   | 359   | 366                  | 344   | 356   | 365                       | 344   | 356   | 99.2                          | 97.5  | 99.2  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 11                             | 2579.            | 2534. | 2583. | 16.99               | 11.63 | 20.51 | 35.89          | 27.91 | 37.08 | 26.85                 | 20.35 | 20.79 | 20.27              | 40.12 | 21.63 |
| All Grades                           | N/A              | N/A   | N/A   | 16.99               | 11.63 | 20.51 | 35.89          | 27.91 | 37.08 | 26.85                 | 20.35 | 20.79 | 20.27              | 40.12 | 21.63 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                   | 18.90            | 15.41 | 19.66 | 61.64                 | 54.36 | 58.43 | 19.45            | 30.23 | 21.91 |
| All Grades                                                                 | 18.90            | 15.41 | 19.66 | 61.64                 | 54.36 | 58.43 | 19.45            | 30.23 | 21.91 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                   | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                          | 25.00            | 12.79 | 24.72 | 53.85                 | 47.38 | 56.46 | 21.15            | 39.83 | 18.82 |
| All Grades                                        | 25.00            | 12.79 | 24.72 | 53.85                 | 47.38 | 56.46 | 21.15            | 39.83 | 18.82 |



| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                               | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                           | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                  | 12.60            | 8.43  | 13.20 | 72.88                 | 71.80 | 71.91 | 14.52            | 19.77 | 14.89 |
| All Grades                                                | 12.60            | 8.43  | 13.20 | 72.88                 | 71.80 | 71.91 | 14.52            | 19.77 | 14.89 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                          | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                 | 18.08            | 10.76 | 20.51 | 67.40                 | 66.28 | 63.76 | 14.52            | 22.97 | 15.73 |
| All Grades                                                               | 18.08            | 10.76 | 20.51 | 67.40                 | 66.28 | 63.76 | 14.52            | 22.97 | 15.73 |

**Conclusions based on this data:**

1. The number of overall students tested increased by 26 from 2021-22 to 2022-23. There has been a 2.8 point decline in students overall mean score performance, and a decline in students exceeding or meeting standards. Students nearly meeting standards has increased and students that perform below standard have also decreased slightly (21.76 - 20.27)
2. Of note, the number of students performing below standard in reading has increased (17.06% to 19.45%)
3. The next steps are to review current practices so we can more accurately target precise areas in need of academic intervention.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 11                               | 368                    | 354   | 360   | 364                  | 348   | 356   | 364                       | 348   | 356   | 98.9                          | 98.3  | 98.9  |
| All Grades                             | 368                    | 354   | 360   | 364                  | 348   | 356   | 364                       | 348   | 356   | 98.9                          | 98.3  | 98.9  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 11                             | 2509.            | 2490. | 2510. | 4.12                | 3.16  | 3.65  | 12.09          | 9.48  | 10.96 | 21.43                 | 19.25 | 23.03 | 62.36              | 68.10 | 62.36 |
| All Grades                           | N/A              | N/A   | N/A   | 4.12                | 3.16  | 3.65  | 12.09          | 9.48  | 10.96 | 21.43                 | 19.25 | 23.03 | 62.36              | 68.10 | 62.36 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                               | 7.14             | 4.31  | 4.49  | 33.24                 | 34.77 | 36.80 | 59.62            | 60.92 | 58.71 |
| All Grades                                                             | 7.14             | 4.31  | 4.49  | 33.24                 | 34.77 | 36.80 | 59.62            | 60.92 | 58.71 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                      | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                  | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                                                                         | 4.95             | 4.60  | 6.46  | 57.14                 | 56.61 | 55.90 | 37.91            | 38.79 | 37.64 |
| All Grades                                                                                                                       | 4.95             | 4.60  | 6.46  | 57.14                 | 56.61 | 55.90 | 37.91            | 38.79 | 37.64 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                          | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                      | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                             | 6.32             | 3.45  | 4.49  | 62.09                 | 57.76 | 60.96 | 31.59            | 38.79 | 34.55 |
| All Grades                                                                           | 6.32             | 3.45  | 4.49  | 62.09                 | 57.76 | 60.96 | 31.59            | 38.79 | 34.55 |

**Conclusions based on this data:**

1. for the 2023-24 to 2024-25 school year, the overall performance mean score is up 54.5 points. Student performing at "meets standard" and "exceed standard" has also improved by 2.92% and 0.93% respectively. Finally, the number of students performing at "below standard" has decreased from 38.79% to 34.55%
2. The area that appears to require the most support is "Problem Solving & Modeling/Data Analysis" which saw a 2.11% increase in students' performing "below standard."
3. The next steps are to review current practices so we can more accurately target precise areas of student academic support in the area of "Problem Solving & Modeling/Data Analysis."

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 22-23   | 23-24  | 24-25  | 22-23         | 23-24  | 24-25  | 22-23            | 23-24  | 24-25  | 22-23                     | 23-24 | 24-25 |
| 9                                                                                            | 1539.5  | 1533.2 | 1500.5 | 1533.9        | 1535.9 | 1489.0 | 1544.7           | 1530.0 | 1511.3 | 63                        | 54    | 43    |
| 10                                                                                           | 1546.6  | 1527.0 | 1531.4 | 1543.2        | 1517.4 | 1532.4 | 1549.5           | 1536.0 | 1529.8 | 66                        | 51    | 58    |
| 11                                                                                           | 1567.6  | 1536.9 | 1512.5 | 1555.9        | 1526.9 | 1514.1 | 1578.8           | 1546.4 | 1510.2 | 45                        | 34    | 37    |
| 12                                                                                           | 1519.3  | 1563.3 | 1530.4 | 1500.9        | 1563.9 | 1525.0 | 1537.0           | 1562.0 | 1535.1 | 29                        | 33    | 30    |
| All Grades                                                                                   |         |        |        |               |        |        |                  |        |        | 203                       | 172   | 168   |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | 9.52    | 9.26  | 0.00  | 42.86   | 33.33 | 23.26 | 23.81   | 33.33 | 44.19 | 23.81   | 24.07 | 32.56 | 63                       | 54    | 43    |
| 10                                                                                    | 25.76   | 13.73 | 13.79 | 24.24   | 33.33 | 25.86 | 25.76   | 23.53 | 36.21 | 24.24   | 29.41 | 24.14 | 66                       | 51    | 58    |
| 11                                                                                    | 20.00   | 2.94  | 8.11  | 44.44   | 47.06 | 24.32 | 15.56   | 26.47 | 24.32 | 20.00   | 23.53 | 43.24 | 45                       | 34    | 37    |
| 12                                                                                    | 13.79   | 9.09  | 3.33  | 27.59   | 51.52 | 36.67 | 24.14   | 27.27 | 36.67 | 34.48   | 12.12 | 23.33 | 29                       | 33    | 30    |
| All Grades                                                                            | 17.73   | 9.30  | 7.14  | 34.98   | 39.53 | 26.79 | 22.66   | 27.91 | 35.71 | 24.63   | 23.26 | 30.36 | 203                      | 172   | 168   |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                  | 26.98   | 27.78 | 11.63 | 36.51   | 35.19 | 37.21 | 17.46   | 25.93 | 23.26 | 19.05   | 11.11 | 27.91 | 63                       | 54    | 43    |
| 10                                                                                 | 28.79   | 21.57 | 24.14 | 30.30   | 35.29 | 39.66 | 22.73   | 15.69 | 17.24 | 18.18   | 27.45 | 18.97 | 66                       | 51    | 58    |
| 11                                                                                 | 26.67   | 17.65 | 21.62 | 46.67   | 47.06 | 27.03 | 15.56   | 17.65 | 18.92 | 11.11   | 17.65 | 32.43 | 45                       | 34    | 37    |
| 12                                                                                 | 17.24   | 27.27 | 20.00 | 37.93   | 54.55 | 43.33 | 10.34   | 12.12 | 20.00 | 34.48   | 6.06  | 16.67 | 29                       | 33    | 30    |
| All Grades                                                                         | 26.11   | 23.84 | 19.64 | 36.95   | 41.28 | 36.90 | 17.73   | 18.60 | 19.64 | 19.21   | 16.28 | 23.81 | 203                      | 172   | 168   |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                         | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                     | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                                   | 6.35    | 3.70  | 0.00  | 22.22   | 14.81 | 0.00  | 44.44   | 33.33 | 41.86 | 26.98   | 48.15 | 58.14 | 63                       | 54    | 43    |
| 10                                                                                                  | 7.58    | 1.96  | 3.45  | 30.30   | 33.33 | 15.52 | 28.79   | 21.57 | 39.66 | 33.33   | 43.14 | 41.38 | 66                       | 51    | 58    |
| 11                                                                                                  | 15.56   | 0.00  | 2.70  | 24.44   | 14.71 | 5.41  | 37.78   | 52.94 | 27.03 | 22.22   | 32.35 | 64.86 | 45                       | 34    | 37    |
| 12                                                                                                  | 3.45    | 9.09  | 0.00  | 24.14   | 9.09  | 13.33 | 27.59   | 51.52 | 46.67 | 44.83   | 30.30 | 40.00 | 29                       | 33    | 30    |
| All Grades                                                                                          | 8.37    | 3.49  | 1.79  | 25.62   | 19.19 | 8.93  | 35.47   | 37.21 | 38.69 | 30.54   | 40.12 | 50.60 | 203                      | 172   | 168   |

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                                     | 9.52           | 7.41  | 4.65  | 76.19               | 75.93 | 60.47 | 14.29     | 16.67 | 34.88 | 63                       | 54    | 43    |
| 10                                                                                                    | 15.15          | 5.88  | 15.52 | 65.15               | 66.67 | 55.17 | 19.70     | 27.45 | 29.31 | 66                       | 51    | 58    |
| 11                                                                                                    | 6.67           | 2.94  | 5.41  | 73.33               | 67.65 | 37.84 | 20.00     | 29.41 | 56.76 | 45                       | 34    | 37    |
| 12                                                                                                    | 6.90           | 9.09  | 0.00  | 55.17               | 72.73 | 63.33 | 37.93     | 18.18 | 36.67 | 29                       | 33    | 30    |
| All Grades                                                                                            | 10.34          | 6.40  | 7.74  | 68.97               | 70.93 | 54.17 | 20.69     | 22.67 | 38.10 | 203                      | 172   | 168   |

| <b>Speaking Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                          | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                                      | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                                    | 63.49          | 57.41 | 50.00 | 14.29               | 29.63 | 21.43 | 22.22     | 12.96 | 28.57 | 63                       | 54    | 42    |
| 10                                                                                                   | 63.64          | 58.00 | 63.79 | 18.18               | 20.00 | 18.97 | 18.18     | 22.00 | 17.24 | 66                       | 50    | 58    |
| 11                                                                                                   | 60.00          | 58.82 | 51.35 | 31.11               | 20.59 | 27.03 | 8.89      | 20.59 | 21.62 | 45                       | 34    | 37    |
| 12                                                                                                   | 51.72          | 78.79 | 73.33 | 24.14               | 15.15 | 10.00 | 24.14     | 6.06  | 16.67 | 29                       | 33    | 30    |
| All Grades                                                                                           | 61.08          | 61.99 | 59.28 | 20.69               | 22.22 | 19.76 | 18.23     | 15.79 | 20.96 | 203                      | 171   | 167   |

| <b>Reading Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                         | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                                     | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                                   | 12.70          | 5.56  | 0.00  | 39.68               | 37.04 | 34.88 | 47.62     | 57.41 | 65.12 | 63                       | 54    | 43    |
| 10                                                                                                  | 19.70          | 15.69 | 5.17  | 37.88               | 33.33 | 41.38 | 42.42     | 50.98 | 53.45 | 66                       | 51    | 58    |
| 11                                                                                                  | 17.78          | 0.00  | 5.41  | 44.44               | 52.94 | 21.62 | 37.78     | 47.06 | 72.97 | 45                       | 34    | 37    |
| 12                                                                                                  | 13.79          | 9.09  | 6.67  | 34.48               | 45.45 | 23.33 | 51.72     | 45.45 | 70.00 | 29                       | 33    | 30    |
| All Grades                                                                                          | 16.26          | 8.14  | 4.17  | 39.41               | 40.70 | 32.14 | 44.33     | 51.16 | 63.69 | 203                      | 172   | 168   |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| <b>9</b>                                                                              | 1.59           | 0.00  | 0.00  | 79.37               | 75.93 | 69.77 | 19.05     | 24.07 | 30.23 | 63                       | 54    | 43    |
| <b>10</b>                                                                             | 4.55           | 0.00  | 0.00  | 74.24               | 64.71 | 79.31 | 21.21     | 35.29 | 20.69 | 66                       | 51    | 58    |
| <b>11</b>                                                                             | 20.00          | 5.88  | 0.00  | 68.89               | 73.53 | 59.46 | 11.11     | 20.59 | 40.54 | 45                       | 34    | 37    |
| <b>12</b>                                                                             | 3.45           | 15.15 | 3.33  | 65.52               | 72.73 | 73.33 | 31.03     | 12.12 | 23.33 | 29                       | 33    | 30    |
| <b>All Grades</b>                                                                     | 6.90           | 4.07  | 0.60  | 73.40               | 71.51 | 71.43 | 19.70     | 24.42 | 27.98 | 203                      | 172   | 168   |

**Conclusions based on this data:**

1. The overall Mean Scale Scores continue to increase in each grade level with the exception of the 12 grade which has a three year declining trend.
2. The number of students performing at the "beginning" level is increasing year over year.
3. This group is a particular focus for Hanford High as we are eligible for Additional Targeted Support and Improvement (ATSI) based on the English Learner Student Group. The next steps are to review current practices so we can more accurately target precise areas of student academic supports in the area of Reading.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| 2024-25 Student Population                                |                                                                                                                                  |                                                                                                                                                              |                                                             |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                          | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 1498                                                      | 84.1%                                                                                                                            | 11.9%                                                                                                                                                        | 0.3%                                                        |
| Total Number of Students enrolled in Hanford High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 178   | 11.9%      |
| Foster Youth                                      | 5     | 0.3%       |
| Homeless                                          | 112   | 7.5%       |
| Socioeconomically Disadvantaged                   | 1260  | 84.1%      |
| Students with Disabilities                        | 150   | 10%        |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 58    | 3.9%       |
| American Indian              | 2     | 0.1%       |
| Asian                        | 6     | 0.4%       |
| Filipino                     | 2     | 0.1%       |
| Hispanic                     | 1121  | 74.8%      |
| Two or More Races            | 54    | 3.6%       |
| Pacific Islander             | 4     | 0.3%       |
| White                        | 251   | 16.8%      |

### Conclusions based on this data:

- 84.1% of the students are identified as Socioeconomically Disadvantaged. Additionally, 74.8% of students are identified as Hispanic.

2. 11.9% of students are English Learners. This group is a particular focus for Hanford High & the greater HJUHSD at large as we are eligible for Additional Targeted Support and Improvement (ATSI) based on the English Learner (EL) Student Group.
3. Next steps are to review current teaching practices and explore research based instructional strategies to address this achievement gap.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                              | Academic Engagement                                                                                                                      | Conditions & Climate                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Green</div>   | <div>Graduation Rate</div> <div></div> <div>Blue</div> | <div>Suspension Rate</div> <div></div> <div>Green</div> |
| <div>Mathematics</div> <div></div> <div>Orange</div>           |                                                                                                                                          |                                                                                                                                             |
| <div>English Learner Progress</div> <div></div> <div>Red</div> |                                                                                                                                          |                                                                                                                                             |
| <div>College/Career</div> <div></div> <div>Yellow</div>        |                                                                                                                                          |                                                                                                                                             |



**Conclusions based on this data:**

1. Overall performance for students in the area of graduation continues to be noteworthy.
2. The area of greatest need is Mathematics and Rates of suspension for African Americans
3. The next steps are to review current practices in order to specifically target areas of need so we can provide research based instructional strategies to address student achievement in the area of Mathematics. Additionally, given the high suspension rates, more targeted MTTS interventions that focus on academic, behavioral & social emotional will continue to be an area of focus.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                         |                                                                                                                   |                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>4.7 points above standard<br>Increased 48.3 points<br>344 Students       | <b>English Learners</b><br><br>Orange<br>87 points below standard<br>Increased 27.7 points<br>56 Students         | <b>Long-Term English Learners</b><br><br>No Performance Color<br>119.9 points below standard<br>Increased 5.2 points<br>27 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Homeless</b><br><br>No Performance Color<br>61.3 points below standard<br>Increased 32.6 points<br>25 Students | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>2 points below standard<br>Increased 48.3 points<br>296 Students            |

|                                                                                                                                                                                                                    |                                                                                                                                                                                                            |                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>162 points below standard<br>Declined 29.9 points<br>28 Students | <b>African American</b><br><br>No Performance Color<br>110.8 points below standard<br>Declined 25.7 points<br>12 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                 |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student                             | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student                  | <b>Hispanic</b><br><br>Green<br>0.3 points above standard<br>Increased 53 points<br>261 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students                | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                         | <b>White</b><br><br>Blue<br>47.7 points above standard<br>Increased 60.8 points<br>63 Students   |

#### Conclusions based on this data:

1. The following subgroups have scores that are significantly below standard:  
Current English Learners (112.9 points below standard)  
African American (104.4 points below standard)  
Hispanic (112.9 points below standard)  
English Learners. (103.4 points below standard)
2. The African American student subgroup have declined significantly by (30 points). English Only students have also declined by 14.6 points.
3. Our next steps are to review current practices in order to specifically target shortcomings and provide research based instructional strategies to aid in closing the achievement gap for each of the sub groups identified in section one.

# School and Student Performance Data

## Academic Performance Mathematics

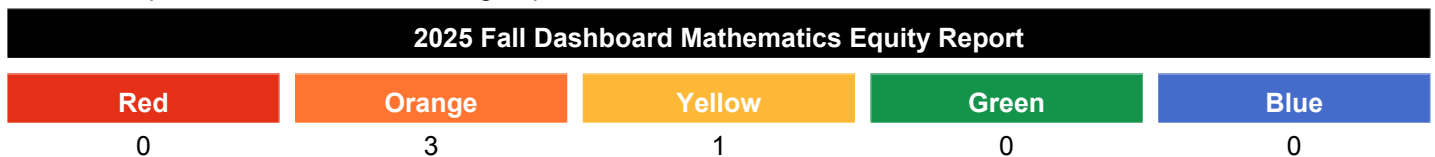
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                      |                                                                                                                                                                                                     |                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>115.4 points below standard<br>Increased 18.6 points<br>343 Students    | <b>English Learners</b><br><br>Orange<br>172.1 points below standard<br>Increased 11.1 points<br>56 Students     | <b>Long-Term English Learners</b><br><br>No Performance Color<br>197.1 points below standard<br>Increased 10.6 points<br>27 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Homeless</b><br><br>No Performance Color<br>171.9 points below standard<br>Increased 13 points<br>25 Students | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>119.8 points below standard<br>Increased 22.3 points<br>295 Students         |

|                                                                                                                                                                                                                      |                                                                                                                                                                                                            |                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>252.4 points below standard<br>Declined 40.3 points<br>28 Students | <b>African American</b><br><br>No Performance Color<br>215.4 points below standard<br>Declined 27.9 points<br>12 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                      |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student                               | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student                  | <b>Hispanic</b><br><br>Orange<br>118.9 points below standard<br>Increased 23.1 points<br>260 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students                  | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                         | <b>White</b><br><br>Yellow<br>78.5 points below standard<br>Increased 15.1 points<br>63 Students      |

#### Conclusions based on this data:

1. All student subgroups have scores that fall well below standard. Additional Targeted Support and Improvements (ATSI) are required for all students and subgroups.
2. The subgroup that appear least impacted are white students. However, the scores for this subgroup is also recorded as 85.1 points below standard.
3. Hanford High next steps are to review current practices to target areas we can adopt and/or enhance in order to support student achievement.

# School and Student Performance Data

## Academic Performance Science

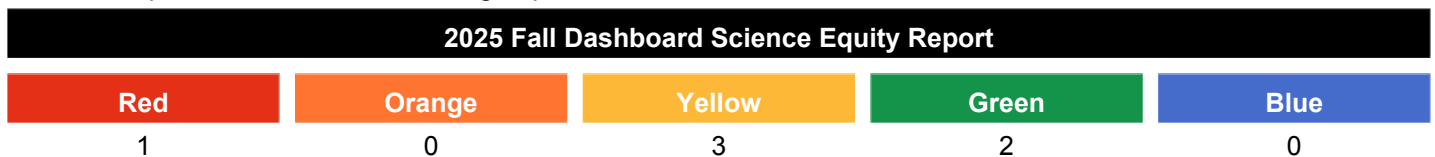
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Science Performance for All Students/Student Group                                                                                                                          |                                                                                                                                                                                              |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>49.6 science points<br>Increased 6 points<br>346 Students                | <b>English Learners</b><br><br>Yellow<br>39.2 science points<br>Increased 5.1 points<br>80 Students       | <b>Long-Term English Learners</b><br><br>Red<br>34.1 science points<br>Maintained 1.1 points<br>44 Students        |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Homeless</b><br><br>No Performance Color<br>38.9 science points<br>Increased 3.2 points<br>21 Students | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>49.4 science points<br>Increased 6.7 points<br>297 Students |

|                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>35.1 science points<br>Increased 6 points<br>30 Students | <b>African American</b><br><br>No Performance Color<br>38.2 science points<br>Increased 9 points<br>12 Students   | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students      | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                         | <b>Hispanic</b><br><br>Green<br>50.2 science points<br>Increased 7.7 points<br>271 Students                     |
| <b>Two or More Races</b><br><br>No Performance Color<br>42.6 science points<br>14 Students                  | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Yellow<br>50.8 science points<br>Maintained -0.5 points<br>46 Students                      |

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator                                   |                                                                                               |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| English Learner Progress                                                                 | Long-Term English Learner Progress                                                            |
| <br>Red | <br>Yellow |
| 31.6 making progress.                                                                    | 35 making progress.                                                                           |
| Number Students: 155 Students                                                            | Number Students: 123 Students                                                                 |

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

| 2025 Fall Dashboard Student English Language Acquisition Results |                                            |                         |                                    |
|------------------------------------------------------------------|--------------------------------------------|-------------------------|------------------------------------|
| Decreased One ELPI Level                                         | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 23.9%                                                            | 44.5%                                      | 0%                      | 31.6%                              |

### Conclusions based on this data:

- 43.8% of students Progressed at least One ELPI Level. Conversely, 18.8% decreased one ELPI level.
- The data indicates that 45.5% of HHS students are making progress towards English language proficiency.
- This overall group is of particular focus for HHS the school is eligible for Additional Targeted Support and Improvement (ATSI) based on the English Learner Student Group. The next steps are to review current practices to target areas we could enhance to support overall English Learner proficiency.



# School and Student Performance Data

## Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

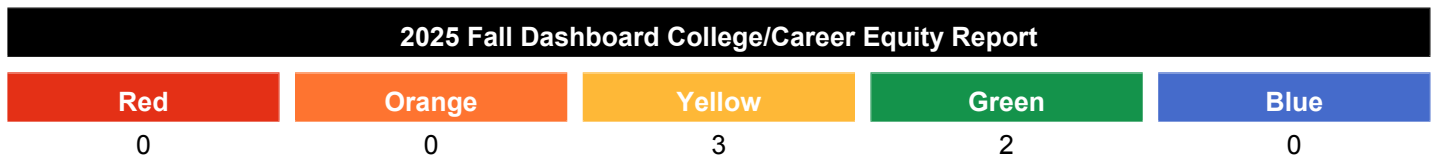
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group                                 |                                                                                               |                                                                                                         |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>Prepared 40.4%<br>Maintained 1.5%<br>334 Students                        | <b>English Learners</b><br><br>Yellow<br>Prepared 17.9%<br>Increased 3.9%<br>56 Students      | <b>Long-Term English Learners</b><br><br>Yellow<br>Prepared 20%<br>Increased 5.7%<br>45 Students        |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Homeless</b><br><br>No Performance Color<br>Prepared 23.5%<br>Declined 4.1%<br>34 Students | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>Prepared 37.8%<br>Increased 3.1%<br>296 Students |

|                                                                                                                                                                                                  |                                                                                                                                                                                           |                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Prepared 10.7%<br>Declined 2.1%<br>28 Students | <b>African American</b><br><br>No Performance Color<br>Prepared 26.3%<br>Declined 15.4%<br>19 Students   | <b>American Indian</b><br><br>No Performance Color<br>0 Students                   |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students          | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Hispanic</b><br><br>Yellow<br>Prepared 36.7%<br>Maintained 1.9%<br>245 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Prepared 35.7%<br>Declined 31%<br>14 Students           | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                        | <b>White</b><br><br>Green<br>Prepared 63.5%<br>Increased 11.5%<br>52 Students      |

#### Conclusions based on this data:

1. In analyzing the 2025 CCI levels for Hanford High, 63.4% of white students were "prepared," a stark contrast to 46.6% of Socio economically disadvantaged students, 7.4% of EL and 4.0% of students with disabilities. Further analysis reveals 15.1% of whites are reported as "not prepared," 44.4% of the EL students, 22.9% socio economically disadvantaged and 64% students identified as students with disabilities.
2. From 2023 to 2025 Hanford High has seen a 9.6% increase among all students reported as "prepared." Over the same period Socio economically disadvantaged students also realized a 11% increase in prepared status. EL students however saw a 2.4% decrease over the same period. Finally, with the exception of African American students, all other groups saw a decline in students reported as "not prepared."
3. The next steps are to continue reviewing college and career indicators and examine current practices with a focus on shifting focus to target areas that can support and enhance student achievement among African American, EL and socio economically disadvantaged students. We will use CTEIG & Strong Workforce funds to realign instruction to support student needs.

## School and Student Performance Data

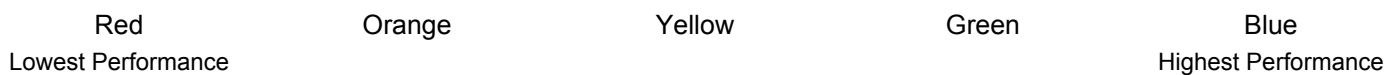
## Academic Engagement

### Chronic Absenteeism

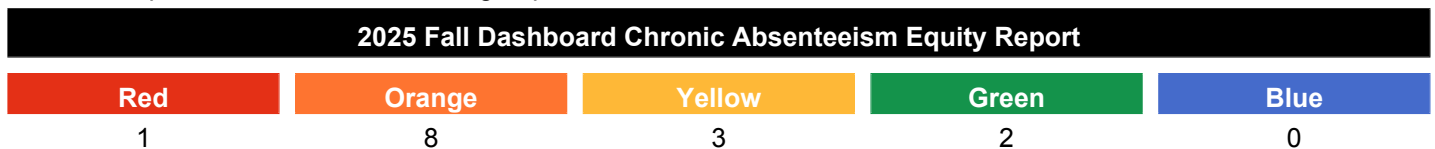
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

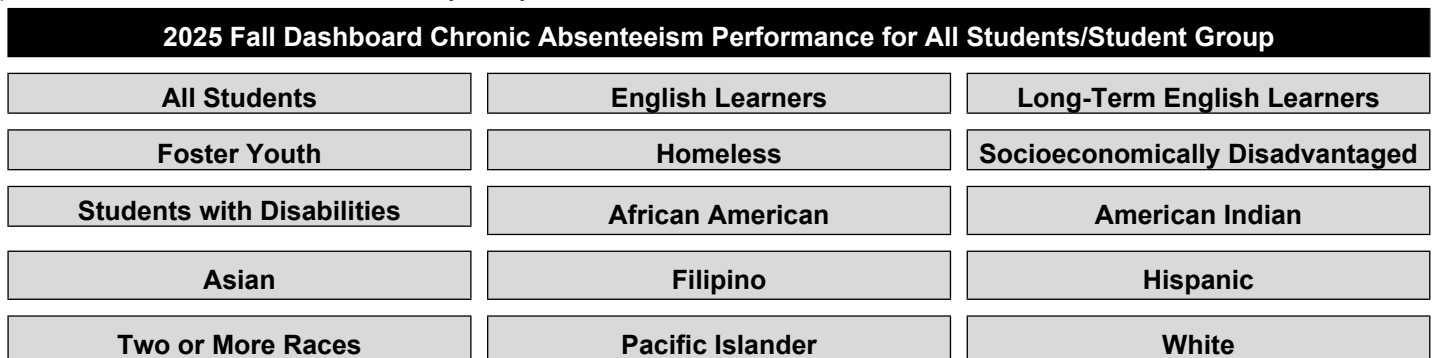
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



### Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

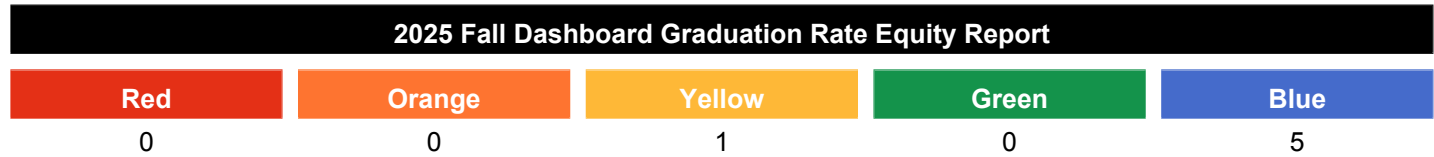
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group                                                                                                                                                                   |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Blue</div> <div>97.9% graduated</div> <div>Increased 2.6%</div> <div>339 Students</div>                  | <div>English Learners</div> <div></div> <div>Blue</div> <div>96.5% graduated</div> <div>Increased 6.5%</div> <div>57 Students</div>         | <div>Long-Term English Learners</div> <div></div> <div>Blue</div> <div>95.7% graduated</div> <div>Increased 7.6%</div> <div>46 Students</div>     |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>94.6% graduated</div> <div>Increased 4.9%</div> <div>37 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>98% graduated</div> <div>Increased 3.2%</div> <div>301 Students</div> |

|                                                                                                                                                                                         |                                                                                                                                                                                           |                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>78.1% graduated<br>Increased 1.2%<br>32 Students    | <b>African American</b><br><br>No Performance Color<br>89.5% graduated<br>Declined 10.5%<br>19 Students  | <b>American Indian</b><br><br>No Performance Color<br>0 Students                 |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Hispanic</b><br><br>Blue<br>98.8% graduated<br>Increased 4.2%<br>249 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>100% graduated<br>Maintained 0%<br>14 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                        | <b>White</b><br><br>Blue<br>96.2% graduated<br>Maintained 0.1%<br>53 Students    |

#### Conclusions based on this data:

1. Hanford High continues to realize high graduation rates relative to California state averages.
2. Although not reflected on this data set, our ATSI identified group (African American, English Learners & Students with disabilities) have graduation rates that fall below the high numbers realized by the rest of the student population.
3. A key driver responsible for the high graduation rates realized is the credit recovery program offered to students throughout the district. Students that are in jeopardy are provided several opportunities to make up units either during their regular school day (built into their schedule) or summer school. HJUHSd also offers students the option of attending alternative sites if the comprehensive does not align with their learning needs. To improve graduation rates among the groups targeted for ATSI, next steps include maintaining our credit recovery program and working toward identifying and addressing antecedents & contributing factors through the MTSS initiative.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

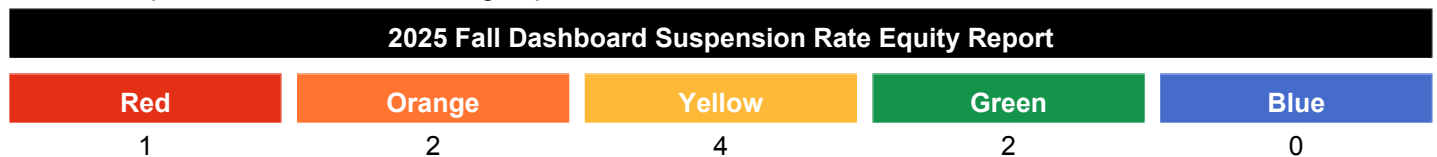
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                    |                                                                                                           |                                                                                                                        |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>5.2% suspended at least one day<br>Declined 2.9%<br>1588 Students | <b>English Learners</b><br><br>Yellow<br>8.3% suspended at least one day<br>Declined 4.3%<br>205 Students | <b>Long-Term English Learners</b><br><br>Yellow<br>7.6% suspended at least one day<br>Declined 5.6%<br>158 Students    |
| <b>Foster Youth</b><br><br>No Performance Color<br>31.3% suspended at least one day<br>16 Students    | <b>Homeless</b><br><br>Yellow<br>7% suspended at least one day<br>Declined 4.5%<br>128 Students           | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>5.8% suspended at least one day<br>Declined 3%<br>1351 Students |

|                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>7.7% suspended at least one day<br>Declined 5.1%<br>169 Students | <b>African American</b><br><br>Red<br>20% suspended at least one day<br>Increased 5.5%<br>65 Students             | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students              | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students         | <b>Hispanic</b><br><br>Green<br>4.3% suspended at least one day<br>Declined 4.2%<br>1188 Students                |
| <b>Two or More Races</b><br><br>Orange<br>10% suspended at least one day<br>Increased 2.2%<br>60 Students           | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>White</b><br><br>Orange<br>4.6% suspended at least one day<br>Increased 0.3%<br>260 Students                  |

#### Conclusions based on this data:

1. At Hanford High, suspension rates continue to be high across all demographic groups with Homeless, African American and English learner students experiencing the highest rates
2. The group least impacted are students identified as two or more races increased 2.2 %
3. Our next steps are to continue reviewing our suspension practices, implement measures that provide alternatives to suspension and continue to cultivate a climate of inclusiveness and belonging among the student body. Review of our climate surveys will also help in identifying those practices that are of concern to students, practices that may be inadvertently counter to inclusiveness and belonging (i.e., course offering, clubs & extracurricular opportunities, involvement, fair & equitable administration of discipline and consequences.)

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Basic (Conditions of Learning)

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure that every student in HJUHS has access to standards-aligned instructional materials, is enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers, and experiences a supportive and engaging school culture that prioritizes parent participation, equity, student safety, and school connectedness, all within facilities maintained in good repair

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hanford High School believes that the conditions of learning State Priority 1, 3, 5, and 6 provide equity, a strong curriculum, a means to measure students' success, and a supportive and engaging culture that every student will have the opportunity to access standards-aligned instruction material and resources. The foundation for learning starts by giving students effectively trained, credentialed teachers in safe and secure facilities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                         | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                | Expected Outcome                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Facilities Inspection Tool (Priority 1C)                                                 | 95% (Fit Tool 2024-25)                                                                                                                                                                                                                                                                                                                                                 | 100% good                                                                                                                                                                                                                                                                                                                                                                              |
| Parent, Student and Staff response to Climate Survey (Priority 3 A,B, & C) (Priority 6C) | 402 parent responses (YouthTruth)<br>Students rated HHS 3.19 out 5 on "feeling safe"<br>Students rated HHS 3.47 out 5 on "feeling connectedness"<br>Parents rated HHS 3.56 out 5 on "feeling safe"<br>Parents rated HHS 3.36 out 5 on "feeling connectedness"<br>Staff rated HHS 3.75 out 5 on "feeling safe"<br>Staff rated HHS 3.96 out 5 on "feeling connectedness" | 100% in all areas, specifically at east 25% of parents.<br>Students rated HJUHS 4 out 5 on "feeling safe"<br>Students rated HJUHS 4 out 5 on "feeling connectedness"<br>Parents rated HJUHS 4 out 5 on "feeling safe"<br>Parents rated HJUHS 4 out 5 on "feeling connectedness"<br>Staff rated HJUHS 4 out 5 on "feeling safe"<br>Staff rated HJUHS 4 out 5 on "feeling connectedness" |



|                                                                                                               |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents receiving messages from the communication tool (Priority 3 A,B, & C)                                  | 5,932 out of 5,972 (99%) contacts receiving communications (ParentSquare 2022-23)                                                                                                                                                                                                                                                | 100%                                                                                                                                                                                                                                                                                                                                                    |
| Increase Attendance Rates (Priority 5 A)                                                                      | 92% (P1: 12/2024)                                                                                                                                                                                                                                                                                                                | 96%                                                                                                                                                                                                                                                                                                                                                     |
| Decrease Chronic Absenteeism Rate (Priority 5 B)                                                              | 21% (DataQuest 2023-2024)<br>28% African American<br>2% Asian<br>5% Filipino<br>22% Hispanic or Latino<br>17% White<br>28% English Learners<br>51% Foster Youth<br>49% Homeless Youth<br>33% Students With Disabilities<br>24% Socioeconomically Disadvantaged                                                                   | 12% HJUHS<br>15% African American<br>0% Asian<br>0% Filipino<br>15% Hispanic or Latino<br>12% White<br>15% English Learners<br>25% Foster Youth<br>35% Homeless Youth<br>15% Students With Disabilities<br>17% Socioeconomically Disadvantaged                                                                                                          |
| Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)                                            | 2% (DataQuest 2022-23)<br>6% English Learners<br>14% Foster Youth<br>3% Socioeconomically Disadvantaged                                                                                                                                                                                                                          | 0% All<br>1% English Learners<br>10% Foster Youth<br>1% Socioeconomically Disadvantaged                                                                                                                                                                                                                                                                 |
| Decrease the Suspension Rates (Priority 6 A)                                                                  | 8% (DataQuest 2023-24)<br>Orange (CA Dashboard 2023)<br>17% African American<br>2% Asian<br>5% Filipino<br>10% Hispanic or Latino<br>3% White<br>14% English Learners<br>20% Foster Youth<br>19% Homeless Youth<br>10% Socioeconomically Disadvantaged<br>16% Students With Disabilities<br><br>Red indicators-AA, SWD, Homeless | 5% HJUHS<br>10% African American<br>0% Asian<br>0% Filipino<br>5% Hispanic or Latino<br>0% White<br>5% English Learners<br>15% Foster Youth<br>15% Homeless Youth<br>5% Socioeconomically Disadvantaged<br>10% Students With Disabilities<br>Red Indicators:<br><br>Hanford High<br>5% African American<br>5% Homeless<br>5% Students with Disabilities |
| Decrease the Expulsion Rates (Priority 6 B)                                                                   | 2% (DataQuest 2021-22)                                                                                                                                                                                                                                                                                                           | 0%                                                                                                                                                                                                                                                                                                                                                      |
| Degree to which students believe that their school fosters a culture of respect and fairness. (Priority 6 A)  | 3.19 out of 5 (YouthTruth Survey Nov 2023)                                                                                                                                                                                                                                                                                       | 4.0                                                                                                                                                                                                                                                                                                                                                     |
| Degree to which students feel they receive support and personal attention from their teachers. (Priority 6 C) | 3.15 out of 5 (YouthTruth Survey Nov 2023)                                                                                                                                                                                                                                                                                       | 4.0                                                                                                                                                                                                                                                                                                                                                     |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                 | Students to be Served | Proposed Expenditures |
|---------------------|---------------------------------------------|-----------------------|-----------------------|
| 1.1                 | Our school community is deeply committed to | All Students          | 77,755.00             |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students to be Served                                     | Proposed Expenditures                                |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------|
|                         | providing every student with equitable access to a supportive and inclusive learning environment. In the 2024-25 school year, HJUHS identified significant disproportionality in suspension rates, with 507 suspensions recorded, 71% (362) involving unduplicated students. To address this issue, we are working closely with the County Office through Differentiated Assistance (DA) to develop targeted interventions aimed at reducing suspension rates among these students. By focusing on early interventions, we strive to create lasting improvements in both their academic performance and social well-being. (Data points: Youthruth Survey and Minga) This can be seen through the work of our instructional technician and Lemoore College tutors, who are available to students throughout the year. |                                                           | Title I                                              |
| 1.2                     | Enhance student participation and enthusiasm in Visual and Performing Arts courses and performances through proactive engagement and nurturing of their artistic talents. Additionally, involvement in arts-related programs fosters positive relationships between students and teachers, further incentivizing regular attendance and active participation in school activities.                                                                                                                                                                                                                                                                                                                                                                                                                                    | All Students                                              | Arts, Music, and Instructional Materials Block Grant |
| 1.3                     | Enhance communication channels by delivering timely and relevant updates to parents, students, and community members. In addition to phone calls and mailers, this platform goes above and beyond by providing a more comprehensive, inclusive, and efficient communication system, demonstrating a commitment to improving parent engagement and supporting students' educational experiences. (ParentSquare)                                                                                                                                                                                                                                                                                                                                                                                                        | All Students                                              | 9194<br>Title I                                      |
| 1.4                     | Enhance academic support by offering Credit Recovery courses, aimed at reducing dropout rates and bolstering graduation numbers. Similarly, for English learners and foster students who may encounter additional barriers to academic success, credit recovery courses offer tailored support and flexibility to address their unique needs, ultimately increasing their chances of staying enrolled and obtaining a high school diploma. (Program use: Edmentum/APEX)                                                                                                                                                                                                                                                                                                                                               | All Students                                              | LCFF                                                 |
| 1.5                     | Strengthen student retention efforts by providing comprehensive support, transportation services, and incentives to ensure sustained school attendance. A key contributor to this issue is the lack of required bussing. Providing transportation is crucial for reducing absenteeism by increasing accessibility, ensuring reliable and safe travel, alleviating financial burdens, and supporting vulnerable students with tailored solutions.                                                                                                                                                                                                                                                                                                                                                                      | Homeless, Foster, EL, Low Socioeconomically Disadvantaged | 3250.00<br>Title I                                   |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students to be Served | Proposed Expenditures |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | Consistent transportation schedules foster regular attendance habits, enhance safety during harsh weather, and protect students on unsafe routes. Closing this gap requires targeted interventions, improved transportation options, and a focus on equitable solutions. (KART Passes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                       |
| 1.6                     | HJUHSD is committed to sustaining and enhancing support for the Student Information System (SIS) to optimize administrative processes and facilitate student success. The platform facilitates enhanced communication and collaboration among educators and support staff, enabling targeted interventions and support. This comprehensive approach helps identify and address the unique challenges faced by these students, improving their overall educational experience. Its real-time monitoring and integration with other systems allow schools to proactively address issues specific to English learners, foster youth, and low-income students.                                                                                                                                           | All students          | 14568.00<br>Title I   |
| 1.7                     | Sustain and advance efforts to prioritize the health and safety of students through comprehensive support initiatives. Suspension rates for all students, specifically Hispanics, Socioeconomically disadvantaged, and English Learners at Hanford West. Suspension rates for Hispanics, Socioeconomically disadvantaged, and English Learners in HJUHSD. Additionally, through Differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the suspension rates of 9th-grade students. By intervening early, we hope to have a lasting positive impact on their academic and social outcomes. (Sown to Grow) Many of our supports can also be seen with the collaboration and support from our SRO, LMFT, LVN, School Social Worker, and School Psych | All Students          | 10085<br>Title I      |
| 1.8                     | Support homeless student retention by providing transportation services, basic needs such as clothing and personal hygiene items, and incentives to promote consistent school attendance and ensure students have the resources needed to succeed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Homeless Students     | 2,988.00<br>Title I   |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We have actually experienced a decrease in suspensions based on an implementation of suspension alternative educational programs DAP and ARP.

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

Health and safety of students and perceptions has increased based on Youthtruth surveys

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

We will continue to improve and revise our MTSS programs and interventions

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### State Standards (Conditions of Learning)

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

HJUHS aims to cultivate an inclusive and vibrant culture that actively encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hanford High recognizes that state priorities 1,2,4,5,6,7,8 support student engagement, and maintaining and fostering a safe, supportive school climate engaged in equitable practices leads to student achievement.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                              | Baseline/Actual Outcome                                                                                   | Expected Outcome                                                                           |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Rate of teachers appropriately assigned. (Priority 1 A)                       | 97% (2022-23)                                                                                             | 100%                                                                                       |
| Percentage of Fully Credentialed Teachers (Priority 1 A)                      | 98% (2022-23)                                                                                             | 100%                                                                                       |
| Sufficiency of Materials (Priority 1 B)                                       | 0% (2022-23)                                                                                              | 0%                                                                                         |
| Implementation of State Adopted Curriculum in all core classes (Priority 2 A) | 100% (2022-23)                                                                                            | 100%                                                                                       |
| Increase Graduation Rates (Priority 5 E)                                      | 94% (DataQuest 2024)<br>88% English Learners<br>87% Homeless Youth<br>94% Socioeconomically Disadvantaged | 100%<br>95% English Learners<br>90% Homeless Youth<br>100% Socioeconomically Disadvantaged |

|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Degree to which students feel equipped to pursue college and careers (Priority 6 C)                      | 3.29 out of 5 (YouthTruth Survey Nov 2024)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Smarter Balanced Assessment Test Results: ELA & Math (Priority 4 A & 4H)                                 | <p>46% Met or Exceeded Standard for ELA (DataQuest 2023-24)</p> <p>38% African American</p> <p>55% Asian</p> <p>71% Filipino</p> <p>43% Hispanic or Latino</p> <p>54% White</p> <p>8% English Learners</p> <p>Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>29% Homeless Youth</p> <p>44% Socioeconomically disadvantaged</p> <p>4% Students With Disabilities</p><br><p>16% Met or Exceeded Standard for Math (DataQuest 2023-24)</p> <p>10% African American</p> <p>36% Asian</p> <p>41% Filipino</p> <p>13% Hispanic or Latino (Red Indicator)</p> <p>25% White</p> <p>3% English Learners</p> <p>Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>0% Homeless Youth</p> <p>14% Socioeconomically disadvantaged</p> <p>1% Students With Disabilities</p><br><p>Red Indicators</p> <p>All students</p> | <p>70% ELA HJUHS</p> <p>60% African American</p> <p>60% Asian</p> <p>75% Filipino</p> <p>50% Hispanic or Latino</p> <p>60% White</p> <p>10% English Learners</p> <p>30% Foster Youth</p> <p>50% Homeless Youth</p> <p>55% Socioeconomically disadvantaged</p> <p>10% Students With Disabilities</p><br><p>30% Math HJUHS</p> <p>25% African American</p> <p>40% Asian</p> <p>50% Filipino</p> <p>20% Hispanic or Latino</p> <p>30% White</p> <p>5% English Learners</p> <p>15% Foster Youth</p> <p>10% Homeless Youth</p> <p>20% Socioeconomically disadvantaged</p> <p>5% Students With Disabilities</p> |
| 12th grade graduates completing all courses required for UC and/or CSU entrance results (Priority 4 B)   | <p>38% (DataQuest 2023-24)</p> <p>7% English Learners</p> <p>31% Socioeconomically Disadvantaged</p> <p>3% Homeless Students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>50% All</p> <p>15% English Learners</p> <p>40% Socioeconomically Disadvantaged</p> <p>10% Homeless Students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Pupils who have completed both UC or CSU entrance requirements and CTE pathway completers (Priority 4 D) | <p>20% (DataQuest 2023-24)</p> <p>2.1% English Learners</p> <p>5% Foster Students</p> <p>17% Socioeconomically Disadvantaged</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>30%</p> <p>10% English Learners</p> <p>10% Foster Students</p> <p>25% Socioeconomically Disadvantaged</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| College Career Indicator (Priority 7 A)                                                                  | <p>42% Prepared (DataQuest 2022-23)</p> <p>2.1% English Learners</p> <p>23% Foster Youth</p> <p>35% Socioeconomically Disadvantaged</p> <p>1% Students with Disabilities (Red Indicator)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>60%</p> <p>13% English Learners</p> <p>25% Foster Youth</p> <p>40% Socioeconomically Disadvantaged</p> <p>5% Students with Disabilities</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                                               |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               | Schools with Red Indicators:<br>Hanford High<br>2.1% English Learners                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                   |
| CTE Pathway Completers (Priority 4 C)                                         | 44% (DataQuest 2023-24)<br>16% English Learners<br>43% Socioeconomically Disadvantaged<br>24% Homeless Students                                                                                                                                                                      | 60% All<br>20% English Learners<br>50% Socioeconomically Disadvantaged<br>35% Homeless Students                                                                                                                                                                   |
| Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A)      | ELA Participation Rate Report 98% (CA Dashboard 2024)<br><br>Math Participation Rate Report 98% (CA Dashboard 2024)                                                                                                                                                                  | 99%                                                                                                                                                                                                                                                               |
| Students earning the State Seal of Biliteracy (Priority 8 A)                  | 6% Earned the State Seal of Biliteracy (DataQuest 2023-234)                                                                                                                                                                                                                          | 20%                                                                                                                                                                                                                                                               |
| California Science Test (CAST) Results: Science (Priority 4 A)                | 18% Met or Exceeded Standard (DataQuest 2023-24)<br>10% African American<br>34% Asian<br>40% Filipino<br>14% Hispanic or Latino<br>31% White<br>1% English Learners<br>10% Foster Youth<br>6% Homeless Youth<br>13% Socioeconomically disadvantaged<br>1% Students With Disabilities | 25% Met or Exceeded Standard<br>15% African American<br>40% Asian<br>45% Filipino<br>20% Hispanic or Latino<br>40% White<br>5% English Learners<br>15% Foster Youth<br>10% Homeless Youth<br>15% Socioeconomically disadvantaged<br>5% Students With Disabilities |
| Advanced Placement Percent of Exams with Scores of 3 or Higher (Priority 4 G) | 60% (College Board 2024)                                                                                                                                                                                                                                                             | 75%                                                                                                                                                                                                                                                               |
| Students are scheduled appropriately (Priority 7 B)                           | 95% (Master Schedule)                                                                                                                                                                                                                                                                | 100%                                                                                                                                                                                                                                                              |
| Credit Recovery Opportunities (Priority 7 C)                                  | 95% Students have access (Zero Hour)                                                                                                                                                                                                                                                 | 100%                                                                                                                                                                                                                                                              |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                           | Students to be Served | Proposed Expenditures |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 2.1                     | HJUHS D will enhance its provision of resources aligned with the Common Core standards, ensuring they meet the diverse needs of students and educators while promoting deeper understanding and mastery of key concepts. Providing these resources is crucial for enabling at-risk students to overcome barriers and succeed academically. (all supplemental instructional materials) | All students          | 55054.16<br>Title I   |
| 2.2                     | Continue to bolster support for digital resources and materials, ensuring accessibility, relevance,                                                                                                                                                                                                                                                                                   | All Students          | 8098.42<br>Title I    |



| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students to be Served | Proposed Expenditures |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | and usability for all stakeholders, thereby enhancing the effectiveness of teaching and learning in a digital age. As part of this effort, we are providing digital resources and free internet access to all unduplicated pupils. By bridging the digital divide, we are enhancing students' ability to engage with online learning tools, research, and other essential resources, supporting their academic success and readiness for the future. (Grammarly, Classroomscreen)                                                                                                                                                                                                                                                                                                                                                                         |                       |                       |
| <b>2.3</b>              | Implement tailored ELA and Math intervention programs designed to effectively support at-risk students, addressing their specific academic needs and fostering their growth and success in these critical subject areas. This action targets math proficiency for all Red students at HJUHS. Through differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the Math proficiencies of 9th-grade students. By targeting early, we hope to have a lasting positive impact on their academic and social outcomes. (Specific teacher support and Exactpath                                                                                                                                                                                                                                                 | All Students          | 283,260.23<br>Title I |
| <b>2.4</b>              | Enhance student learning outcomes across all courses by aligning instructional practices with targeted learning objectives, thereby promoting comprehensive understanding and achievement for every student.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | All Students          |                       |
| <b>2.5</b>              | Continue to enhance the provision of opportunities for students to engage in innovative, authentic, and project-based learning experiences. For Unduplicated Pupils, including English learners, low-income students, and foster youth, CTE courses offer opportunities for economic mobility and empowerment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | All Students          |                       |
| <b>2.6</b>              | Continue leveraging a Data and Analysis program to facilitate the development of CCSS-aligned assessments, generate comprehensive reports, and conduct insightful data analysis. Regular monitoring helps assess progress, ensuring effective instructional strategies, while data-driven decision-making allocates resources where they are needed most.<br>Early interventions can address foundational skills before they impact CAASPP scores, and tracking attendance, behavior, and academic performance increases accountability for both students and teachers. For unduplicated pupils and LTELs, data ensures targeted academic and language support, boosting performance in key areas. By setting benchmarks and measurable goals, HJUHS can focus efforts on improving CAASPP outcomes and fostering a culture of continuous improvement and | All Students          |                       |



| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students to be Served | Proposed Expenditures            |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------|
|                         | motivation among students. (Cardonex)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                                  |
| <b>2.7</b>              | Sustain the provision of smaller class sizes in ELA (English Language Arts) to enhance individualized instruction and student engagement. Additionally, smaller class sizes allow for better classroom management and more targeted academic support, enabling teachers to quickly identify and address gaps in learning. This creates a more supportive, focused, and personalized learning environment, ultimately leading to better academic outcomes and overall success for these students.                                                                                                                                                                                                                    | All Students          |                                  |
| <b>2.8</b>              | Sustain the College and Career Readiness Center for student guidance. Maintain integrated college and career instruction within HJUHS. We are specifically targeting our unduplicated pupils with one-on-one counseling and career advising to help them narrow down a college and career path.                                                                                                                                                                                                                                                                                                                                                                                                                     | All Students          | 44,352.00<br>Title I             |
| <b>2.9</b>              | Enhance classroom effectiveness and engagement by providing comprehensive support for teachers in developing dynamic and impactful learning environments. These teachers are well-equipped with pedagogical skills and subject knowledge, enabling them to provide high-quality, differentiated instruction tailored to English learners, low-income students, and foster youth.                                                                                                                                                                                                                                                                                                                                    | All Students          |                                  |
| <b>2.10</b>             | Continuing to provide support and students with real world experiences, such as but not limited to job shadowing, internships, field trips through our California Partnership Academy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | All Students          | California Partnership Academies |
| <b>2.11</b>             | Promote parent and community involvement by organizing and supporting a variety of engagement opportunities, including Parent Information/Education Nights, Student Recognition Nights, and regular updates through the Weekly Bulletin. The school will also encourage participation in Booster Club organizations, ELAC (English Learner Advisory Committee), School Site Council, and the Title 1 Parent Meeting. Additionally, Hanford High will foster community connections by promoting attendance at athletic events and other school functions, strengthening school connectedness and collaboration between families, staff, and the broader community. (EL Showcase, ELD Celebration, Parent University) | All Students          | 9087.00<br>Title I               |
| <b>2.12</b>             | Implement a series of on-campus engagement events during school hours to foster school connectedness, student engagement, and improved attendance. These events will be designed to create a positive and inclusive school culture by providing students with opportunities to                                                                                                                                                                                                                                                                                                                                                                                                                                      | All Students          | 5660.20<br>Title IV              |

| Strategy/<br>Activity # | Description                                                  | Students to be Served | Proposed Expenditures |
|-------------------------|--------------------------------------------------------------|-----------------------|-----------------------|
|                         | connect with peers, staff, and the broader school community. |                       |                       |

# Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We have worked on creating a culture that actively solicits student center voice, celebrate diverse identities, ensure equitable opportunities, and build a strong sense of belonging through consistent, community-driven practices.

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

Creating on campus events that promote equity and inclusion

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

Continue to refine practices for inclusion and equity

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hanford High strives to see pupil outcomes represented by state priorities 4, 5, 6, and 7. All students receive a quality education that will prepare them for college and or career.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                             | Baseline/Actual Outcome                                                             | Expected Outcome          |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------|
| English Learner Progress Indicator (Priority 4 E) (Priority 2 B)                             | 42% making progress towards English language proficiency<br>Orange (2023 Dashboard) | 50%                       |
| English Learner Suspension Rate Indicator (Priority 6 A)                                     | 14% suspended at least one day<br>Red (2023 Dashboard)<br>All - 8%                  | 5%                        |
| English Learner Graduation Rate Indicator (Priority 5 E)                                     | 87% graduated<br>Orange (2023 Dashboard)                                            | 95%                       |
| English Learner English Language Arts Indicator (Priority 4 A)                               | 97 points below standard<br>Orange (2022 Dashboard)                                 | 50 points below standard  |
| English Learner Mathematics Indicator (Priority 4 A)                                         | 183.2 points below standard<br>Orange (2023 Dashboard)                              | 100 points below standard |
| Completed at Least One Career Technical Education Pathway by English Learners (Priority 4 C) | 16% (2023 DataQuest)                                                                | 25%                       |
| Completed a-g Requirements by English Learners (Priority 4 B)                                | 7% (2023 DataQuest)                                                                 | 25%                       |

|                                                                                            |                                 |                |
|--------------------------------------------------------------------------------------------|---------------------------------|----------------|
| English Learner College Career Indicator (Priority 7 A)                                    | 8% prepared (2023 Dashboard)    | 15%            |
| English Language Proficiency for Summative ELPAC (Priority 4 E) (Priority 2 B)             | 13% Proficient (2023 DataQuest) | 20% Proficient |
| Reclassified Fluent English Proficient (RFEP) (Priority 4 F) (Priority 2 B)                | 21% (2024 DataQuest)            | 30%            |
| Decrease the percentage of Long-Term English Learners (LTEL) (Priority 4 F) (Priority 2 B) | 21% (2024 DataQuest)            | 15%            |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students to be Served | Proposed Expenditures |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 3.1                     | The English Learner Academic Coach will support students with diverse language backgrounds by assessing their needs, providing targeted language instruction, supporting content-area learning, fostering a supportive environment, and monitoring progress. The coach aims to enhance English language proficiency and academic success for English learner students. They will help teachers implement differentiated instruction and culturally responsive teaching, ensuring that EL students receive the necessary support to improve language proficiency and academic performance.                                      | EL Students           |                       |
| 3.2                     | Enhance educational outcomes by providing comprehensive support for emerging multilingual students, fostering their linguistic proficiency, cultural integration, and academic success within a diverse learning environment. Additionally, through Differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the suspension rates of 9th-grade students. By intervening early, we hope to have a lasting positive impact on their academic and social outcomes. (WriteBrain, microphones for translation, EL PD)                                                              | EL Students           | 15632.09<br>Title I   |
| 3.3                     | The English Learner Academic Coach will support students with diverse language backgrounds, including Long-Term English Learners (LTEL), by assessing their needs, providing targeted language instruction, supporting content-area learning, fostering a supportive environment, and monitoring progress. The coach aims to enhance English language proficiency and academic success for LTEL students. They will help teachers implement differentiated instruction and culturally responsive teaching, ensuring that LTEL students receive the necessary support to improve language proficiency and academic performance. | EL Students           |                       |
| 3.4                     | Purchase a web-based program designed to support English Learner success by providing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | EL Students           | 16,718.90<br>Title I  |

| Strategy/<br>Activity # | Description                                                                                                                                                                | Students to be Served | Proposed Expenditures |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | educators with tools for data analysis, progress monitoring, instructional planning, and professional development tailored to the unique needs of EL students. (ELEVATION) |                       |                       |

# Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We have made progress in our English Learner reclassification

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

We continue to refine our criteria for placement in class scheduling for English Learners

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

We continue to look for and implement effective curriculum for improvement of our English Learner students

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION                                                             | AMOUNT       |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$555,703.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$555,703.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0          |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I          | \$550,042.80    |
| Title IV         | \$5,660.20      |

Subtotal of additional federal funds included for this school: \$555,703.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|-------------------------|-----------------|

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$555,703.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source | Amount     |
|----------------|------------|
| Title I        | 550,042.80 |
| Title IV       | 5,660.20   |

## Expenditures by Budget Reference

| Budget Reference | Amount    |
|------------------|-----------|
|                  | 77,755.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount     |
|------------------|----------------|------------|
|                  | Title I        | 550,042.80 |
|                  | Title IV       | 5,660.20   |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 117,840.00         |
| Goal 2      | 405,512.01         |
| Goal 3      | 32,350.99          |

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 5 Secondary Students

| Name of Members            | Role                       |
|----------------------------|----------------------------|
| Darin Parson               | Principal                  |
| Amanda Nelson              | Classroom Teacher          |
| Perkins-Baysinger, Cynthia | Classroom Teacher          |
| Paul, Kristopher           | Classroom Teacher          |
| Catherine Torres Aguiniga  | Secondary Student          |
| Dominic Ayala              | Secondary Student          |
| Ethan Martinez             | Secondary Student          |
| Felicianno Melendez        | Secondary Student          |
| Karina Juarez              | Secondary Student          |
| Jennifer Hardin            | Parent or Community Member |
| Lena Hamilton              | Parent or Community Member |
| Monica Raygoza             | Parent or Community Member |
| Montano, Irma              | Other School Staff         |
| Avalos, Eulogia            | Other School Staff         |
| Ryan Peichoto              | Parent or Community Member |
| Tiffiney Mccollister       | Parent or Community Member |
| Zach Wheat                 | Parent or Community Member |

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



# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|-----------|----------------------------------|
|-----------|----------------------------------|

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

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

This SPSA was adopted by the SSC at a public meeting on April 14, 2026.

Attested:

|                                                  |
|--------------------------------------------------|
| Principal, Darin Parson on April 14, 2026        |
| SSC Chairperson, Lena Hamilton on April 14, 2026 |

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



# School Plan for Student Achievement (SPSA)

| School Name              | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Hanford West High School | 16639251630169                    | 04/14/26                               |                           |

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hanford West High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.



# Table of Contents

|                                                                                  |    |
|----------------------------------------------------------------------------------|----|
| SPSA Title Page .....                                                            | 1  |
| Table of Contents.....                                                           | 2  |
| Plan Description.....                                                            | 3  |
| Educational Partner Involvement .....                                            | 3  |
| Resource Inequities .....                                                        | 4  |
| Comprehensive Needs Assessment Components .....                                  | 5  |
| California School Dashboard (Dashboard) Indicators.....                          | 5  |
| Other Needs.....                                                                 | 6  |
| School and Student Performance Data .....                                        | 7  |
| Student Enrollment.....                                                          | 7  |
| CAASPP Results.....                                                              | 9  |
| ELPAC Results .....                                                              | 13 |
| Student Population.....                                                          | 16 |
| Overall Performance .....                                                        | 18 |
| Academic Performance.....                                                        | 20 |
| Conditions & Climate.....                                                        | 31 |
| Goals, Strategies, & Proposed Expenditures.....                                  | 33 |
| Goal 1.....                                                                      | 33 |
| Goal 2.....                                                                      | 38 |
| Goal 3.....                                                                      | 44 |
| Budget Summary .....                                                             | 47 |
| Budget Summary .....                                                             | 47 |
| Other Federal, State, and Local Funds .....                                      | 47 |
| Budgeted Funds and Expenditures in this Plan .....                               | 48 |
| Funds Budgeted to the School by Funding Source.....                              | 48 |
| Expenditures by Funding Source .....                                             | 48 |
| Expenditures by Budget Reference .....                                           | 48 |
| Expenditures by Budget Reference and Funding Source .....                        | 48 |
| Expenditures by Goal.....                                                        | 48 |
| School Site Council Membership .....                                             | 49 |
| Recommendations and Assurances .....                                             | 50 |
| Instructions.....                                                                | 51 |
| Appendix A: Plan Requirements .....                                              | 58 |
| Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... | 61 |
| Appendix C: Select State and Federal Programs .....                              | 64 |

# Plan Description

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

This plan is being used by Hanford West High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Hanford West has aligned goals, expected outcomes, actions, and funding to support the improved performance and growth of its students. We have 3 District LCAP Goals. These are the same goals we use for our Single Plan for Student Achievement. They are:

- 1) Ensure that every student in HJUHS has access to standards-aligned instructional materials, is enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers, and experiences a supportive and engaging school culture that prioritizes parent participation, equity, student safety, and school connectedness, all within facilities maintained in good repair.
- 2) HJUHS aims to cultivate an inclusive and vibrant culture that actively encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.
- 3) English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.

Hanford West High School will utilize a variety of special programs offered to meet the needs of all students and their families. These comprehensive and innovative programs integrate 21st-century teaching and learning skills to ensure students are meeting high academic standards. Programs include but are not limited to: Federal and State Grants, Advanced Placement (AP), Honors Programs, English Language Development, Special Education, Visual and Performing Arts (VAPA), Professional Learning Communities (PLC), one-to-one technology, Academic Coaches, CTE, Partnership Academies, and a College & Career Center.

In-depth analysis of student achievement data and parent surveys is conducted at the District level and at each school site to identify academic strengths and areas of concern, instructional strategies, and programs that support student achievement. Instructional goals for improvement are developed with the input of all staff members, parent committees, and instructional leadership teams.

The District's five-member Governing Board sets direction through the formulation of policies and the adoption of annual goals and objectives that reflect the community's and the Board's priorities. Decisions on how the district's funds are spent are made with input from district staff, parents, and community groups, and are then approved by the Board of Trustees. Budget priorities each year reflect the Board's ongoing deliberations on the district's many programs and facility needs.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

Hanford West High School has developed a written Title I Parent and Family Engagement Policy with input from Title I parents and family members. The staff at our school site seeks to involve parents in an effective home-school partnership in order to provide the best possible education for our students. These engagement activities are integrated into the school's master plan for academic accountability. The policy is distributed to all families in July digitally when they are completing registration information. This policy was developed in conjunction with members of the School Site Council and English Language Advisory Committee, as well as Certificated and Classified staff, site, and district administration. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive].

Parents/Guardians/Families were involved with the development and review of the written parent involvement policy through the School Site Council, English Learner Advisory Committee, and annual Title I meeting. The policy has been distributed to all families, including, but not limited to, the families of Title I students. Families receive information about the parent involvement policy in the Student-Parent Handbook (the first day of registration), ELAC, and SSC meetings. The Annual Title I Meeting is held in September. The meeting is announced in the informational letter about Categorical Programs sent to all parents and in a separate flyer for the meeting. At the annual meeting, parents/guardians/families are asked to provide input into parent education for the school year. Parent/Guardian/Family meetings are offered at a variety of times during the day and week. Notices of the English Learner Advisory Committee (ELAC) and School Site Council meetings are posted at school and on the webpage, as well as, ParentSquare messages sent out prior to the meeting and via social media. When parents/guardians/families are requested to attend meetings regarding their student's educational or behavioral needs at school (Student Study Team, Individual Educational Plan, parent conferences, for example), attempts are made to schedule the meetings at a time that is convenient to the parent/guardian/family.

There are several mechanisms in place to ensure that parents are involved in the development and revision of the SPSA. Annually, parents/guardians/families are surveyed to provide input on the school's programs. The information summarized from the survey is presented to the School Site Council during the development of the Schoolwide Plan. Additionally, Categorical Program Budgets are reviewed at the Annual Title I meeting in the Fall. At the Annual Title I meeting, available Title I services are discussed. Additionally, parents/guardians/families are invited to become involved in the parent advisory groups including the School Site Council and English Learner Advisory Committee. The Title I Annual Meeting provides parents with information about Title I programs and gives parents the opportunity to input into the services. An annual needs assessment is completed in the Spring Semester. The information is part of the SSC and ELAC agendas in order to provide parent/guardian/family input into the planning for the next school year's school-wide plan revision and budget. Timely responses to parent/guardian/family suggestions are provided through the most appropriate way of addressing the suggestion or concern. If the suggestion or concern is made through a survey or questionnaire, that information is summarized and presented at the next SSC and ELAC meetings. The SSC and ELAC are open meetings and interested parents/guardians/families are invited to attend through posted agendas and notices of the meetings. If the suggestion or concern is of a personal nature and student confidentiality must be maintained, the parent/guardian is personally contacted to confirm the suggestion or concern and to explain the school's response/resolution. If the parent/guardian is not satisfied with the school's response/resolution, a uniform complaint procedure is in place with which the parent can express dissatisfaction.

Hanford West High School, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand (20 USC 6318 (f)). Hanford West High School does not discriminate in any form and abides by all federal and state guidelines in reference to the aforementioned populations. As stated previously, translators are available in most languages spoken in our student households, and written correspondence is sent home in the primary language, when applicable. Surveys are also administered to Parents/Guardians, Teachers, and Students to gather information on ideas for improvement. Students, all Staff, Parents/Guardians/Families are given the District YouthTruth survey, and the LCAP survey.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

This information is based on the 2024 California Dashboard, which determined that we have qualified for ATSI status under Suspension for Students with Disabilities. Although Hanford West High School receives base funding through the Local Control Funding Formula (LCFF). Supplemental grants are received for the unduplicated percentage of English Learners, income-eligible for free or reduced-price meals, and foster youth pupils. Concentration grants are another source of funding given for unduplicated pupils above 55 percent. We also qualify for Title funding, such as Title I Part A: Allocation, and Title III. Other grants include the Low Performing Student Block Grant (LPSBG), Partnership, Perkins, CTEIG, Strong Workforce (SWP), and the Professional Development Block Fund. As such, we are braiding funds to address ATSI eligibility status. There are no resource inequities identified.

**STATEMENT OF NON-DISCRIMINATION:** The Hanford Joint Union High School District (HJUHS) prohibits discrimination, harassment, intimidation, and bullying on the basis of actual or perceived characteristics including

physical or mental disability, genetic information, gender, gender identity, gender expression, nationality, race or ethnicity, color, ancestry, age, marital or parental status, religion, sex, sexual orientation, and/or association with a person or group with one or more of these actual or perceived characteristics, in any HJUHS D program or activity, which is funded directly by, or that receives or benefits from any state financial assistance, including in its educational programs, activities, or employment policies, as required by state and federal law. (See, e.g., Title VI of the Civil Rights Act of 1964; Title IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; EC §§ 200, 220; Government Code § 11135.) Inquiries regarding compliance with applicable state and federal anti-discrimination statutes may be directed to Ward Whaley, Assistant Superintendent - Administrative Services, 823 W. Lacey Blvd., Hanford, CA. 93230, the Director of the Office of Civil Rights, Department of Education, Washington, D.C. The lack of English language skills will not be a barrier to admission and participation in HJUHS D programs. (P.L. 92-318; 34 CFR 106.9) The District's Sexual Harassment Complaint Procedures are available at [www.hjuhsd.org](http://www.hjuhsd.org) and/or 823 W. Lacey Blvd., Hanford, California. A copy of the District's Uniform Complaint Procedures is available at 823 W. Lacey Blvd., Hanford, CA 93230. The District's Title IX Coordinator is Ward Whaley, Assistant Superintendent - Administrative Services, 823 W. Lacey Blvd., Hanford, CA 93230. Contact information is [wwhaley@hjuhsd.org](mailto:wwhaley@hjuhsd.org) and/or (559) 583-5901 extension 3126. The District's 504 Coordinator is Janice Ede, Director of Student Services, 823 W. Lacey Blvd., Hanford, CA. 93230. Contact information is [jede@hjuhsd.org](mailto:jede@hjuhsd.org) and/or (559) 583-5901, extension 3117. DECLARACIÓN DE NO DISCRIMINACIÓN: El Distrito Escolar de Hanford Joint Union High (HJUHS D) prohíbe la discriminación, el acoso, la intimidación y el acoso sobre la base de características reales o percibidas, que incluyen: discapacidad física o mental, información genética, género, identidad de género, expresión de género, nacionalidad, raza o etnia, color, ascendencia, edad, estado civil o parental, religión, sexo, orientación sexual y/o asociación con una persona o grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad de HJUHS D, que es financiado directamente por , o que recibe o se beneficia de cualquier asistencia financiera estatal, incluyendo sus programas educativos, actividades o políticas de empleo, según lo requiere las leyes estatales y federales. (Ver, por ejemplo, Título VI de la Ley de Derechos Civiles de 1964; Título IX de las Enmiendas Educativas de 1972; Sección 504 de la Ley de Rehabilitación de 1973; Ley de Discriminación por Edad de 1975; EC §§ 200, 220; Código de Gobierno § 11135.) Las consultas relacionadas con el cumplimiento de los estatutos antidiscriminatorios estatales y federales aplicables pueden ser presentadas a Ward Whaley, Superintendente Asistente - Servicios Administrativos, 823 W. Lacey Blvd., Hanford CA. 93230, el director de la Oficina de Derechos Civiles, Departamento de Educación, Washington, D.C. La falta de conocimientos del idioma inglés no será una barrera para la admisión y participación de los programas de HJUHS D. (P.L. 92-318; 34 CFR 106.9) Los Procedimientos de Quejas de Acoso Sexual (Sexual Harassment Complaint Procedures) del Distrito están disponibles en la página web en: [www.hjuhsd.org](http://www.hjuhsd.org) y/o 823 W. Lacey Blvd., Hanford, California. Los Procedimientos Uniformes de Quejas (Uniform Complaint Procedures) del Distrito se pueden obtener en el 823 W. Lacey Blvd., Hanford, CA 93230. El Cordinador del Título IX del Distrito es: Ward Whaley, Asistente del Superintendente - Servicios Administrativos, 823 W. Lacey Blvd., Hanford CA 93230. La información de contacto es [wwhaley@hjuhsd.org](mailto:wwhaley@hjuhsd.org) y/o (559) 583-5901 extensión 3126. El Cordinador del programa 504 del Distrito es: Janice Ede, Directora de Servicios Estudiantiles, 823 W. Lacey Blvd., Hanford CA. 93230. La información de contacto es [jede@hjuhsd.org](mailto:jede@hjuhsd.org) y/o (559) 583-5901, extensión 3117.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the 2025 Dashboard, Mathematics Academic Performance is Red overall. Additionally English Academic Performance is Orange Overall.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

None at this time.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We are focusing on graduation rates, so when students become 15 credits or more deficient, we enroll them in a credit recovery program that they have 24/7 access to recover credits. We are continuing to work on the English Academic Performance Level of our English Learners as well as continuing to grow in the English Learner Progress achievement area.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hanford West High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 22-23                 | 23-24  | 24-25  | 22-23              | 23-24 | 24-25 |
| American Indian                | 0.6%                  | 0.52%  | 0.53%  | 8                  | 7     | 7     |
| African American               | 3.6%                  | 3.89%  | 3.53%  | 48                 | 52    | 47    |
| Asian                          | 1.13%                 | 1.27%  | 1.13%  | 15                 | 17    | 15    |
| Filipino                       | 1.95%                 | 1.87%  | 1.58%  | 26                 | 25    | 21    |
| Hispanic/Latino                | 73.8%                 | 75.52% | 76.03% | 983                | 1009  | 1012  |
| Pacific Islander               | 0.15%                 | 0.15%  | 0.23%  | 2                  | 2     | 3     |
| White                          | 15.32%                | 13.62% | 13.82% | 204                | 182   | 184   |
| Two or More Races              | 2.93%                 | 2.69%  | 3.16%  | 39                 | 36    | 42    |
| Not Reported                   | 0.53%                 | 0.45%  | %      | 7                  | 6     |       |
| Total Enrollment               |                       |        |        | 1332               | 1336  | 1331  |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 22-23              | 23-24 | 24-25 |
| Grade 9                           | 352                | 356   | 381   |
| Grade 10                          | 366                | 330   | 330   |
| Grade 11                          | 306                | 351   | 299   |
| Grade 12                          | 308                | 299   | 321   |
| Total Enrollment                  | 1,332              | 1,336 | 1,331 |

#### Conclusions based on this data:

1. Our freshmen and senior classes continue to grow over the years.
2. We are able to provide more individualized opportunities for students to earn a high school diploma, such as, but not limited to our own district charter school, independent study program, and a hybrid independent study program.
3. We are using the District process for credit recovery and are having more students remain on campus or use other alternative educational placements mentioned above that best fit their lifestyles. Actions related to this can be seen in Goal 1.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|                                               | 22-23              | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 |
| English Learners                              | 150                | 153   | 139   | 11.3%               | 11.5% | 10.4% |
| Fluent English Proficient (FEP)               | 368                | 351   | 357   | 27.6%               | 26.2% | 26.8% |
| Reclassified Fluent English Proficient (RFEP) | 45                 |       | 17    | 30%                 |       | 12.2% |

### Conclusions based on this data:

1. Our reclassification rates are based on how many of EL students were reclassified within the year, not for the longevity of their high school stay. Although we continue to reclassify students, the rate is not equivalent to the 22-23 school year, but more closely aligns with the 23-24 school year.
2. We decreased our reclassification percentage, as well as significantly decreasing the number of ELs that we have by double digits.
3. The changes that we made for the 2024-2025 school year are being implemented again this year. We have implemented an IELLP plan for our Newcomers and shared strengths and goals of our LTELs with their general education teachers in hopes to support their growth throughout the year in all of their classes. We are continuing more specific test prep and assessment schedules that address testing fatigue as well as and other actions as seen in Goal 3.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 11                               | 297                    | 339   | 299   | 284                  | 328   | 295   | 284                       | 328   | 295   | 95.6                          | 96.8  | 98.7  |
| All Grades                             | 297                    | 339   | 299   | 284                  | 328   | 295   | 284                       | 328   | 295   | 95.6                          | 96.8  | 98.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 11                             | 2575.            | 2570. | 2570. | 15.14               | 19.82 | 15.59 | 33.45          | 31.10 | 32.88 | 32.04                 | 22.56 | 24.07 | 19.37              | 26.52 | 27.46 |
| All Grades                           | N/A              | N/A   | N/A   | 15.14               | 19.82 | 15.59 | 33.45          | 31.10 | 32.88 | 32.04                 | 22.56 | 24.07 | 19.37              | 26.52 | 27.46 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                   | 17.96            | 20.73 | 21.02 | 61.27                 | 53.96 | 55.59 | 20.77            | 25.30 | 23.39 |
| All Grades                                                                 | 17.96            | 20.73 | 21.02 | 61.27                 | 53.96 | 55.59 | 20.77            | 25.30 | 23.39 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                   | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                          | 22.54            | 18.60 | 20.00 | 55.99                 | 55.18 | 55.59 | 21.48            | 26.22 | 24.41 |
| All Grades                                        | 22.54            | 18.60 | 20.00 | 55.99                 | 55.18 | 55.59 | 21.48            | 26.22 | 24.41 |



| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                               | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                           | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                  | 9.51             | 13.11 | 8.47  | 72.89                 | 72.56 | 73.22 | 17.61            | 14.33 | 18.31 |
| All Grades                                                | 9.51             | 13.11 | 8.47  | 72.89                 | 72.56 | 73.22 | 17.61            | 14.33 | 18.31 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                          | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                 | 16.20            | 15.85 | 16.61 | 69.72                 | 66.16 | 66.44 | 14.08            | 17.99 | 16.95 |
| All Grades                                                               | 16.20            | 15.85 | 16.61 | 69.72                 | 66.16 | 66.44 | 14.08            | 17.99 | 16.95 |

**Conclusions based on this data:**

1. We had an increase in the Reading, Writing, and Research/Inquiry in both the Above and At or Near Standard percentages.
2. Although we had increases overall and in specific domains, we also saw decreases in the overall scores as well as the Listening Area.
3. Our English Department in conjunction with the Principal have really focused on Data as well as root causes for our scores. We identified the problems we feel are occurring and chose two to focus on and solve. Our English Department continues to work with their PLCs, as well as their site PLCs, focusing on vertical alignment and giving the ICAs as part of the 9th and 10th grade curriculum. They continue to use intervention resources and other supports as found in Goal 2.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 11                               | 297                    | 336   | 299   | 284                  | 325   | 295   | 284                       | 325   | 295   | 95.6                          | 96.7  | 98.7  |
| All Grades                             | 297                    | 336   | 299   | 284                  | 325   | 295   | 284                       | 325   | 295   | 95.6                          | 96.7  | 98.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 11                             | 2534.            | 2522. | 2501. | 4.23                | 4.92  | 3.05  | 15.85          | 12.92 | 9.49  | 27.46                 | 22.77 | 21.36 | 52.46              | 59.38 | 66.10 |
| All Grades                           | N/A              | N/A   | N/A   | 4.23                | 4.92  | 3.05  | 15.85          | 12.92 | 9.49  | 27.46                 | 22.77 | 21.36 | 52.46              | 59.38 | 66.10 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                               | 10.21            | 8.31  | 4.41  | 39.79                 | 37.85 | 32.88 | 50.00            | 53.85 | 62.71 |
| All Grades                                                             | 10.21            | 8.31  | 4.41  | 39.79                 | 37.85 | 32.88 | 50.00            | 53.85 | 62.71 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                      | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                  | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                                                                         | 6.34             | 5.54  | 3.39  | 59.15                 | 59.38 | 55.59 | 34.51            | 35.08 | 41.02 |
| All Grades                                                                                                                       | 6.34             | 5.54  | 3.39  | 59.15                 | 59.38 | 55.59 | 34.51            | 35.08 | 41.02 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                          | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                      | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                             | 6.34             | 5.85  | 2.37  | 64.08                 | 64.31 | 60.68 | 29.58            | 29.85 | 36.95 |
| All Grades                                                                           | 6.34             | 5.85  | 2.37  | 64.08                 | 64.31 | 60.68 | 29.58            | 29.85 | 36.95 |

**Conclusions based on this data:**

1. We had an increase of students who took the test and received scores from 96% to 98%.
2. We saw decreases in all areas and overall scores in the Near and Above Standard performance bands.
3. Our Math Team has really focused in on the interim assessments and test prep throughout the year. They have even held bootcamps to review leading up to the test. They continue to use intervention resources and other supports as found in Goal 2.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 22-23   | 23-24  | 24-25  | 22-23         | 23-24  | 24-25  | 22-23            | 23-24  | 24-25  | 22-23                     | 23-24 | 24-25 |
| 9                                                                                            | 1538.0  | 1543.5 | 1543.9 | 1526.8        | 1533.5 | 1537.5 | 1548.7           | 1552.8 | 1549.9 | 57                        | 26    | 40    |
| 10                                                                                           | 1540.0  | 1539.0 | 1554.7 | 1540.5        | 1524.6 | 1541.2 | 1539.1           | 1553.0 | 1567.9 | 37                        | 46    | 27    |
| 11                                                                                           | 1532.2  | 1536.2 | 1543.0 | 1524.2        | 1531.0 | 1530.1 | 1539.8           | 1540.9 | 1555.4 | 40                        | 30    | 47    |
| 12                                                                                           | 1531.6  | 1529.1 | 1556.8 | 1529.6        | 1519.9 | 1546.5 | 1533.1           | 1537.9 | 1566.5 | 22                        | 31    | 22    |
| All Grades                                                                                   |         |        |        |               |        |        |                  |        |        | 156                       | 133   | 136   |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | 1.75    | 3.85  | 10.00 | 40.35   | 53.85 | 37.50 | 47.37   | 26.92 | 40.00 | 10.53   | 15.38 | 12.50 | 57                       | 26    | 40    |
| 10                                                                                    | 13.51   | 8.70  | 11.11 | 43.24   | 32.61 | 48.15 | 24.32   | 41.30 | 29.63 | 18.92   | 17.39 | 11.11 | 37                       | 46    | 27    |
| 11                                                                                    | 7.50    | 13.33 | 2.13  | 42.50   | 23.33 | 48.94 | 22.50   | 33.33 | 38.30 | 27.50   | 30.00 | 10.64 | 40                       | 30    | 47    |
| 12                                                                                    | 4.55    | 6.45  | 9.09  | 31.82   | 45.16 | 36.36 | 40.91   | 12.90 | 45.45 | 22.73   | 35.48 | 9.09  | 22                       | 31    | 22    |
| All Grades                                                                            | 6.41    | 8.27  | 7.35  | 40.38   | 37.59 | 43.38 | 34.62   | 30.08 | 38.24 | 18.59   | 24.06 | 11.03 | 156                      | 133   | 136   |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                  | 10.53   | 30.77 | 20.00 | 52.63   | 30.77 | 40.00 | 29.82   | 23.08 | 22.50 | 7.02    | 15.38 | 17.50 | 57                       | 26    | 40    |
| 10                                                                                 | 29.73   | 8.70  | 22.22 | 40.54   | 63.04 | 48.15 | 18.92   | 21.74 | 18.52 | 10.81   | 6.52  | 11.11 | 37                       | 46    | 27    |
| 11                                                                                 | 20.00   | 23.33 | 21.28 | 42.50   | 40.00 | 38.30 | 17.50   | 13.33 | 27.66 | 20.00   | 23.33 | 12.77 | 40                       | 30    | 47    |
| 12                                                                                 | 22.73   | 25.81 | 27.27 | 45.45   | 38.71 | 54.55 | 13.64   | 6.45  | 9.09  | 18.18   | 29.03 | 9.09  | 22                       | 31    | 22    |
| All Grades                                                                         | 19.23   | 20.30 | 22.06 | 46.15   | 45.86 | 43.38 | 21.79   | 16.54 | 21.32 | 12.82   | 17.29 | 13.24 | 156                      | 133   | 136   |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | 1.75    | 7.69  | 0.00  | 21.05   | 26.92 | 27.50 | 56.14   | 46.15 | 47.50 | 21.05   | 19.23 | 25.00 | 57                       | 26    | 40    |
| 10                                                                                    | 2.70    | 6.52  | 7.41  | 21.62   | 21.74 | 40.74 | 37.84   | 43.48 | 37.04 | 37.84   | 28.26 | 14.81 | 37                       | 46    | 27    |
| 11                                                                                    | 5.00    | 6.67  | 0.00  | 12.50   | 6.67  | 17.02 | 40.00   | 40.00 | 55.32 | 42.50   | 46.67 | 27.66 | 40                       | 30    | 47    |
| 12                                                                                    | 4.55    | 6.45  | 4.55  | 13.64   | 19.35 | 27.27 | 40.91   | 35.48 | 36.36 | 40.91   | 38.71 | 31.82 | 22                       | 31    | 22    |
| All Grades                                                                            | 3.21    | 6.77  | 2.21  | 17.95   | 18.80 | 26.47 | 45.51   | 41.35 | 46.32 | 33.33   | 33.08 | 25.00 | 156                      | 133   | 136   |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                       | 5.26           | 7.69  | 12.50 | 80.70               | 69.23 | 70.00 | 14.04     | 23.08 | 17.50 | 57                       | 26    | 40    |
| 10                                                                                      | 8.11           | 6.52  | 11.11 | 75.68               | 82.61 | 77.78 | 16.22     | 10.87 | 11.11 | 37                       | 46    | 27    |
| 11                                                                                      | 5.00           | 16.67 | 0.00  | 62.50               | 53.33 | 70.21 | 32.50     | 30.00 | 29.79 | 40                       | 30    | 47    |
| 12                                                                                      | 0.00           | 0.00  | 9.09  | 72.73               | 67.74 | 72.73 | 27.27     | 32.26 | 18.18 | 22                       | 31    | 22    |
| All Grades                                                                              | 5.13           | 7.52  | 7.35  | 73.72               | 69.92 | 72.06 | 21.15     | 22.56 | 20.59 | 156                      | 133   | 136   |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                      | 71.43          | 61.54 | 45.00 | 23.21               | 19.23 | 35.00 | 5.36      | 19.23 | 20.00 | 56                       | 26    | 40    |
| 10                                                                                     | 64.86          | 46.67 | 51.85 | 24.32               | 40.00 | 40.74 | 10.81     | 13.33 | 7.41  | 37                       | 45    | 27    |
| 11                                                                                     | 62.50          | 46.67 | 59.57 | 17.50               | 30.00 | 27.66 | 20.00     | 23.33 | 12.77 | 40                       | 30    | 47    |
| 12                                                                                     | 63.64          | 58.06 | 77.27 | 22.73               | 12.90 | 18.18 | 13.64     | 29.03 | 4.55  | 22                       | 31    | 22    |
| All Grades                                                                             | 66.45          | 52.27 | 56.62 | 21.94               | 27.27 | 30.88 | 11.61     | 20.45 | 12.50 | 155                      | 132   | 136   |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | 8.77           | 15.38 | 5.00  | 52.63               | 46.15 | 62.50 | 38.60     | 38.46 | 32.50 | 57                       | 26    | 40    |
| 10                                                                                    | 8.11           | 13.04 | 25.93 | 48.65               | 47.83 | 51.85 | 43.24     | 39.13 | 22.22 | 37                       | 46    | 27    |
| 11                                                                                    | 7.50           | 6.67  | 0.00  | 32.50               | 33.33 | 57.45 | 60.00     | 60.00 | 42.55 | 40                       | 30    | 47    |
| 12                                                                                    | 4.55           | 6.45  | 4.55  | 22.73               | 41.94 | 54.55 | 72.73     | 51.61 | 40.91 | 22                       | 31    | 22    |
| All Grades                                                                            | 7.69           | 10.53 | 7.35  | 42.31               | 42.86 | 57.35 | 50.00     | 46.62 | 35.29 | 156                      | 133   | 136   |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| <b>9</b>                                                                              | 0.00           | 3.85  | 0.00  | 92.98               | 84.62 | 90.00 | 7.02      | 11.54 | 10.00 | 57                       | 26    | 40    |
| <b>10</b>                                                                             | 0.00           | 0.00  | 0.00  | 78.38               | 86.96 | 92.59 | 21.62     | 13.04 | 7.41  | 37                       | 46    | 27    |
| <b>11</b>                                                                             | 7.50           | 10.00 | 8.51  | 60.00               | 70.00 | 85.11 | 32.50     | 20.00 | 6.38  | 40                       | 30    | 47    |
| <b>12</b>                                                                             | 9.09           | 6.45  | 9.09  | 68.18               | 64.52 | 81.82 | 22.73     | 29.03 | 9.09  | 22                       | 31    | 22    |
| <b>All Grades</b>                                                                     | 3.21           | 4.51  | 4.41  | 77.56               | 77.44 | 87.50 | 19.23     | 18.05 | 8.09  | 156                      | 133   | 136   |

**Conclusions based on this data:**

1. Our overall score on the ELPAC improved and in both Written and Oral areas for all grade levels. We also had an increase in Somewhat/Moderately and Well Developed in Writing and Reading for all grade levels.
2. We had a decrease in students scoring a level four in the Overall Language Scores which is directly tied to the ability for our students to reclassify.
3. We are using cooperative strategies more regularly. We have held mini-PDs focusing on EL strategies and had an EL strategy of the month for all teachers to use. Additionally, we present an EL focus area at each staff meeting monthly. Our EL Taskforce continues to lead the way and encourages the use of specific strategies, intervention resources and other supports as found in Goal 3.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| 2024-25 Student Population                                     |                                                                                                                                  |                                                                                                                                                              |                                                             |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                               | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 1331                                                           | 78.4%                                                                                                                            | 10.4%                                                                                                                                                        | 0.5%                                                        |
| Total Number of Students enrolled in Hanford West High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 139   | 10.4%      |
| Foster Youth                                      | 6     | 0.5%       |
| Homeless                                          | 51    | 3.8%       |
| Socioeconomically Disadvantaged                   | 1043  | 78.4%      |
| Students with Disabilities                        | 119   | 8.9%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 47    | 3.5%       |
| American Indian              | 7     | 0.5%       |
| Asian                        | 15    | 1.1%       |
| Filipino                     | 21    | 1.6%       |
| Hispanic                     | 1012  | 76%        |
| Two or More Races            | 42    | 3.2%       |
| Pacific Islander             | 3     | 0.2%       |
| White                        | 184   | 13.8%      |

**Conclusions based on this data:**

1. Our enrollment continues to remain in the 1300s. Our largest population of student group is our Hispanic students, who make up 76% of our enrollment. Although our Students with Disabilities population is one of our smallest groups in numbers, we continue to monitor their suspension rate data.
2. Despite low number, our Students with Disabilities, African American, Foster and Homeless Youth continue to be a focus area for Hanford West. We continue to support students with socioeconomic disadvantages, as 78.4% of our enrollment qualify.
3. Ensuring our Foster/Homeless Liasion is making regular contact with the students to support them. Working with the English and Math Department regularly to determine how to best support students in the classroom to ensure access to curriculum. Additionally holding site Champions for Success meetings and planning field trips help to support their success.



# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                            | Academic Engagement                                                                                                                 | Conditions & Climate                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div><p>Orange</p></div>     | <div>Graduation Rate</div> <div><p>Blue</p></div> | <div>Suspension Rate</div> <div><p>Yellow</p></div> |
| <div>Mathematics</div> <div><p>Red</p></div>                 |                                                                                                                                     |                                                                                                                                         |
| <div>English Learner Progress</div> <div><p>Yellow</p></div> |                                                                                                                                     |                                                                                                                                         |
| <div>College/Career</div> <div><p>Yellow</p></div>           |                                                                                                                                     |                                                                                                                                         |

**Conclusions based on this data:**

1. We have made improvements in areas that were previously red and are no longer.
2. We only have one Red area in Math. English Learner Progress continues to be a focus.
3.
  1. Working with our EL Taskforce to implement IELLP, an English Learner Showcase, as well as targeted ELPAC Bootcamps, has been the focus this year. Also sending some of our CTE and Special Education teachers, including Admin, to the CABE Conference (using alternate funding sources) to gather more ideas, strategies, and support for our students as seen in Goal 3.
  2. Our District and Site Math Department have worked to offer CAASPP Bootcamps focusing on test preparation, as well as more interventions before and after school to support student learning.

# School and Student Performance Data

## Academic Performance English Language Arts

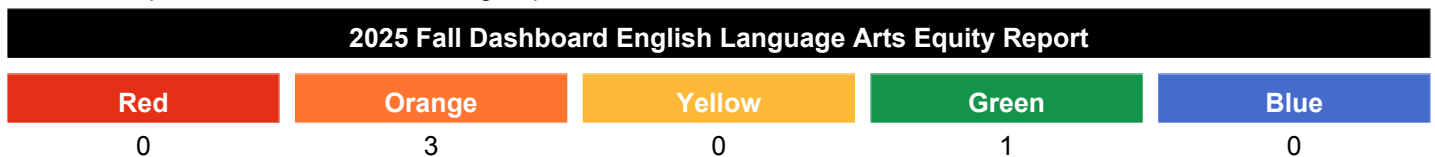
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                      |                                                                                                                  |                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>11.3 points below standard<br>Maintained -0.6 points<br>282 Students | <b>English Learners</b><br><br>Orange<br>78.7 points below standard<br>Increased 39.3 points<br>59 Students      | <b>Long-Term English Learners</b><br><br>No Performance Color<br>95.8 points below standard<br>Increased 33.4 points<br>36 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>0 Students                                             | <b>Homeless</b><br><br>No Performance Color<br>87.9 points below standard<br>Declined 21.3 points<br>17 Students | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>20.4 points below standard<br>Maintained 1.1 points<br>237 Students         |

|                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>96.7 points below standard<br>Increased 89.2 points<br>27 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students                              | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students         | <b>Hispanic</b><br><br>Orange<br>24.1 points below standard<br>Declined 4.3 points<br>210 Students               |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students                  | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>Green<br>45 points above standard<br>Increased 13.3 points<br>47 Students                    |

#### Conclusions based on this data:

1. Our Students with Disabilities, White students, English Learners, and Long Term English Learners improved their scores.
2. Most all other student groups maintained or declined their performance. With our Homeless students declining the most significantly.
3. The Site English Department worked through root causes and found solutions that focused on test stamina, exposure to testing strategies and tools, and most importantly using interim data assessments over the four years to determine if growth is being made and how to best support students and provide intervention. They continue to use intervention resources and other supports as found in Goal 2.

# School and Student Performance Data

## Academic Performance Mathematics

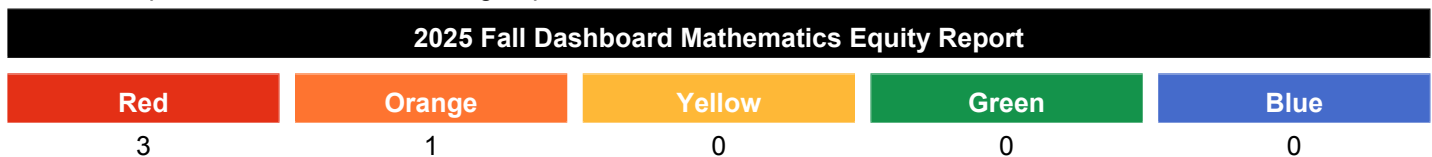
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                               |                                                                                                                                                                                                      |                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Red<br>124.8 points below standard<br>Declined 21.2 points<br>284 Students | <b>English Learners</b><br><br>Red<br>186.2 points below standard<br>Declined 9.1 points<br>61 Students           | <b>Long-Term English Learners</b><br><br>No Performance Color<br>196.3 points below standard<br>Increased 8.1 points<br>36 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>0 Students                                         | <b>Homeless</b><br><br>No Performance Color<br>189.4 points below standard<br>Declined 45.5 points<br>18 Students | <b>Socioeconomically Disadvantaged</b><br><br>Red<br>135.5 points below standard<br>Declined 23.2 points<br>239 Students            |

|                                                                                                                                                                                                                       |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>192.9 points below standard<br>Increased 45.3 points<br>27 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students                               | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students         | <b>Hispanic</b><br><br>Red<br>138 points below standard<br>Declined 24.7 points<br>212 Students                  |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students                   | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>Orange<br>69.4 points below standard<br>Maintained 1 points<br>47 Students                   |

#### Conclusions based on this data:

1. Our Students with Disabilities and our Long Term English Learners improved their scores.
2. Most all other student groups maintained or declined their performance. With our Homeless students decreasing the largest amount.
3. Our Math Department has been trained and implemented new strategies, offered Bootcamp to help students prepare for the test, and really took a hard look at data as well as offered the interim assessments to align student learning. They continue to use intervention resources and other supports as found in Goal 2.

# School and Student Performance Data

## Academic Performance Science

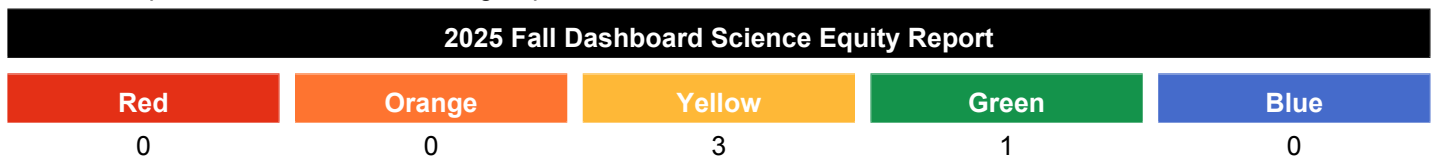
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Science Performance for All Students/Student Group                                        |                                                                                                             |                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>46.6 science points<br>Maintained -0.2 points<br>329 Students            | <b>English Learners</b><br><br>Yellow<br>36.7 science points<br>Increased 2.3 points<br>66 Students         | <b>Long-Term English Learners</b><br><br>No Performance Color<br>31.3 science points<br>Declined 2 points<br>26 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Homeless</b><br><br>No Performance Color<br>42.1 science points<br>Maintained -0.9 points<br>14 Students | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>45.1 science points<br>Maintained 0.2 points<br>261 Students     |

|                                                                                                                                                                                                             |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>31.2 science points<br>Declined 4.9 points<br>39 Students | <b>African American</b><br><br>No Performance Color<br>38.4 science points<br>11 Students                         | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students                     | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students         | <b>Hispanic</b><br><br>Green<br>45.8 science points<br>Increased 2.2 points<br>254 Students                      |
| <b>Two or More Races</b><br><br>No Performance Color<br>51.1 science points<br>11 Students                                 | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Yellow<br>50 science points<br>Declined 6.1 points<br>42 Students                            |

#### Conclusions based on this data:

1. English Learners and our Hispanic students increased their scores.
2. Most other groups declined and/or maintained. Our White students declined the most significantly with 6 points.
3. Our Science Team continues to look at data and reorganization of the curriculum as well as their essential standards to ensure we are finding ways to best support our students.



# School and Student Performance Data

## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator                                      |                                                                                               |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| English Learner Progress                                                                    | Long-Term English Learner Progress                                                            |
| <br>Yellow | <br>Yellow |
| 35.9 making progress.                                                                       | 36.3 making progress.                                                                         |
| Number Students: 131 Students                                                               | Number Students: 113 Students                                                                 |

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

| 2025 Fall Dashboard Student English Language Acquisition Results |                                            |                         |                                    |
|------------------------------------------------------------------|--------------------------------------------|-------------------------|------------------------------------|
| Decreased One ELPI Level                                         | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 27.5%                                                            | 36.6%                                      | 0%                      | 35.9%                              |

**Conclusions based on this data:**

1. We had 35.9% progress at least one ELPI Level.
2. We had 0% maintain a level 4, which is good because they should have been reclassified. We did ahve 27.5% who decreased one ELPI Level.
3. Our EL Taskforce is refining site wide strategies to develop targeted supports and engagement opportunities to celebrate and support our LTEL students as seen in the actions of Goal 3.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

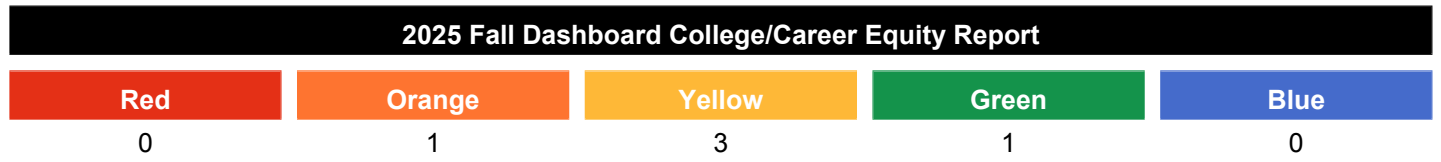
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group                                                                                                                                                |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Yellow</div> <div>Prepared 47.2%</div> <div>Maintained 1.1%</div> <div>309 Students</div>               | <div>English Learners</div> <div><br/>Yellow</div> <div>Prepared 20%</div> <div>Increased 10.2%</div> <div>45 Students</div>        | <div>Long-Term English Learners</div> <div><br/>Yellow</div> <div>Prepared 21.6%</div> <div>Increased 11.6%</div> <div>37 Students</div>      |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div> | <div>Homeless</div> <div><br/>No Performance Color</div> <div>Prepared 23.8%</div> <div>Declined 13.7%</div> <div>21 Students</div> | <div>Socioeconomically Disadvantaged</div> <div><br/>Yellow</div> <div>Prepared 43.3%</div> <div>Maintained -1%</div> <div>254 Students</div> |

|                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Prepared 0%<br>Maintained<br>22 Students          | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students             | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students         | <b>Hispanic</b><br><br>Green<br>Prepared 46%<br>Increased 2.8%<br>235 Students                                  |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  | <b>White</b><br><br>Orange<br>Prepared 50%<br>Declined 14.5%<br>46 Students                                     |

#### Conclusions based on this data:

1. Overall, there were several subgroups who increased their scores: Hispanic, English Learners, Long Term English Learners
2. Although several subgroups made growth, we did have a decline in our White, Homeless students.
3. We are continuing to prepare students in choosing pathways over a number of years with respect to CTE as well as supporting them as a district with early college credit opportunities as seen in the actions of Goal 2.

# School and Student Performance Data

## Academic Engagement Graduation Rate

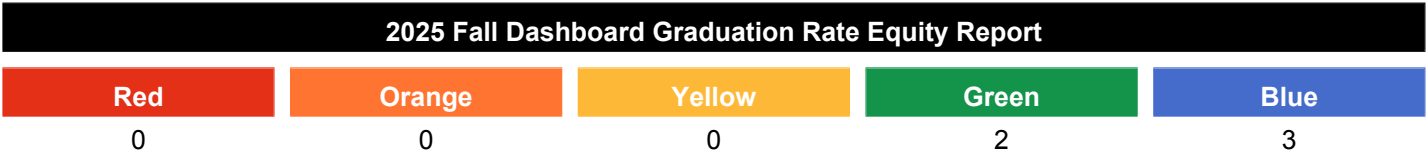
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group                                                                                                                                                                  |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Blue</div> <div>97.8% graduated</div> <div>Increased 3.7%</div> <div>312 Students</div>                 | <div>English Learners</div> <div></div> <div>Green</div> <div>88.9% graduated</div> <div>Increased 7.9%</div> <div>45 Students</div>        | <div>Long-Term English Learners</div> <div></div> <div>Green</div> <div>86.5% graduated</div> <div>Increased 6.5%</div> <div>37 Students</div>      |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>100% graduated</div> <div>Increased 18.8%</div> <div>21 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>97.7% graduated</div> <div>Increased 4.3%</div> <div>257 Students</div> |

|                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>70.8% graduated<br>Increased 20.8%<br>24 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students             | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students         | <b>Hispanic</b><br><br>Blue<br>97.9% graduated<br>Increased 4%<br>237 Students                                  |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  | <b>White</b><br><br>Blue<br>95.7% graduated<br>Declined 1%<br>47 Students                                       |

#### Conclusions based on this data:

1. All students increased in subgroup with the exception of one, but overall we are in the blue indicator. Several subgroups increased double digit percentages.
2. Our white students are the only subgroup that decreased their graduation rate.
3. We are continuing to support students graduating through APEX, a credit recovery program, transferring students to our continuation high school, offering them before and after school support, qualifying students for minimum graduation requirements, Partnership Academy enrollment, to name a few as seen in Goal 2.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

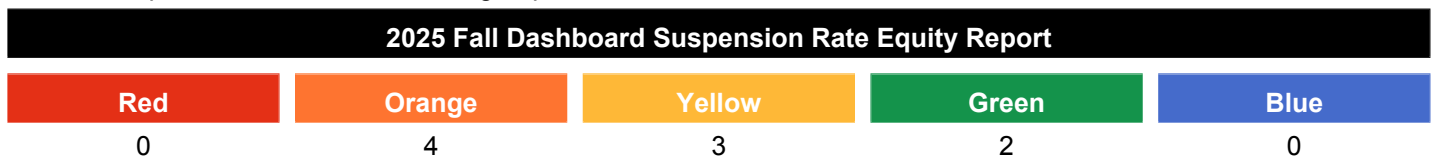
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                             |                                                                                                       |                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>6.3% suspended at least one day<br>Declined 1.6%<br>1400 Students         | <b>English Learners</b><br><br>Yellow<br>9% suspended at least one day<br>Declined 5%<br>155 Students | <b>Long-Term English Learners</b><br><br>Orange<br>11% suspended at least one day<br>Declined 4.2%<br>127 Students        |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students | <b>Homeless</b><br><br>Yellow<br>6.1% suspended at least one day<br>Declined 8.2%<br>66 Students      | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>7.3% suspended at least one day<br>Declined 1.3%<br>1118 Students |

|                                                                                                                                                                                                       |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>12.7% suspended at least one day<br>Declined 6.1%<br>134 Students | <b>African American</b><br><br>Orange<br>12% suspended at least one day<br>Declined 15.3%<br>50 Students          | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students |
| <b>Asian</b><br><br>No Performance Color<br>0% suspended at least one day<br>Declined 11.8%<br>17 Students           | <b>Filipino</b><br><br>No Performance Color<br>4.5% suspended at least one day<br>Increased 0.5%<br>22 Students   | <b>Hispanic</b><br><br>Orange<br>6.6% suspended at least one day<br>Maintained -0.2%<br>1062 Students            |
| <b>Two or More Races</b><br><br>Green<br>4.7% suspended at least one day<br>Declined 8.2%<br>43 Students             | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>White</b><br><br>Green<br>4.1% suspended at least one day<br>Declined 2.6%<br>195 Students                    |

#### Conclusions based on this data:

1. Overall, our suspension rate declined in all sub groups, except for one. We are at a Yellow performance band for all students.
2. Our Filipino student suspension rate increased. Another group we want to work with and continue to support is our Hispanic student subgroup who maintained their suspension rate.
3. Looking at data and schoolwide systems has been the focus of our department leadership team. We are working to document, provide support, and build relationships with students to see if we can engage them through instructional strategies and club activities, as outlined in Goal 1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Basic (Conditions of Learning)

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure that every student in HJUHS has access to standards-aligned instructional materials, is enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers, and experiences a supportive and engaging school culture that prioritizes parent participation, equity, student safety, and school connectedness, all within facilities maintained in good repair.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hanford West believes that the conditions of learning State Priority 1, 3, 5, and 6 provide equity, a strong curriculum, a means to measure students' success, and a supportive and engaging culture that ensures every student has the opportunity to access standards-aligned instruction materials and resources. The foundation for learning starts with providing students with effectively trained, credentialed teachers in safe, secure facilities. There is a need to focus on our state Math assessment data, as we continue to perform poorly, as well as on improving the overall success of our students who are facing homelessness and our English Learners on the ELPI.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                          | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expected Outcome                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Facilities Inspection Tool (Priority 1C)                                                  | 94.05% Good (Fit Tool 2024-2025)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 100% Exemplary                                                                                                                                                                                                                                                                                                                                                                         |
| Parent, Student and Staff response to Climate Survey (Priority 3 A,B, & C) (Priority 6 C) | 340 parent responses (31%) HIGHEST TO DATE,<br>100% student and staff responses (YouthTruth February 2026)<br>Parents rated HW 3.59 out of 5 on "feeling safe" (+0.12)<br>Parents rated HW 3.78 out of 5 on "feeling connectedness" (-0.11)<br>Staff rated HW 3.73 out of 5 on "feeling safe" (-0.10)<br>Staff rated HW 3.82 out of 5 on "feeling connectedness" (-0.05)<br><br>Students rated HW 3.45 out of 5 on "feeling safe" (+0.14)<br>Students rated HW 3.20 out of 5 on "feeling connectedness" (+0.11) | 100% in all areas, specifically at east 25% of parents.<br>Students rated HJUHS 4 out 5 on "feeling safe"<br>Students rated HJUHS 4 out 5 on "feeling connectedness"<br>Parents rated HJUHS 4 out 5 on "feeling safe"<br>Parents rated HJUHS 4 out 5 on "feeling connectedness"<br>Staff rated HJUHS 4 out 5 on "feeling safe"<br>Staff rated HJUHS 4 out 5 on "feeling connectedness" |



|                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents receiving messages from the communication tool (Priority 3 A,B, & C)                                  | 98.6% contacts receiving communications from ParentSquare 2025                                                                                                                                                                                                                                                                                                                       | 100%                                                                                                                                                                                                                                                                                                                                                                                                    |
| Increase Attendance Rates (Priority 5 A)                                                                      | 95.12% (P1: 12/2025)                                                                                                                                                                                                                                                                                                                                                                 | 95.5%                                                                                                                                                                                                                                                                                                                                                                                                   |
| Decrease Chronic Absenteeism Rate (Priority 5 B)                                                              | (DataQuest 2024-25)<br>30% African American (+)<br>5.9% Asian (-) Goal Met<br>22.7% Filipino (+)<br>18.2% Hispanic or Latino (-)<br>13.9% White (-)<br>15.9% English Learners (-) <1% to meet goal<br>* Too Few Foster Youth<br>26.6% Homeless Youth (-)<br>24.2% Students With Disabilities (-)<br>20.1% Socioeconomically Disadvantaged (-)                                        | 20% African American; adjusted to increase<br>3% Asian; updated based on meeting the goal this year.<br>15% Filipino; adjusted to increase<br>15% Hispanic or Latino<br>10% White<br>10% English Learners; adjusted to improvement<br>25% Foster Youth<br>20% Homeless Youth<br>18% Students With Disabilities; adjusted to improvement<br>17% Socioeconomically Disadvantaged; adjusted to improvement |
| Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)                                            | 0% (DataQuest 2024-2025)- Goal Met<br>0% English Learners<br>*Too Few Foster Youth<br>0% Socioeconomically Disadvantaged- Goal Met                                                                                                                                                                                                                                                   | 0% All<br>0% English Learners<br>10% Foster Youth<br>0% Socioeconomically Disadvantaged                                                                                                                                                                                                                                                                                                                 |
| Decrease the Suspension Rates (Priority 6 A)                                                                  | 6.3% (DataQuest 2024-2025)<br>Yellow (CA Dashboard 2025)<br>12% African American- Goal Met<br>* Too Few- Asian<br>* Too Few- Filipino<br>6.6% Hispanic (-)<br>4.1% White (-)<br>9% English Learners (-)<br>* Too Few- Foster Youth<br>6.1% Homeless Youth (-) Goal Met<br>7.3% Socioeconomically Disadvantaged (-)<br>12.7% Students With Disabilities (-)<br><br>No Red Indicators. | 5% HJUHSD<br>8% African American; new goal<br>0% Asian<br>0% Filipino<br>5% Hispanic or Latino<br>0% White<br>5% English Learners; new goal<br>0% Foster Youth<br>3% Homeless Youth; new goal<br>5% Socioeconomically Disadvantaged<br>10% Students With Disabilities                                                                                                                                   |
| Decrease the Expulsion Rates (Priority 6 B)                                                                   | 1.4% (DataQuest 2024-2025)                                                                                                                                                                                                                                                                                                                                                           | 0%                                                                                                                                                                                                                                                                                                                                                                                                      |
| Degree to which students believe that their school fosters a culture of respect and fairness. (Priority 6 A)  | 3.16 out of 5 (YouthTruth Survey Feb 2025) (+0.03)                                                                                                                                                                                                                                                                                                                                   | 4.0                                                                                                                                                                                                                                                                                                                                                                                                     |
| Degree to which students feel they receive support and personal attention from their teachers. (Priority 6 C) | 3.20 out of 5 (YouthTruth Survey Feb 2025) (+0.11)                                                                                                                                                                                                                                                                                                                                   | 4.0                                                                                                                                                                                                                                                                                                                                                                                                     |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students to be Served                                           | Proposed Expenditures                                               |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------|
| 1.1                     | Our school community is deeply committed to providing every student with equitable access to a supportive and inclusive learning environment. By focusing on early interventions, we strive to create lasting improvements in both their academic performance and social well-being. (Data points: YouthTruth Survey and Minga) This can be seen through the work of our instructional technician and Lemoore College tutors, who are available to students throughout the year.                                                                                                                                                                                                                                                        | All Students                                                    | 14474.82<br>Title I                                                 |
| 1.2                     | Enhance student participation and enthusiasm in Visual and Performing Arts courses and performances through proactive engagement and nurturing of their artistic talents. Additionally, involvement in arts-related programs fosters positive relationships between students and teachers, further incentivizing regular attendance and active participation in school activities.                                                                                                                                                                                                                                                                                                                                                      | All Students                                                    | 31775.00<br>Arts, Music, and Instructional<br>Materials Block Grant |
| 1.3                     | Enhance communication channels by delivering timely and relevant updates to parents, students, and community members. In addition to phone calls and mailers, this platform goes above and beyond by providing a more comprehensive, inclusive, and efficient communication system, demonstrating a commitment to improving parent engagement and supporting students' educational experiences. (ParentSquare and parent sessions)                                                                                                                                                                                                                                                                                                      | All Students                                                    | 12823.00<br>Title I                                                 |
| 1.4                     | Enhance academic support by offering Credit Recovery courses, aimed at reducing dropout rates and bolstering graduation numbers. Similarly, for English learners and foster students who may encounter additional barriers to academic success, credit recovery courses offer tailored support and flexibility to address their unique needs, ultimately increasing their chances of staying enrolled and obtaining a high school diploma. (Program use: Edmentum/APEX)                                                                                                                                                                                                                                                                 | All Students                                                    | 16009.95<br>Title I                                                 |
| 1.5                     | Strengthen student retention efforts by providing comprehensive support, transportation services, and incentives to ensure sustained school attendance. A key contributor to this issue is the lack of required bussing. Providing transportation is crucial for reducing absenteeism by increasing accessibility, ensuring reliable and safe travel, alleviating financial burdens, and supporting vulnerable students with tailored solutions. Consistent transportation schedules foster regular attendance habits, enhance safety during harsh weather, and protect students on unsafe routes. Closing this gap requires targeted interventions, improved transportation options, and a focus on equitable solutions. (KART Passes) | Homeless, Foster, EL,<br>Low Socioeconomically<br>Disadvantaged | 7090.80<br>Title IV<br><br>1623.00<br>Title I                       |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students to be Served | Proposed Expenditures |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 1.6                     | HJUHS is committed to sustaining and enhancing support for the Student Information System (SIS) to optimize administrative processes and facilitate student success. The platform facilitates enhanced communication and collaboration among educators and support staff, enabling targeted interventions and support. This comprehensive approach helps identify and address the unique challenges faced by these students, improving their overall educational experience. Its real-time monitoring and integration with other systems allow schools to proactively address issues specific to English learners, foster youth, and low-income students. (AERIES)                                                                                                         | All Students          |                       |
| 1.7                     | Sustain and advance efforts to prioritize the health and safety of students through comprehensive support initiatives. Suspension rates for all students, specifically Hispanics, socioeconomically disadvantaged, and English Learners at Hanford West. Suspension rates for Hispanics, socioeconomically disadvantaged, and English Learners in HJUHS. Additionally, through Differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the suspension rates of 9th-grade students. By intervening early, we hope to have a lasting positive impact on their academic and social outcomes. Many of our supports are also available through collaboration with our SRO, LMFT, LVN, School Social Worker, and School Psych. | All Students          | 2396.00<br>Title I    |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This year, we were able to get a speaker to come to campus and offer families three sessions, which we called "Strengthening the Pack" sessions. They focused on the family dynamic: communication and trust, social/emotional/mental wellness, and digital choices. We continue to offer opportunities for our students to recover credits and take dual enrollment college courses throughout the year. We have summer school and before- and after-school credit recovery. Our data this year showed that we need to continue to focus on relationships and engagement. We have come up with several ideas to encourage students to participate in and attend extracurricular activities, such as our senior nights.

Hanford West continues to focus on MTSS, which actively includes the Nurse, Student Specialist, School Psychologist, LMFT, School Social Worker, and Instructional Technician, as well as other student services positions.

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

There were no major differences between the intended implementation and/or the budgeted expenditures needed to meet this goal with Title I.

LCFF wasn't fully expended, but it does roll over, and we will continue to provide support to students as needed.

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

We have updated some of the strategies that were related to EL students and moved them to Goal 3.

We have also moved some strategies to a district-funded action as well as restructured the funding sources

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### State Standards (Conditions of Learning)

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

HJUHSD aims to cultivate an inclusive and vibrant culture that actively encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hanford West recognizes that state priorities 1,2,4,5,6,7,8 support student engagement, and maintaining and fostering a safe, supportive school climate engaged in equitable practices leads to student achievement. Our focus is in both English and Math, but most specifically Math state assessments based on the most recent data. By ensuring that all students achieve proficiency at or above grade level, we equip them with the skills and readiness necessary for college, career, and lifelong success.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                    | Baseline/Actual Outcome                                                                                                               | Expected Outcome                                                                                                      |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Rate of teachers appropriately assigned. (Priority 1 A)                             | 97.3% (2023-24)                                                                                                                       | 100%                                                                                                                  |
| Percentage of Fully Credentialed Teachers (Priority 1 A)                            | 76.7% (2023-24)                                                                                                                       | 100%                                                                                                                  |
| Sufficiency of Materials (Priority 1 B)                                             | 0% (2023-24)                                                                                                                          | 0%                                                                                                                    |
| Implementation of State Adopted Curriculum in all core classes (Priority 2 A)       | 100% (2023-24)                                                                                                                        | 100%                                                                                                                  |
| Increase Graduation Rates (Priority 5 E)                                            | 97.7% (DataQuest 2025)<br>88.9% English Learners (+)<br>100% Homeless Youth (+) Goal Met<br>97.6% Socioeconomically Disadvantaged (+) | 100%<br>93% English Learners; goal adjusted to increase<br>90% Homeless Youth<br>100% Socioeconomically Disadvantaged |
| Degree to which students feel equipped to pursue college and careers (Priority 6 C) | 3.33 out of 5 (YouthTruth Survey Feb 2025); Major shift                                                                               | 4                                                                                                                     |

|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Smarter Balanced Assessment Test Results: ELA & Math (Priority 4 A & 4H)                                 | <p>48.47% Met or Exceeded Standard for ELA (-)<br/>(DataQuest 2024-25)<br/>*Too few African-American<br/>*Too few Asian<br/>*Too few Filipino<br/>43.18% Hispanic or Latino (-)<br/>67.35% White (-)<br/>4.35% English Learners (+)<br/>6.06% Long term English Learners (-)<br/>*Too few Foster Youth<br/>25% Homeless Youth (-)<br/>44.86% Socioeconomically disadvantaged (-)<br/>18.52% Students With Disabilities (+)</p> <p>12.54% Met or Exceeded Standard for Math (-)<br/>(DataQuest 2024-25)<br/>*Too few African-American<br/>*Too few Asian<br/>*Too few Filipino<br/>8.18% Hispanic or Latino (-)<br/>28.57% White (+)<br/>0% English Learners &amp; Long Term English Learners (maintained)<br/>*Too Few Foster Youth<br/>12.5% Homeless Youth (+)<br/>10.7% Socioeconomically disadvantaged (-)<br/>3.7% Students With Disabilities (+)</p> <p>Red Indicators:<br/>English Learner Progress</p> | <p>55% ELA overall<br/>35% African American<br/>55% Asian<br/>55% Filipino<br/>55% Hispanic or Latino<br/>75% White; adjusted goal<br/>15% English Learners &amp; LTEL<br/>55% Foster Youth<br/>40% Homeless Youth; adjusted goal<br/>55% Socioeconomically disadvantaged<br/>25% Students With Disabilities</p> <p>30% Math overall<br/>30% African American<br/>30% Asian<br/>30% Filipino<br/>25% Hispanic or Latino<br/>30% White<br/>15% English Learners &amp; LTEL<br/>30% Foster Youth<br/>20% Homeless Youth; adjusted goal<br/>25% Socioeconomically disadvantaged<br/>15% Students With Disabilities</p> |
| 12th-grade graduates completing all courses required for UC and/or CSU entrance results (Priority 4 B)   | <p>82.9% (Dataquest 2024-2025) (+)<br/>66.7% English Learners (+)<br/>80.0% Socioeconomically Disadvantaged (+)<br/>*Too few- Foster<br/>80.0% Homeless Students (+)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>50% All<br/>15% English Learners<br/>40% Socioeconomically Disadvantaged<br/>25% Homeless Students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Pupils who have completed both UC or CSU entrance requirements and CTE pathway completers (Priority 4 D) | <p>25% (DataQuest 2024-25)<br/>11.1% English Learners<br/>23.3% Socioeconomically Disadvantaged<br/>* Too Few Foster Youth<br/>19.0% Homeless Students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>50% All<br/>20% English Learners<br/>35% Socioeconomically Disadvantaged<br/>20% Foster Youth<br/>25% Homeless Students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| College Career Indicator (Priority 7 A)                                                                  | <p>47.2% Prepared (Dashboard 2025) (+)<br/>20% English Learners (+) Goal met<br/>*Too few Foster Youth<br/>43.3% Socioeconomically Disadvantaged (&lt;1%)<br/>0% Students with Disabilities (-)<br/>23.8% Homeless (-)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>60% All<br/>40% English Learners; new goal<br/>20% Foster Youth<br/>50% Socioeconomically Disadvantaged<br/>25% Students with Disabilities<br/>45% Homeless</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| CTE Pathway Completers (Priority 4 C)                                                                    | <p>47.9% (DataQuest 2024-25) (+)<br/>66.67% English Learners (+) Goal Met<br/>*Too few- Foster Students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>60% All<br/>75% English Learners; new goal</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                               |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               | 51.8% Socioeconomically Disadvantaged (+)<br>40.0% Homeless (-)                                                                                                                                                                                                                                                                                        | 55% Socioeconomically Disadvantaged<br>50% Homeless; adjusted goal                                                                                                                                                                                                                                               |
| Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A)      | 99% English (DataQuest 2024-25) Goal Met<br><br>99% Math (DataQuest 2024-25) Goal Met                                                                                                                                                                                                                                                                  | 100%; adjusted goal                                                                                                                                                                                                                                                                                              |
| Students earning the State Seal of Biliteracy (Priority 8 A)                  | 4.8% Earned the State Seal of Biliteracy (-)<br>(DataQuest 2024-25)                                                                                                                                                                                                                                                                                    | 10%; adjusted goal                                                                                                                                                                                                                                                                                               |
| California Science Test (CAST) Results: Science (Priority 4 A)                | 19.94% Met or Exceeded Standard (DataQuest 2024-25) (+)<br>0% African American<br>* Too Few- Asian<br>* Too Few- Filipino<br>18.8% Hispanic or Latino (+)<br>25% White (-)<br>0% English Learners (Maintained)<br>* Too Few- Foster Youth<br>20% Homeless Youth (+)<br>17.84% Socioeconomically disadvantaged (+)<br>0% Students With Disabilities (-) | 25% Met or Exceeded Standard<br>25% African American<br>25% Asian<br>25% Filipino<br>25% Hispanic or Latino; adjusted goal<br>40% White; adjusted goal<br>10% English Learners<br>25% Foster Youth<br>30% Homeless Youth<br>25% Socioeconomically disadvantaged; adjusted goal<br>10% Students With Disabilities |
| Advanced Placement Percent of Exams with Scores of 3 or Higher (Priority 4 G) | 54.1% (DataQuest 2024-25) (-)                                                                                                                                                                                                                                                                                                                          | 75%                                                                                                                                                                                                                                                                                                              |
| Students are scheduled appropriately (Priority 7 B)                           | 90% (Master Schedule)                                                                                                                                                                                                                                                                                                                                  | 100%                                                                                                                                                                                                                                                                                                             |
| Credit Recovery Opportunities (Priority 7 C)                                  | 95% Students have access (Zero Hour)                                                                                                                                                                                                                                                                                                                   | 100%                                                                                                                                                                                                                                                                                                             |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students to be Served | Proposed Expenditures |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 2.1                 | HJUHS D will enhance its provision of resources aligned with the Common Core standards, ensuring they meet the diverse needs of students and educators while promoting deeper understanding and mastery of key concepts. Providing these resources is crucial for enabling at-risk students to overcome barriers and succeed academically. (all supplemental instructional materials)                                                                                                                     | All Students          | 197662.51<br>Title I  |
| 2.2                 | Continue to bolster support for digital resources and materials, ensuring accessibility, relevance, and usability for all stakeholders, thereby enhancing the effectiveness of teaching and learning in a digital age. As part of this effort, we are providing digital resources and free internet access to all unduplicated pupils. By bridging the digital divide, we are enhancing students' ability to engage with online learning tools, research, and other essential resources, supporting their | All Students          | 18402.14<br>Title I   |



| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students to be Served | Proposed Expenditures |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | academic success and readiness for the future. (Grammarly)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |                       |
| <b>2.3</b>              | Implement tailored ELA and Math intervention programs designed to effectively support at-risk students, addressing their specific academic needs and fostering their growth and success in these critical subject areas. This action targets math proficiency for all Red students at HJUHS. Through differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the Math proficiencies of 9th-grade students. By targeting early, we hope to have a lasting positive impact on their academic and social outcomes. (Specific teacher support and ExactPath, StudyIsland)                                                                                                                                                                                                                                                                             | All Students          | 4776.30<br>Title I    |
| <b>2.4</b>              | Enhance student learning outcomes across all courses by aligning instructional practices with targeted learning objectives, thereby promoting comprehensive understanding and achievement for every student. This action targets the College Career Indicator for all English Learners and Students with Disabilities at HJUHS, with a specific focus on English Learner students at Hanford High and Students with Disabilities at Hanford West. Through differentiated Assistance (DA), the County Office will support us in developing targeted plans to address College and Career Readiness of students. By targeting them, we hope to have a lasting positive impact on their academic and career development.                                                                                                                                                                                | All Students          |                       |
| <b>2.5</b>              | Continue to enhance the provision of opportunities for students to engage in innovative, authentic, and project-based learning experiences. For Unduplicated Pupils, including English learners, low-income students, and foster youth, CTE courses offer opportunities for economic mobility and empowerment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | All Students          |                       |
| <b>2.6</b>              | Continue leveraging a Data and Analysis program to facilitate the development of CCSS-aligned assessments, generate comprehensive reports, and conduct insightful data analysis. Regular monitoring helps assess progress, ensuring effective instructional strategies, while data-driven decision-making allocates resources where they are needed most.<br><br>Early interventions can address foundational skills before they impact CAASPP scores, and tracking attendance, behavior, and academic performance increases accountability for both students and teachers. For unduplicated pupils and LTELs, data ensures targeted academic and language support, boosting performance in key areas. By setting benchmarks and measurable goals, HJUHS can focus efforts on improving CAASPP outcomes and fostering a culture of continuous improvement and motivation among students. (Cardonex) | All Students          |                       |



| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students to be Served | Proposed Expenditures |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 2.7                     | Sustain the provision of smaller class sizes in ELA (English Language Arts) to enhance individualized instruction and student engagement. Additionally, smaller class sizes allow for better classroom management and more targeted academic support, enabling teachers to quickly identify and address gaps in learning. This creates a more supportive, focused, and personalized learning environment, ultimately leading to better academic outcomes and overall success for these students. | All Students          |                       |
| 2.8                     | Sustain the College and Career Readiness Center for student guidance. Maintain integrated college and career instruction within HJUHSD. We are specifically targeting our unduplicated pupils with one-on-one counseling and career advising to help them narrow down a college and career path.                                                                                                                                                                                                 | All Students          | 46891.00<br>Title I   |
| 2.9                     | Enhance classroom effectiveness and engagement by providing comprehensive support for teachers in developing dynamic and impactful learning environments. These teachers are well-equipped with pedagogical skills and subject knowledge, enabling them to provide high-quality, differentiated instruction tailored to English learners, low-income students, and foster youth.                                                                                                                 | All Students          |                       |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This year, we have really focused on gathering specific data, monitoring it, analyzing it, and using it to drive our instruction. We are also focusing on finding root causes and addressing them in all aspects of the student experience to increase success. There was also a push to increase the seriousness of testing this year at all levels, from staff to students. We have received training for both our classified and certificated staff in MTSS and Building Thinking Classrooms, and we continue to use a variety of supports regularly to assess students' mastery of content. Our data focus has been grassroots with our English department, and we have held assemblies, had CSUFresno come and speak to us, used targeted bootcamps for state testing, and provided targeted testing support with ELPAC, CAASPP, and CAST. The district continues to support the site in the focus programs, such as, but not limited to: Kagan, CPI, Building Thinking Classrooms, ERWC pilot for 9th and 10th grade, TRRE Resident Program, attendance at CAFE, and Analytical Partnerships work with the County. Our English and Math Departments have implemented targeted support and instruction to prepare for state tests, finals, and AP tests. We are proud of the time and work that they have put in to support our students in and outside of the classroom.

Our departments continue to self-reflect, look at data, and make changes to motivate and engage our students daily. They conduct peer observations and have workdays focused on data, calibration, and essential standards.

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

There were no major differences between the intended implementation and/or the budgeted expenditures needed to meet this goal for Title 1 funds.  
LCFF wasn't fully expended, but it does roll over and we will continue to provide support to students as needed.

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

We have updated some of the strategies that were related to EL students and moved them to Goal 3. We have also moved some strategies to district-funded actions based on a restructuring of monies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Parental Involvement (Engagement)

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hanford West strives to see pupil outcomes represented by state priorities 4, 5, and 6. All students receive a quality education that will prepare them for college and or career.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                             | Baseline/Actual Outcome                                                                | Expected Outcome          |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------|
| English Learner Progress Indicator (Priority 4 E) (Priority 2 B)                             | 35.9% making progress towards English language proficiency Yellow (2025 Dashboard) (+) | 50%                       |
| English Learner Suspension Rate Indicator (Priority 6 A)                                     | 9% suspended for at least one day (-) Yellow (2025 Dashboard)<br>6.3% All students     | 4%; adjusted goal         |
| English Learner Graduation Rate Indicator (Priority 5 E)                                     | 88.9% graduated (+) Green (2025 Dashboard)<br>97.8% All Students                       | 99%; adjusted goal        |
| English Learner English Language Arts Indicator (Priority 4 A)                               | 78.7 points below standard (+) Orange (2025 Dashboard)                                 | 50 points below standard  |
| English Learner Mathematics Indicator (Priority 4 A)                                         | 186.2 points below standard Red (2025 Dashboard) (-)                                   | 100 points below standard |
| Completed at Least One Career Technical Education Pathway by English Learners (Priority 4 C) | 66.7% (2023 DataQuest) (+)                                                             | 75%                       |
| Completed a-g Requirements by English Learners (Priority 4 B)                                | 66.7% (2025 DataQuest)                                                                 | 75%                       |
| English Learner College Career Indicator (Priority 7 A)                                      | 11.7% prepared (2025 Dashboard)                                                        | 15%                       |

|                                                                                            |                                    |                |
|--------------------------------------------------------------------------------------------|------------------------------------|----------------|
| English Language Proficiency for Summative ELPAC (Priority 4 E) (Priority 2 B)             | 15.53% Proficient (2025 DataQuest) | 20% Proficient |
| Reclassified Fluent English Proficient (RFEP) (Priority 4 F) (Priority 2 B)                | 23.4% (2025 DataQuest) (+)         | 30%            |
| Decrease the percentage of Long-Term English Learners (LTEL) (Priority 4 F) (Priority 2 B) | 21.8% (2024 DataQuest) (+)         | 15%            |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students to be Served | Proposed Expenditures |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 3.1                     | The English Learner Academic Coach will support students with diverse language backgrounds by assessing their needs, providing targeted language instruction, supporting content-area learning, fostering a supportive environment, and monitoring progress. The coach aims to enhance English language proficiency and academic success for English learner students. They will help teachers implement differentiated instruction and culturally responsive teaching, ensuring that EL students receive the necessary support to improve language proficiency and academic performance.                                      | EL Students           |                       |
| 3.2                     | Enhance educational outcomes by providing comprehensive support for emerging multilingual students, fostering their linguistic proficiency, cultural integration, and academic success within a diverse learning environment. Additionally, through Differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the suspension rates of 9th-grade students. By intervening early, we hope to have a lasting positive impact on their academic and social outcomes. (microphones for translation, CAFE, Multilingual Showcase, EL PD)                                             | EL Students           | 2520.8<br>Title I     |
| 3.3                     | The English Learner Academic Coach will support students with diverse language backgrounds, including Long-Term English Learners (LTEL), by assessing their needs, providing targeted language instruction, supporting content-area learning, fostering a supportive environment, and monitoring progress. The coach aims to enhance English language proficiency and academic success for LTEL students. They will help teachers implement differentiated instruction and culturally responsive teaching, ensuring that LTEL students receive the necessary support to improve language proficiency and academic performance. | EL Students           |                       |

## Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We have continued to focus our staff meetings on a component of ELD. We also offer mini-PDs on the best strategies to use with our EL Students. Additionally, we have shared with all teachers the individual students' IELLPs, which outline their strengths and focuses, and which strategies would work best for them.

We sent a new group of teachers to attend CAFE, where they learned and returned with a better understanding and support for our students.

Our EL Taskforce continues to support our students in all content areas, serving as another support and set of advocates for our English Learner Students.

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

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

LCFF wasn't fully expended, but it does roll over, and we will continue to provide support to students as needed.

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

No changes were made, the data has been updated for the goals and metrics based on our 2025 Dashboard data.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION                                                             | AMOUNT       |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$375,760.95 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$356,445.32 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0          |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I          | \$317,579.52    |
| Title IV         | \$7,090.80      |

Subtotal of additional federal funds included for this school: \$324,670.32

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

| State or Local Programs                              | Allocation (\$) |
|------------------------------------------------------|-----------------|
| Arts, Music, and Instructional Materials Block Grant | \$31,775.00     |

Subtotal of state or local funds included for this school: \$31,775.00

Total of federal, state, and/or local funds for this school: \$356,445.32

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source                                       | Amount     |
|------------------------------------------------------|------------|
| Arts, Music, and Instructional Materials Block Grant | 31,775.00  |
| Title I                                              | 317,579.52 |
| Title IV                                             | 7,090.80   |

## Expenditures by Budget Reference

| Budget Reference | Amount     |
|------------------|------------|
|                  | 197,662.51 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source                                       | Amount     |
|------------------|------------------------------------------------------|------------|
|                  | Arts, Music, and Instructional Materials Block Grant | 31,775.00  |
|                  | Title I                                              | 317,579.52 |
|                  | Title IV                                             | 7,090.80   |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 86,192.57          |
| Goal 2      | 267,731.95         |
| Goal 3      | 2,520.80           |

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members  | Role                       |
|------------------|----------------------------|
| Katy V. Culver   | Principal                  |
| Andrew Alcala    | Classroom Teacher          |
| Wesley Forbes    | Classroom Teacher          |
| Yecenia Madera   | Classroom Teacher          |
| Bridgette Macias | Other School Staff         |
| Caitlin Fagundes | Other School Staff         |
| Diana Vasquez    | Parent or Community Member |
| Ashley Nufer     | Parent or Community Member |
| Gabriela Curtis  | Parent or Community Member |
| Case Cubillas    | Secondary Student          |
| Kaitlyn Brieno   | Secondary Student          |
| Lulu Burgos      | Secondary Student          |

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



# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 05/13/2025.

Attested:



Principal, Dr. Katy V. Culver on 04/14/2026

SSC Chairperson, Yecenia Madera on 04/14/2026

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Ensuring Access to High-Quality Instruction, Supportive School Culture, and Equity for All Students**

Sierra Pacific High School is committed to ensuring all students have access to standards aligned instruction within a comprehensive course of study taught by fully credentialed and well prepared teachers. The school will focus on strengthening rigorous instruction, academic language development, and student engagement to support all learners. Through data driven practices, targeted interventions, and ongoing professional learning, Sierra Pacific will improve student achievement and close performance gaps while maintaining a safe, supportive, and connected school environment that encourages parent involvement.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure that every student in HJUHS has access to standards-aligned instructional materials, is enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers, and experiences a supportive and engaging school culture that prioritizes parent participation, equity, student safety, and school connectedness, all within facilities maintained in good repair.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Sierra Pacific High School recognizes that maintaining strong conditions of learning remains essential to sustaining and improving student outcomes. A review of Dashboard and local data indicates strong overall performance across multiple indicators, including English Language Arts, Graduation Rate, and College and Career readiness. At the same time, the WASC Self-Study process affirmed the importance of continuing to strengthen instructional practices, student engagement, and equitable access to learning opportunities.

While overall outcomes are positive, both Dashboard and WASC findings highlight opportunities for growth in strengthening Tier 1 instruction, particularly in mathematics, and addressing variation in performance among specific student groups. In addition, suspension data indicates a need to continue refining schoolwide systems that support consistent behavioral expectations, student engagement, and a positive school climate.

To address these needs, Sierra Pacific will focus on ensuring all students have access to high quality, standards aligned instruction delivered by fully credentialed and well prepared teachers. Emphasis will be placed on increasing rigor, strengthening academic language development, and implementing data driven instructional practices to support all learners, including English Learners and Students with Disabilities.

The school will also continue to expand and refine intervention systems, including zero hour and credit recovery, to ensure students remain on track for graduation. Additionally, Sierra Pacific will strengthen schoolwide practices that promote student connectedness, equitable access, and meaningful engagement in both academic and extracurricular opportunities.

By aligning Dashboard data with the findings of the WASC Self-Study, Sierra Pacific aims to sustain high levels of performance, address identified areas for growth, and ensure all students are prepared for college and career success.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



| Metric/Indicator                                                                    | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Expected Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rate of teachers appropriately assigned. (Priority 1 A)                             | 96.2% (2023-24 DataQuest)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Percentage of Fully Credentialed Teachers (Priority 1 A)                            | 88% (2023-24 DataQuest)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Sufficiency of Materials (Priority 1 B)                                             | 0% (2023-24)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Implementation of State Adopted Curriculum in all core classes (Priority 2 A)       | 100% (2023-34)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Increase Graduation Rates (Priority 5 E)                                            | 97.2% All Students<br>91.7% English Learners<br>96.3% Socioeconomically Disadvantaged<br>73.7% Students with Disabilities<br>92.9% Homeless Youth<br>(2025 DataQuest)                                                                                                                                                                                                                                                                                                                                                          | 97.2% All Students<br>91.7% English Learners<br>96.3% Socioeconomically Disadvantaged<br>73.7% Students with Disabilities<br>92.9% Homeless Youth<br>(2025 DataQuest)                                                                                                                                                                                                                                                                                              |
| Smarter Balanced Assessment Test Results: ELA & Math (Priority 4 A & 4H)            | Met or Exceeded Standard for ELA<br>67.15% All 11th Grade Students<br>75.51% Hispanic or Latino<br>78.78% White<br>10.41% English Learners<br>64.29% Homeless Youth<br>61.54% Socioeconomically Disadvantaged<br>11.11% Students With Disabilities<br><br>Met or Exceeded Standard for Math<br>34.29% All 11th Grade Students<br>40.81% Hispanic or Latino<br>51.51% White<br>11.01% English Learners<br>21.43% Homeless Youth<br>26.92% Socioeconomically Disadvantaged<br>5.56% Students With Disabilities<br><br>(2025 ETS) | Met or Exceeded Standard for ELA<br>69% All 11th Grade Students<br>78% Hispanic or Latino<br>80% White<br>20% English Learners<br>68% Homeless Youth<br>65% Socioeconomically Disadvantaged<br>20% Students With Disabilities<br><br>Met or Exceeded Standard for Math<br>36% All 11th Grade Students<br>42% Hispanic or Latino<br>53% White<br>20% English Learners<br>23% Homeless Youth<br>30% Socioeconomically Disadvantaged<br>7% Students With Disabilities |
| Degree to which students feel equipped to pursue college and careers (Priority 6 C) | 3.45 out of 5 College and Career Readiness Category (YouthTruth Survey Feb 2026)                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3.75 out of 5 on College and Career Readiness Category YouthTruth Survey                                                                                                                                                                                                                                                                                                                                                                                           |
| College Career Indicator (Priority 7 A)                                             | 61.1% Prepared<br>51.3% Hispanic<br>78.5% White<br>4% English Learners<br>51.8% Socioeconomically Disadvantaged<br>6% Students with Disabilities<br><br>(CA Dashboard 2025)                                                                                                                                                                                                                                                                                                                                                    | 66% Prepared<br>56% Hispanic<br>84% White<br>10% English Learners<br>57% Socioeconomically Disadvantaged<br>12% Students with Disabilities                                                                                                                                                                                                                                                                                                                         |

|                                                                                                          |                                                                                                                                                                                                                           |                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupils who have completed both UC or CSU entrance requirements and CTE pathway completers (Priority 4 D) | 28% All Students<br>4.2% English Learners<br>No Reported Number Foster Students<br>20% Socioeconomically Disadvantaged<br>24.3% Hispanic<br>46.2% White<br><br>(2025 DataQuest)                                           | 50% All Students<br>20% English Learners<br>10% Foster Students<br>50% Socioeconomically Disadvantaged<br>40% Hispanic<br>50% White                                                         |
| 12th grade graduates completing all courses required for UC and/or CSU entrance results (Priority 4 B)   | 54% All Students<br>13% English Learners<br>No Reported Number Foster Students<br>41% Socioeconomically Disadvantaged<br>43% Hispanic<br><br>(2025 DataQuest)                                                             | 60% All Students<br>20% English Learners<br>10% Foster Students<br>60% Socioeconomically Disadvantaged<br>50% Hispanic                                                                      |
| CTE Pathway Completers (Priority 4 C)                                                                    | 49% All Students<br>51% Hispanic<br>55.4% White<br>42% Two or More Races<br>29.2% English Learners<br>47% Socioeconomically Disadvantaged<br><br>(CA Dashboard 2025)                                                      | 54%% All Students<br>54% Hispanic<br>64% White<br>50% Two or More Races<br>34% English Learners<br>50%% Socioeconomically Disadvantaged                                                     |
| Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A)                                 | ELA Participation Rate Report 98%<br>Math Participation Rate Report 99%<br><br>(CA Dashboard 2025)                                                                                                                        | 99% Participation                                                                                                                                                                           |
| Students earning the State Seal of Biliteracy (Priority 8 A)                                             | 8% Earned the State Seal of Biliteracy<br><br>(DataQuest 2025)                                                                                                                                                            | 15% Earned the State Seal of Biliteracy                                                                                                                                                     |
| California Science Test (CAST) Results: Science (Priority 4 A)                                           | 33.45% Met or Exceeded Standard<br>43.34% Hispanic or Latino<br>47.62% White<br>0% English Learners<br>0% Homeless Youth<br>26.14% Socioeconomically Disadvantaged<br>12.50% Students With Disabilities<br><br>(2025 ETS) | 38%% Met or Exceeded Standard<br>48% Hispanic or Latino<br>52% White<br>10% English Learners<br>10% Homeless Youth<br>31% Socioeconomically Disadvantaged<br>17% Students With Disabilities |
| Advanced Placement Percent of Exams with Scores of 3 or Higher (Priority 4 G)                            | 69% (College Board 2025)                                                                                                                                                                                                  | 75% (College Board 2026)                                                                                                                                                                    |
| Credit Recovery Opportunities (Priority 7 C)                                                             | 95% Students have access (Zero Hour) and 61% have participated in at least one session (RTI Scheduler 2026)x                                                                                                              | 70% Participation Rate                                                                                                                                                                      |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Students to be Served                                                                                           | Proposed Expenditures                                                                                   |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1.1                     | <p>Sierra Pacific will ensure equitable access to a supportive and inclusive learning environment by providing early academic and social-emotional interventions. Students will have access to targeted intervention materials and structured support during and outside of the academic day. These supports will focus on promoting academic growth, improving social-emotional well-being, and addressing individual student needs.</p> <p>This action includes expanded intervention opportunities both within the school day and through extended learning time, including courses designed to support at-risk students. These efforts will provide consistent access to academic support, strengthen student engagement, and allow for ongoing monitoring of student progress.</p>                                                                                                                                                                            | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) | 85982<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Instructional Technician and WHC Tutors |
| 1.2                     | <p>Sierra Pacific will enhance parent and student communication by providing administrators, support staff, and teachers with full access to a comprehensive communication platform. This will ensure the delivery of timely and relevant updates to families, particularly related to academic progress, intervention opportunities, and student support services. By utilizing ParentSquare, staff will improve transparency, increase awareness of available supports, and promote active parent participation in the intervention process. Strengthening communication will support earlier identification of student needs and improve access to both academic and social-emotional interventions, directly aligning with the goal of ensuring student success.</p>                                                                                                                                                                                           | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) | 5278.19<br>Title I<br>5000-5999: Services And Other Operating Expenditures<br>Parent Square             |
| 1.3                     | <p>Sierra Pacific will provide targeted academic intervention through Credit Recovery courses to support students who are at risk of falling behind in credits. These courses will offer structured, flexible learning opportunities designed to address gaps in learning and promote timely progress toward graduation.</p> <p>This action prioritizes equitable access to support for students with the greatest need, including English learners, foster youth, and other at-risk populations who may face additional barriers to academic success. By integrating Credit Recovery into the broader system of academic interventions, the school will provide consistent opportunities for students to recover credits, stay engaged, and remain on track toward graduation. These supports align with the goal of strengthening academic outcomes through early intervention, targeted support, and increased access to meaningful learning opportunities.</p> | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) |                                                                                                         |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Students to be Served                                                                                           | Proposed Expenditures                                                           |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 1.4                     | <p>Sierra Pacific will strengthen the use of the Student Information System (SIS) to support timely identification of student needs and improve access to academic and social-emotional interventions. The SIS will be used to enhance communication and collaboration among educators and support staff, allowing for more coordinated and targeted support for students.</p> <p>By utilizing real-time data and system integration, staff will be able to monitor student progress, identify barriers to success, and respond with appropriate interventions. This approach will ensure that students, including English learners, foster youth, and low-income students, receive equitable and timely support. Strengthening the use of SIS will improve the school's ability to proactively address student needs and support overall academic success.</p>                                                                 | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) | 6179.78<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>SIS Manager |
| 1.5                     | <p>Sierra Pacific will prioritize student health and safety by implementing comprehensive supports designed to improve attendance and reduce suspension rates. These efforts will focus on increasing student engagement and strengthening school connectedness through structured, on-campus opportunities that promote a positive and inclusive learning environment.</p> <p>In addition, the school will implement a Multi-Tiered System of Supports (MTSS) to provide targeted academic, behavioral, and social-emotional interventions. This framework will allow staff to identify student needs early, deliver appropriate levels of support, and monitor progress over time. By integrating engagement strategies with a structured intervention system, the school will improve student access to instruction, reduce barriers to learning, and support both academic achievement and social-emotional well-being.</p> | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) |                                                                                 |
| 1.6                     | <p>Sierra Pacific High School will ensure all students and teachers have access to Common Core State Standards (CCSS)-aligned instructional materials across all content areas. These resources will support rigorous, standards-based instruction and provide targeted access for students who require additional support, including English learners, foster youth, homeless, and socioeconomically disadvantaged students.</p> <p>These materials will promote instructional consistency, support differentiation, and ensure all students have access to high-quality learning experiences that support academic success.</p>                                                                                                                                                                                                                                                                                               | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) |                                                                                 |
| 1.7                     | Sierra Pacific will expand course offerings in Dual Enrollment, Advanced Placement (AP), Visual and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | All Students<br>(Schoolwide, including                                                                          |                                                                                 |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students to be Served                                                                                        | Proposed Expenditures                                                                                                    |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|                         | <p>Performing Arts, and Career Technical Education (CTE) to increase access to a broad and rigorous course of study. These expanded opportunities will support college and career readiness by allowing students to explore academic interests, develop technical skills, and earn college credit while still in high school.</p> <p>This expansion will prioritize equitable access for all students, including those who have been historically underrepresented in advanced coursework. By increasing access to rigorous and engaging instruction across multiple pathways, Sierra Pacific will strengthen academic outcomes, support student engagement, and ensure all students have meaningful opportunities to prepare for postsecondary success.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | Socioeconomically Disadvantaged, Homeless, Foster, and English Learners)                                     |                                                                                                                          |
| 1.8                     | <p>Sierra Pacific High School will provide professional development to strengthen instructional practices and improve student engagement across all subject areas and grade levels. This professional development will focus on equipping staff with effective, research-based strategies and tools that support rigorous instruction, differentiation, and academic growth for all students.</p> <p>These efforts will align with the school's instructional priorities and support the implementation of targeted interventions, ensuring that teachers are prepared to meet the diverse academic and social-emotional needs of students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All Students (Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) | 6600<br>Title I<br>5800: Professional/Consulting Services And Operating Expenditures<br>Contract with TCOE- Math Support |
| 1.9                     | <p>Sierra Pacific will continue the implementation of the Education Academy, a California Partnership Academy (CPA) program, to provide targeted academic and social-emotional support for at-risk students through a "school within a school" model. This Career Technical Education (CTE) pathway will offer a standards-aligned curriculum that integrates core academic instruction with career-focused learning experiences.</p> <p>The Education Academy will provide structured support through smaller learning communities, personalized instruction, and hands-on learning opportunities designed to increase engagement and improve academic outcomes. This model will allow for more consistent monitoring of student progress and earlier intervention when students experience academic or behavioral challenges.</p> <p>The program will prioritize equity by increasing access to rigorous and relevant instruction for students who may face additional barriers to success. By strengthening school connectedness and providing targeted supports, the Education Academy will improve student engagement, support credit attainment, and prepare students for</p> | All Students (Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners)         |                                                                                                                          |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students to be Served                                                                                   | Proposed Expenditures |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------|
|                         | both postsecondary education and career pathways.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                         |                       |
| <b>1.10</b>             | <p>Sierra Pacific will conduct regular instructional rounds focused on observing, analyzing, and strengthening instructional practices aligned with district priorities. These rounds will include collaborative classroom observations, reflection on effective teaching strategies, and identification of areas for instructional growth.</p> <p>The focus of instructional rounds will be on what students are doing and how instruction supports engagement, rigor, and access to learning for all students. Findings from these rounds will be used to inform professional development, strengthen instructional consistency, and support the implementation of targeted interventions.</p> <p>By using instructional rounds as a continuous improvement process, Sierra Pacific will promote high-quality, standards-aligned instruction across all classrooms and ensure that teaching practices are responsive to diverse student needs.</p> | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners) |                       |
| <b>1.11</b>             | <p>Sierra Pacific will continue utilizing a data and analysis system to develop CCSS-aligned assessments, generate reports, and support ongoing data analysis. This process will be used to monitor student progress, identify learning gaps, and guide timely, targeted academic and language interventions.</p> <p>Data from multiple measures, including assessment results, attendance, and behavior, will be used to inform instructional decisions, set benchmarks, and adjust supports based on student needs. This approach will prioritize equitable support for unduplicated pupils and long-term English learners (LTEs), ensuring they receive targeted instruction and intervention.</p> <p>By using data to drive instructional planning and intervention, Sierra Pacific will strengthen student achievement, improve CAASPP outcomes, and support continuous improvement in both teaching practices and student learning.</p>        | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners) |                       |
| <b>1.12</b>             | <p>Sierra Pacific will implement a technology-based scheduling system to develop the master schedule and ensure equitable student placement in courses. This system will be used to maximize access to required courses, intervention supports, and a range of academic pathways, including AP, CTE, and Dual Enrollment.</p> <p>The scheduling process will prioritize student needs by aligning course placement with academic</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners) |                       |



| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students to be Served                                                                                | Proposed Expenditures                                                                                   |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|                         | <p>progress, graduation requirements, and college and career readiness goals. It will also support access to intervention courses and targeted supports for students who require additional academic assistance.</p> <p>By improving scheduling efficiency and access, Sierra Pacific will strengthen instructional continuity, reduce barriers to course enrollment, and ensure all students have meaningful opportunities to engage in rigorous and supportive learning experiences.</p> |                                                                                                      |                                                                                                         |
| <b>1.13</b>             | Sierra Pacific will implement targeted ELA and Math intervention programs to address identified learning gaps and support at-risk students. These interventions will provide structured, focused instruction designed to improve academic performance and promote student growth in core subject areas.                                                                                                                                                                                    | All Students (Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners) | 115804<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>English Survey/ Academic Lit/CC Math |
| <b>1.14</b>             | Sierra Pacific will provide targeted instructional support through a CAASPP Bootcamp focused on ELA and Math. This support will reinforce key standards, address learning gaps, and prepare students for success on state assessments.                                                                                                                                                                                                                                                     | All Students (Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners) |                                                                                                         |
| <b>1.15</b>             | Sierra Pacific High School will provide supplemental classroom materials and supplies to support effective instruction, address diverse learning needs, and enhance student engagement. These materials will ensure equitable access to resources that support student learning across all classrooms.                                                                                                                                                                                     | All Students (Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners) | 80269.68<br>Title I<br>4000-4999: Books And Supplies<br>Exact Path, No Red Ink, Supplemental Materials  |
| <b>1.16</b>             | Sierra Pacific High School will implement an online platform to support the coordination and delivery of Zero Hour intervention. This system will allow for student self-enrollment, teacher-assigned sessions, and data tracking to monitor participation and support targeted academic intervention.                                                                                                                                                                                     | All Students (Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners) | 4500<br>Title I<br>5000-5999: Services And Other Operating Expenditures<br>RTI Scheduler                |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Implementation of Goal 1 remained focused on strengthening standards-aligned instruction, expanding intervention systems, and increasing access to rigorous coursework. The school successfully maintained key academic supports, including credit recovery, intervention opportunities, and expanded college and career pathways through CTE, AP, and dual enrollment.

Based on 2025 data, the school has established strong instructional systems and expanded access to support; however, academic outcomes indicate that continued focus is needed to accelerate student achievement. While pockets of growth

are evident in targeted areas, overall performance in English Language Arts and Mathematics continues to reflect opportunities for improvement, particularly among English Language Learners and Students with Disabilities.

These results demonstrate that foundational systems are in place, and the next phase of work will focus on strengthening consistency and deepening instructional impact across all classrooms.

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

The school largely implemented the planned strategies and allocated resources as intended. Key investments in intervention, instructional materials, and professional development supported the development of a comprehensive instructional framework.

While implementation was successful, the level of student need required continued expansion of support systems. Variability in instructional implementation across classrooms and scheduling constraints limited the full impact of some strategies.

There were no significant differences in expenditures; rather, this analysis highlights the need to build on existing investments to increase effectiveness and consistency.

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

Moving forward, Goal 1 will build upon established systems by strengthening:

1. Consistency of standards-aligned instruction
2. Targeted intervention in ELA and Math
3. Alignment between instruction, assessment, and data

Additional enhancements include:

1. Refining Zero Hour intervention systems
2. Expanding targeted academic supports
3. Increasing focus on instructional rigor

These changes are reflected in the updated Goal 1 action items and are designed to accelerate student achievement while building on the strong foundation already in place.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Fostering an Inclusive School Culture to Empower Student Success**

Sierra Pacific High School is committed to cultivating an inclusive and supportive school culture that promotes parent involvement, equity, student safety, and school connectedness. While Goal 1 focuses on instruction and academic support, Goal 2 emphasizes student engagement and the overall school culture that supports learning.

The school will prioritize creating a positive, inclusive environment where students feel valued and motivated to actively participate in their learning and school community. Through strong collaboration with families, staff, and community partners, Sierra Pacific will increase opportunities for meaningful engagement, strengthen communication, and promote active involvement in school programs and activities.

By focusing on engagement, relationships, and a positive school culture, Sierra Pacific will improve attendance, increase student participation, and foster a sense of belonging that supports both academic success and overall student well-being.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

HJUHSD aims to cultivate an inclusive and vibrant culture that actively encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Sierra Pacific recognizes the importance of State Priorities 3, 5, and 6 in promoting student engagement and fostering a safe, supportive school climate grounded in equitable practices. A review of California School Dashboard indicators and local data indicates that attendance, particularly chronic absenteeism, remains an area of significant need. These findings are consistent with the WASC Self-Study process, which identified student engagement and connectedness as ongoing areas for growth.

Through analysis of Dashboard data, local data, and the WASC Self-Study, several areas requiring continued improvement have been identified:

#### Attendance and Student Engagement:

Chronic absenteeism continues to be an area of concern, with rates that have not shown sufficient improvement. Performance gaps remain among student groups, particularly for foster youth and socioeconomically disadvantaged students. These trends indicate a need for more targeted and consistent efforts to improve attendance, strengthen student engagement, and address underlying barriers that impact student participation in school.

#### Targeted Family Outreach and Engagement:

Local data and stakeholder feedback from the WASC process indicate a need to strengthen outreach and communication with families, particularly those of socioeconomically disadvantaged students. Increasing family engagement will support improved attendance, student accountability, and overall student success.

#### Career Readiness and Postsecondary Pathways:

Dashboard indicators and local measures related to College and Career readiness highlight the need to expand opportunities for students not pursuing traditional college pathways. Strengthening partnerships with trade industries and expanding access to Career Technical Education pathways will ensure all students have access to meaningful postsecondary options.

#### School Connectedness and Student Support Systems:

Survey data and WASC findings indicate a continued need to strengthen staff-to-student relationships and increase student connectedness to school. In addition, expanding parent education and support opportunities will further enhance student engagement and social-emotional well-being. Addressing these areas will support a more inclusive school culture and improve outcomes across multiple student groups.

Sierra Pacific has begun to address these needs through targeted interventions, expanded support programs, and increased communication efforts. However, continued focus and refinement of these strategies are necessary to improve attendance outcomes and close identified performance gaps among student groups.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                          | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                  | Expected Outcome                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Facilities Inspection Tool (Priority 1C)                                                  | 94.64% (Fit Tool 2024-2025)                                                                                                                                                                                                                                                                                                                                                                                                                              | 98% good                                                                                                                                                                                                                                                                                                                                                                                                     |
| Parent, Student and Staff response to Climate Survey (Priority 3 A,B, & C) (Priority 6 C) | 1572 total responses (YouthTruth Survey Feb 2026)<br>Students rated Sierra Pacific 3.77 out 5 on "feeling safe"<br>Students rated Sierra Pacific 3.29 out 5 on "Relationship Category"<br>Parents rated Sierra Pacific 3.97 out 5 on "feeling safe"<br>Parents rated Sierra Pacific 3.86 out 5 on "Relationship Category"<br>Staff rated Sierra Pacific 4.33 out 5 on "feeling safe"<br>Staff rated Sierra Pacific 4.37 out 5 on "Relationship Category" | 1600 responses<br>Students rated Sierra Pacific 4 out 5 on "feeling safe"<br>Students rated Sierra Pacific 3.5 out 5 on "Relationship Category"<br>Parents rated Sierra Pacific 4.25 out 5 on "feeling safe"<br>Parents rated Sierra Pacific 4 out 5 on "Relationship Category"<br>Staff rated Sierra Pacific 4.5 out 5 on "feeling safe"<br>Staff rated Sierra Pacific 4.5 out 5 on "Relationship Category" |

|                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents receiving messages from the communication tool(Priority 3 A,B, & C)                                   | 98% contacts receiving communications (ParentSquare 2024-2025)                                                                                                                                                                                                                                                                                                                              | 100% of contacts receiving communications via Parent Square                                                                                                                                                                                           |
| Increase Attendance Rates (Priority 5 A)                                                                      | 95% (School-wide Average 2025)                                                                                                                                                                                                                                                                                                                                                              | 96%                                                                                                                                                                                                                                                   |
| Decrease Chronic Absenteeism Rate (Priority 5 B)                                                              | 14% All Students- Sierra Pacific<br>14.3% African American<br>7.7% Asian<br>16.3% Hispanic or Latino<br>9% White<br>20.4% English Learners<br>63.6% Foster Youth<br>35.8% Homeless Youth<br>23.9% Students With Disabilities<br>18% Socioeconomically Disadvantaged<br>(DataQuest 2024-25)                                                                                                  | 10% All Students- Sierra Pacific<br>12% African American<br>5% Asian<br>14% Hispanic or Latino<br>7% White<br>18% English Learners<br>25% Foster Youth<br>25% Homeless Youth<br>20% Students With Disabilities<br>15% Socioeconomically Disadvantaged |
| Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)                                            | 2% (DataQuest 2022-23)<br>6% English Learners<br>14% Foster Youth<br>3% Socioeconomically Disadvantaged                                                                                                                                                                                                                                                                                     | 0% All<br>1% English Learners<br>10% Foster Youth<br>1% Socioeconomically Disadvantaged                                                                                                                                                               |
| Decrease the Suspension Rates (Priority 6 A)                                                                  | By Dashboard Color Designation<br><br>Green<br>2.8% Hispanic<br>4.3% LTEL<br>3.5% Socio Economically Disadvantaged<br>3.8% Homeless<br>3.3% Two or More Races<br>5.4 % Students With Disabilities<br><br>Yellow<br>3.8% English Learners<br>2.8% All Students<br><br>Orange<br>1.7% White<br><br>Red<br>11.6% African American<br><br>No Placement<br>Foster Youth<br><br>2025 CA Dashboard | 2% All Students<br>5% African American<br>0% Asian<br>0% Filipino<br>2% Hispanic or Latino<br>1% White<br>3% English Learners<br>0% Foster Youth<br>3% Homeless Youth<br>3% Socioeconomically Disadvantaged<br>5% Students With Disabilities          |
| Decrease the Expulsion Rates (Priority 6 B)                                                                   | 0.6% (DataQuest 2024-2025)                                                                                                                                                                                                                                                                                                                                                                  | .4%                                                                                                                                                                                                                                                   |
| Degree to which students believe that their school fosters a culture of respect and fairness. (Priority 6 A)  | 3.27 out of 5 Culture Category (YouthTruth Survey Feb 2026)                                                                                                                                                                                                                                                                                                                                 | Students rated Sierra Pacific 3.5 out of 5 on Youth Truth Survey (Culture Section)                                                                                                                                                                    |
| Degree to which students feel they receive support and personal attention from their teachers. (Priority 6 C) | 3.65 out of 5 Relationship Subquestion (YouthTruth Survey Feb 2026)                                                                                                                                                                                                                                                                                                                         | Students rated Sierra Pacific 4.0 out of 5 on Youth Truth Survey (Relationships Subquestion)                                                                                                                                                          |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                           | Students to be Served                                                                                           | Proposed Expenditures                                                                 |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 2.1                     | Sierra Pacific will provide equitable access to digital resources and connectivity to ensure all students can fully participate in school activities, communication, and engagement opportunities. This includes providing internet access and digital tools to unduplicated pupils to support communication, involvement in school programs, and access to school-based resources that promote student engagement and connectedness. | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) |                                                                                       |
| 2.2                     | Sierra Pacific will provide transportation, incentives, and targeted supports to remove barriers to attendance for English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, and other at-risk students. These supports will promote consistent attendance, increase student engagement, and strengthen connection to the school community.                                                                          | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) | 500<br>Title I<br>5000-5999: Services And Other Operating Expenditures<br>Kart Passes |
| 2.3                     | Sierra Pacific will support homeless student retention by providing transportation services, basic needs such as clothing and hygiene items, and targeted supports to promote consistent attendance and engagement in school.                                                                                                                                                                                                         | Homeless Students                                                                                               | 1094.88<br>Title I<br>4000-4999: Books And Supplies                                   |
| 2.4                     | Sierra Pacific High School will enhance college and career readiness by expanding services offered through the Career Center. The school will provide opportunities for students to explore postsecondary pathways through workshops, college visits, career fairs, and guest speakers, increasing student engagement and connection to future goals.                                                                                 | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) |                                                                                       |
| 2.5                     | Sierra Pacific will strengthen school connectedness and student engagement by expanding access to clubs, extracurricular activities, and school-wide events. These opportunities will promote student involvement, build relationships, and foster a sense of belonging within the school community.                                                                                                                                  | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) |                                                                                       |
| 2.6                     | Sierra Pacific will utilize a digital platform to monitor student engagement, including participation in extracurricular activities, events, and school programs. This data will be used to identify trends, improve access, and develop strategies to increase student involvement and connectedness.                                                                                                                                | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) |                                                                                       |
| 2.7                     | Sierra Pacific High School will implement on-campus engagement activities during the school day to promote attendance, strengthen relationships, and increase student participation. These events will provide structured opportunities for students to connect with peers and staff in a positive and inclusive environment.                                                                                                         | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) | 7322<br>Title IV<br>4000-4999: Books And Supplies                                     |
| 2.8                     | Sierra Pacific will continue implementing MTSS strategies with a focus on behavioral, social-emotional, and engagement supports. Teams will meet regularly to identify students in need of additional support, address barriers to                                                                                                                                                                                                    | All Students<br>(Schoolwide, including Socioeconomically Disadvantaged,                                         |                                                                                       |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students to be Served                                                                                        | Proposed Expenditures                           |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|                         | engagement, and provide targeted interventions that improve student participation and overall school experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Homeless, Foster, and English Learners)                                                                      |                                                 |
| <b>2.9</b>              | <p>Sierra Pacific will strengthen parent and community engagement by providing multiple opportunities for families to participate in the educational process. These opportunities will include Parent Information and Education Nights, Student Recognition events, and consistent communication through the Weekly Bulletin.</p> <p>The school will also support active participation in advisory and leadership groups, including Booster organizations, ELAC, School Site Council, and Title I parent meetings. In addition, Sierra Pacific will promote attendance at school events and activities to build stronger connections between families, staff, and the school community</p>                                                                                                                                                                                                     | All Students (Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) | 400<br>Title I<br>4000-4999: Books And Supplies |
| <b>2.10</b>             | <p>Sierra Pacific will administer an annual comprehensive survey to parents, students, and staff to gather feedback on instructional quality, school culture, equity, student safety, and school connectedness.</p> <p>Survey results will be analyzed to assess progress toward school goals, identify areas of need, and inform decision-making related to instruction, intervention, and student support systems. This data will be used to strengthen academic programs, improve access to supports, and address barriers that impact student learning and engagement.</p> <p>By using stakeholder feedback to guide continuous improvement, Sierra Pacific will ensure that instructional practices, school climate, and support systems remain responsive to student needs and aligned with the goal of promoting academic success and social-emotional well-being for all students.</p> | All Students (Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) |                                                 |
| <b>2.11</b>             | <p>Sierra Pacific High School will implement leader rounding by site administration to strengthen communication, support staff and student needs, and promote a collaborative and responsive learning environment. Through regular, intentional check-ins with staff and students, administration will gather feedback, identify emerging concerns, and respond to needs in a timely manner.</p> <p>Leader rounding will be used to monitor school climate, support instructional practices, and identify barriers that may impact student learning, engagement, and access to interventions. Information gathered through this process will inform decision-making, improve communication,</p>                                                                                                                                                                                                | All Students (Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners) |                                                 |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                              | Students to be Served | Proposed Expenditures |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | <p>and support the implementation of targeted academic and social-emotional supports.</p> <p>By strengthening relationships and maintaining consistent communication, leader rounding will contribute to a more supportive school environment that promotes student success and staff effectiveness.</p> |                       |                       |

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Implementation of Goal 2 focused on strengthening school culture, increasing student engagement, and enhancing communication with families. The school successfully maintained positive school climate indicators, including low suspension rates and high graduation rates, reflecting a safe and supportive learning environment.

Efforts to expand student activities, improve communication through ParentSquare, and implement MTSS structures contributed to increased opportunities for student connection and support. While attendance and chronic absenteeism remain areas of focus, the school has established systems that provide a strong foundation for continued improvement.

Overall, implementation of this goal has contributed to a positive school culture, with ongoing opportunities to deepen student engagement and connectedness.

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

The majority of planned strategies were implemented as intended, including communication systems, student engagement opportunities, and MTSS supports. Investments in these areas supported the development of a structured and supportive school environment.

While strategies were implemented, participation and engagement levels varied among student groups, indicating a need for more targeted outreach and increased consistency in implementation.

There were no significant differences in expenditures; instead, the focus moving forward is on maximizing the impact of existing resources.

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

Based on 2025 data, Goal 2 will build upon existing systems by focusing on:

1. Improving attendance and reducing chronic absenteeism
2. Increasing student engagement during the school day
3. Strengthening connections with families

Enhancements include:

1. More targeted attendance interventions
2. Expanded engagement opportunities
3. Improved communication strategies for underrepresented families

These updates are reflected in the revised Goal 2 action items and are designed to strengthen school connectedness and student engagement.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Enhancing School Connectedness, Academic Proficiency, and College & Career Readiness for English Learners**

Sierra Pacific High School will strengthen school connectedness and foster an inclusive environment where English Learners feel valued, supported, and actively engaged in their learning. This goal will focus on addressing the specific academic and language development needs of English Learners to support progress toward grade-level proficiency in core subjects.

The school will implement targeted strategies that integrate language development with academic instruction, ensuring English Learners build the skills necessary to access rigorous content and demonstrate growth. In addition, Sierra Pacific will provide resources and opportunities that support college and career readiness, including exposure to postsecondary pathways, skill development, and guidance aligned to student goals.

Through intentional support, monitoring, and access to meaningful learning opportunities, Sierra Pacific will ensure English Learners are prepared for academic success, graduation, and future college and career pathways.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Sierra Pacific has identified English Learners (EL) as a student group requiring continued targeted support based on a review of California School Dashboard indicators and local data. Current data indicates that EL students are not consistently performing at grade-level proficiency in core academic areas, particularly in English Language Arts and mathematics. In addition, performance gaps remain between English Learners and their non-EL peers, highlighting a need for more focused academic and language development support.

Beyond academic performance, local data and stakeholder feedback from the WASC Self-Study process indicate a need to strengthen school connectedness and engagement among EL students. Ensuring that EL students feel supported, valued, and connected to the school environment is critical, as these factors directly influence attendance, participation, and overall academic success.

This identified need reflects two key areas of focus for English Learners: academic achievement and social-emotional development. Addressing these areas will support EL students in progressing toward grade-level proficiency while also building the confidence and engagement necessary for long-term success.

By focusing on both academic growth and school connectedness, Sierra Pacific is working to address the holistic needs of English Learners. This approach aligns with State Priority Areas 4 (Pupil Achievement) and 8 (Other Pupil Outcomes) and reflects findings from the WASC Self-Study process, ensuring that actions taken are data-informed and responsive to identified student needs.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



| Metric/Indicator                                                                              | Baseline/Actual Outcome                                                          | Expected Outcome                                              |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------|
| English Learner Progress Indicator (Priority 4 E) (Priority 2 B)                              | 55.4% making progress towards English language proficiency Blue (2025 Dashboard) | 60% as measured by 2026 CA Dashboard                          |
| English Learner Suspension Rate Indicator (Priority 6 A)                                      | 3.8% suspended at least one day Yellow (2025 Dashboard)                          | 2% Suspension Rate for EL Students                            |
| English Learner Graduation Rate Indicator (Priority 5 E)                                      | 97.2% graduated Blue (2025 Dashboard)                                            | 100% of EL students graduate                                  |
| English Learner English Language Arts Indicator (Priority 4 A)                                | 10.41% Met or Exceeded Standard No Placement (2025 Dashboard)                    | 20% Met or Exceeded the Standard                              |
| English Learner Mathematics Indicator (Priority 4 A)                                          | 11.01% Met or Exceeded Standard No Placement (2025 Dashboard)                    | 20% Met or Exceeded the Standard                              |
| Completed at Least One Career Technical Education Pathway by English Learners (Priority 4 C ) | 29.2% (2025 Data Quest)                                                          | 30% Completed at Least One Career Technical Education Pathway |
| Completed a-g Requirements by English Learners (Priority 4 B)                                 | 12.5% (2025 Data Quest)                                                          | 20% Completed a-g Requirements by English Learners            |
| English Learner College Career Indicator (Priority 7 A)                                       | 25% prepared (2025 Data Quest)                                                   | 35% are prepared on the College and Career Indicator          |
| English Language Proficiency for Summative ELPAC (Priority 4 E) (Priority 2 B)                | 17% Proficient (2025 Data Quest)                                                 | 20% Proficient                                                |
| Reclassified Fluent English Proficient (RFEP) (Priority 4 F) (Priority 2 B)                   | 68% (2025 Data Quest)                                                            | 70% RFEP                                                      |
| Decrease the percentage of Long-Term English Learners (LTEL) (Priority 4 F) (Priority 2 B)    | 20% (2024 Data Quest)                                                            | 15% LTEL                                                      |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students to be Served | Proposed Expenditures |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 3.1                 | <p>Sierra Pacific will designate staff members to actively participate in the District English Learner (EL) Task Force to collaborate on best practices, share resources, and align site practices with district-wide strategies for supporting English Learners.</p> <p>Information and strategies from the task force will be used to strengthen site-level implementation of EL supports, including instructional strategies, language development practices, and monitoring of student progress. This collaboration will ensure consistency, improve instructional practices, and support English Learners in progressing toward reclassification and grade-level proficiency.</p> | English Learners      |                       |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                             | Students to be Served | Proposed Expenditures                                                                       |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------|
| 3.2                     | Sierra Pacific will implement targeted intervention programs to improve grade-level proficiency for English Learners in English Language Arts, Math, and other core subjects. These interventions will integrate language development with academic instruction to address identified learning gaps and support progress toward reclassification.       | English Learners      |                                                                                             |
| 3.3                     | Sierra Pacific will utilize the Illuminate Education Data and Analysis (DnA) system to develop standards-aligned assessments, generate reports, and analyze student performance data. This system will be used to monitor English Learner progress, identify areas of need, and inform instructional planning and targeted interventions                | English Learners      |                                                                                             |
| 3.4                     | Sierra Pacific will implement the consistent use of formative assessments to monitor English Learner progress and adjust instruction based on individual student needs. These assessments will support timely feedback, targeted support, and improved access to grade-level content.                                                                   | English Learners      |                                                                                             |
| 3.5                     | Sierra Pacific will provide ongoing professional development focused on effective instructional strategies for English Learners, including Integrated and Designated ELD, scaffolding techniques, and culturally responsive teaching. This training will strengthen teacher capacity to support language development and academic achievement.          | English Learners      |                                                                                             |
| 3.6                     | Sierra Pacific will host parent workshops to support English Learners' academic success and college and career readiness. Workshops will include translation services to ensure accessibility and will provide families with tools to support student learning and engagement.                                                                          | English Learners      |                                                                                             |
| 3.7                     | Sierra Pacific will utilize communication platforms such as ParentSquare to maintain consistent, two-way communication with English Learner families. This communication will increase awareness of academic expectations, available supports, and opportunities for student success.                                                                   | English Learners      |                                                                                             |
| 3.8                     | Sierra Pacific will provide instructional aide support in core academic courses to assist English Learners with both academic content and language development. Instructional aides will support small-group instruction, clarify assignments, provide bilingual assistance, and collaborate with teachers to adjust support based on student progress. | English Learners      |                                                                                             |
| 3.9                     | Sierra Pacific will implement a web-based program to support English Learner success through data analysis, progress monitoring, instructional planning, and targeted professional development. This tool will assist staff in identifying student needs, tracking progress, and improving instructional support for English Learners.                  | English Learners      | 8924.54<br>Title I<br>5000-5999: Services And<br>Other Operating Expenditures<br>ELlevation |
| 3.10                    | Sierra Pacific will implement a structured process to monitor English Learner progress toward reclassification, including regular review of ELPAC                                                                                                                                                                                                       | English Learners      |                                                                                             |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students to be Served | Proposed Expenditures |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | results, academic performance, and multiple measures. Staff will identify students approaching reclassification criteria and provide targeted support to ensure students are prepared to successfully reclassify.                                                                                                                                                                                                                                                                                                                                                                 |                       |                       |
| 3.11                    | <p>Sierra Pacific will ensure consistent implementation of both Designated and Integrated English Language Development (ELD) to support English Learners' access to grade-level content. Instruction will include intentional opportunities for language development aligned to student needs, with teachers integrating language supports into core instruction and providing focused ELD support as appropriate.</p> <p>This approach will strengthen students' academic language skills, improve access to rigorous content, and support progress toward reclassification.</p> | English Learners      |                       |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Implementation of Goal 3 focused on supporting English Learners through targeted instruction, professional development, and the use of data systems. The school established key supports, including instructional strategies aligned to ELD, increased access to academic support, and ongoing monitoring of student progress.

Based on 2025 data, these efforts have created a stronger foundation for supporting English Learners. While progress toward language proficiency and reclassification remains an area for continued growth, the school has improved its systems for identifying student needs and providing targeted support.

These results indicate that foundational structures are in place, and the next phase of work will focus on increasing the effectiveness and consistency of these supports to accelerate outcomes for English Learners.

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

Planned EL supports were implemented as intended, including professional development, instructional aide support, and data systems. These investments supported the development of a more structured approach to serving English Learners.

While implementation was successful, variability in instructional practices and inconsistent use of data limited the overall impact of these supports.

There were no significant differences in expenditures; rather, the focus moving forward is on strengthening implementation to maximize the effectiveness of current resources.

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

Goal 3 has been refined to build on existing systems with a stronger emphasis on:

1. Increasing reclassification rates
2. Targeted support for Long-Term English Learners
3. Consistent implementation of ELD strategies
4. Improved use of data to monitor progress

Enhancements include:

1. More intentional monitoring of reclassification criteria
2. Targeted interventions for EL and LTEL students
3. Focused professional development

These changes are reflected in the updated Goal 3 action items and are designed to improve outcomes while leveraging the systems already in place.



# School Plan for Student Achievement (SPSA)

| School Name                  | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Hanford Community Day School | 16 63925 1630151                  | April 2026                             |                           |

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hanford Community Day School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

|                                                           |    |
|-----------------------------------------------------------|----|
| SPSA Title Page .....                                     | 1  |
| Table of Contents.....                                    | 2  |
| Plan Description.....                                     | 4  |
| Educational Partner Involvement .....                     | 5  |
| Resource Inequities .....                                 | 5  |
| Comprehensive Needs Assessment Components .....           | 6  |
| California School Dashboard (Dashboard) Indicators.....   | 6  |
| Other Needs.....                                          | 6  |
| School and Student Performance Data .....                 | 7  |
| Student Enrollment.....                                   | 7  |
| CAASPP Results.....                                       | 9  |
| ELPAC Results .....                                       | 13 |
| Student Population.....                                   | 16 |
| Overall Performance .....                                 | 18 |
| Academic Performance.....                                 | 20 |
| Academic Engagement .....                                 | 29 |
| Conditions & Climate.....                                 | 32 |
| Goals, Strategies, & Proposed Expenditures.....           | 34 |
| Goal 1.....                                               | 34 |
| Goal 2.....                                               | 37 |
| Goal 3.....                                               | 41 |
| Goal 4.....                                               | 44 |
| Goal 5.....                                               | 46 |
| Budget Summary .....                                      | 47 |
| Budget Summary .....                                      | 47 |
| Other Federal, State, and Local Funds .....               | 47 |
| Budgeted Funds and Expenditures in this Plan.....         | 48 |
| Funds Budgeted to the School by Funding Source.....       | 48 |
| Expenditures by Funding Source .....                      | 48 |
| Expenditures by Budget Reference .....                    | 48 |
| Expenditures by Budget Reference and Funding Source ..... | 48 |
| Expenditures by Goal.....                                 | 48 |
| School Site Council Membership .....                      | 49 |
| Recommendations and Assurances .....                      | 50 |
| Instructions.....                                         | 51 |
| Appendix A: Plan Requirements .....                       | 58 |

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....61

Appendix C: Select State and Federal Programs .....64

# Plan Description

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

This plan is being used by Hanford Community Day School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Hanford Community Day School (HCDS) has worked to align goals, expected outcomes, actions, and funds to support its students' improved performance and growth. We have four District LCAP Goals. These are the same goals we use for our District Single Plan for Student Achievement. The goals are:

- 1) Every student will have access to standards-aligned instructional materials and be enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers in facilities maintained in good repair.
- 2) HCDS aims to cultivate an inclusive and vibrant culture that encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.
- 3) English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.
- 4) Hanford Community Day School will increase the stability rates and enhance Career Technical Education (CTE) completers' numbers through the implementation of engaging work-based learning activities. To meet these goals, we plan to do the following:

In regards to access to standards-aligned materials and qualified teachers, we will:

-Conduct a comprehensive review of current instructional materials and align them with state standards. Consider adopting open educational resources (OER) that are proven effective for students within alternative education programs.

- Hold bi-weekly At-Promise meetings to discuss students' academic and socio-emotional needs. Each meeting involves the MTSS Site Team, which includes an academic counselor, an administrator, a District Intervention Coordinator, all teachers (Math, Special Ed, and English), a Licensed Therapist (LPCC), a school psychologist, an administrative assistant, a school social worker, and a school resource officer. During these meetings, team members share relevant information about students and discuss targeted interventions that could help improve their success. This may involve gathering additional information or implementing specific strategies to support the student.
- Invest in ongoing professional development for teachers to ensure they are well-versed in the latest instructional practices and materials. Facilitate peer mentoring programs.
- Allocate funds to ensure all classrooms have the necessary materials and technology. Regularly assess and maintain school facilities.
- Work alongside the District Office to ensure highly qualified teachers teach CDS students.

In regards to Cultivating School Culture, we will:

- Develop workshops and events that invite parents to engage with the school community. Use surveys to understand their needs and how to involve them better.
- Provide staff training on equity, diversity, and inclusion to foster a welcoming environment for all students. Implement student-led conversations to promote cultural awareness.
- Establish clear protocols for student safety and well-being using the CrisisGo and utilize our anonymous reporting system for safety concerns.
- With the help of our Student Support Staff (School Psychologist, SSW, and LMFT), we will continue mental health support and conflict resolution programs.
- Regularly conduct surveys to assess school connectedness and implement strategies based on feedback to enhance the school environment.

In regards to Support for English Learner Students, we will:

- Review our specialized language support program and implement appropriate strategies to help English Learners improve language skills while engaging in content learning.
- Integrate culturally relevant materials and perspectives in the curriculum to make learning more relatable and engaging for English Learner students.
- Create a peer mentorship program where proficient students can support English Learners, fostering a sense of belonging and connectedness.



In regards to Increasing Stability Rates and CTE Completers

- Develop partnerships with local businesses and organizations to create student internship and apprenticeship opportunities that align with CTE pathways.
- Implement comprehensive career counseling services that guide students in selecting CTE pathways that match their interests and career goals.
- Use educational platforms to introduce students to various CTE pathways.
- Focus on building relationships and support systems within the school to enhance student stability, including mentoring programs and community-building activities.
- Recognize and celebrate CTE completers and their achievements through awards ceremonies and showcasing their work, which can motivate other students to participate.

By implementing these strategies, HCDS can work towards achieving these critical goals and fostering a supportive and effective educational environment.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

We informed parents about Title 1 resources at our intake meetings and orientation. We review our data and SPSA goals during SSC meetings which are held quarterly throughout the school year. During meetings, we evaluate our current goals/progress and make changes based on suggestions that the school site council provides. We solicit educational partner feedback through occasional surveys sent out via ParentSquare. We follow up surveys with phone calls requesting additional information when needed. SSC meeting attendance is encouraged by way of ParentSquare and in-person communications by the Administration. ParentSquare messages are translated based on the needs of our educational partners.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Financial disparities, reflected in unequal funding and resource allocation, may result in inadequate facilities, limited educational materials, and a shortage of qualified personnel. Although limited, this has not impeded the school's ability to offer a comprehensive and enriching learning environment. The non-fiscal inequities, such as disparities in access to extracurricular activities, mentorship programs, CTE programs, and educational support services, can exacerbate educational inequalities among students. Students facing such disparities may struggle academically, leading to lower performance levels and hindering their overall educational experience.

These inequities can create problem areas within the community day school, fostering an environment where certain students may feel marginalized or overlooked. Additionally, the school's overall effectiveness in fostering a positive and inclusive learning culture may be compromised. Addressing both fiscal and non-fiscal inequities is essential for ensuring that every student has equal opportunities to thrive academically and personally within the community day school setting. Keeping this in mind the Hanford Community Day School Administration works closely with District personnel to identify additional funding resources that are available to utilize towards the needs of the students. This can be seen through access to funding sources that can be applied to extracurricular activities, adequate professional development for staff, and educational materials that address the needs of our subgroups.

**STATEMENT OF NON-DISCRIMINATION:** The Hanford Joint Union High School District has a policy that all programs and activities shall be free from discrimination or harassment with respect to ethnic group, religion, gender, color, race, national origin and physical or mental ability, including eligibility under Section 504 of the Americans with Disability Act (ADA) and Section 504 of The Rehabilitation Act of 1973. Any individual who believes that his or her rights are being violated or that he or she is being discriminated against, should immediately contact the principal or designee. If the situation is not promptly remedied at the site level, a complaint can be filed in accordance with administrative regulations by contacting Ward Whaley, Assistant Superintendent of Administrative Services, 823 W. Lacey Blvd., Hanford, CA. 93230 or (559) 583-5901 ext. 3126.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

As we strive to enhance student achievement at CDS, we have identified a critical area for improvement reflected in our "Red" performance indicator in suspension rates, particularly among our Hispanic and SED students. In response to this challenge, our dedicated staff has engaged in comprehensive professional development focused on the implementation of trauma-informed practices, as well as alternative means to suspension. We believe this will be instrumental in addressing the school climate and engagement gaps identified through our data analysis. Furthermore, in the 2025-26 school year, we established site-based Professional Learning Communities (PLCs) to foster collaboration among staff. These PLCs specifically target the needs of our diverse student population, ensuring that we collectively work towards improving outcomes for all students. Together, we are committed to creating an environment that supports every learner and drives academic success.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

We will strive to also address pupil achievement in ELA and Math by utilizing the Exact Path intervention tools along with college and career indicators with the help of the CTE program.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Other needs that have been identified include establishing a school climate that encourages parent involvement and enhances school connectedness.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hanford Community Day School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 22-23                 | 23-24  | 24-25  | 22-23              | 23-24 | 24-25 |
| American Indian                | 3.7%                  | 2.56%  | 2.63%  | 1                  | 1     | 1     |
| African American               | 11.11%                | 2.56%  | 2.63%  | 3                  | 1     | 1     |
| Asian                          | 0%                    | %      | %      | 0                  |       |       |
| Filipino                       | 0%                    | %      | 2.63%  | 0                  |       | 1     |
| Hispanic/Latino                | 74.07%                | 87.18% | 89.47% | 20                 | 34    | 34    |
| Pacific Islander               | 0%                    | %      | %      | 0                  |       |       |
| White                          | 11.11%                | 5.13%  | 2.63%  | 3                  | 2     | 1     |
| Two or More Races              | 0%                    | 2.56%  | %      | 0                  | 1     |       |
| Not Reported                   | 0%                    | %      | %      | 0                  |       |       |
| Total Enrollment               |                       |        |        | 27                 | 39    | 38    |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 22-23              | 23-24 | 24-25 |
| Grade 9                           |                    | 2     | 5     |
| Grade 10                          | 9                  | 14    | 14    |
| Grade 11                          | 13                 | 18    | 12    |
| Grade 12                          | 5                  | 5     | 7     |
| Total Enrollment                  | 27                 | 39    | 38    |

#### Conclusions based on this data:

1. When comparing to previous year data, student enrollment has remained consistent.
2. Tenth and 11th grader enrollment appears to be the primary subgroup in the provided years.
3. Based on this data our next steps, HJUHS D will continually address this issue with alternative means of suspension, while implementing MTSS ideologies and strategies.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment |                    |       |       |                     |       |       |
|---------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                   | Number of Students |       |       | Percent of Students |       |       |
|                                 | 22-23              | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 |
| English Learners                | 7                  | 12    | 12    | 25.9%               | 30.8% | 31.6% |
| Fluent English Proficient (FEP) | 3                  | 6     | 4     | 11.1%               | 15.4% | 10.5% |

### Conclusions based on this data:

1. The English learner population has grown, however not as dramatically as the previous year.
2. CDS identifies the need to scaffold and differentiate instruction through the use of UDL strategies while implementing support and intervention programs that address the needs of our English Learners
3. As next steps we will review and update strategies to better support the success of our English Learners as designated in Goal 3.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 11                               | 9                      | 7     | 7     | 8                    | 6     | 6     | 8                         | 6     | 6     | 88.9                          | 85.7  | 85.7  |
| All Grades                             | 9                      | 7     | 7     | 8                    | 6     | 6     | 8                         | 6     | 6     | 88.9                          | 85.7  | 85.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 11                             | *                | *     | *     | *                   | *     | *     | *              | *     | *     | *                     | *     | *     | *                  | *     | *     |
| All Grades                           | N/A              | N/A   | N/A   | *                   | *     | *     | *              | *     | *     | *                     | *     | *     | *                  | *     | *     |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                   | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| All Grades                                                                 | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                   | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                          | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| All Grades                                        | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                               | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                           | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                  | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| All Grades                                                | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                          | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                 | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| All Grades                                                               | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

**Conclusions based on this data:**

1. We were close to testing all enrolled students.
2. Due to the small number of students tested, we do not have a large enough sample size for results. However, we continue to review our CFAs for ELA. Students will continue to receive access to standards aligned curriculum, instruction, and intervention resources for English Language Arts.
3. As next steps we will review and update strategies to better support the success of our students as designated in Goal 2.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 11                               | 9                      | 7     | 7     | 6                    | 6     | 6     | 6                         | 6     | 6     | 66.7                          | 85.7  | 85.7  |
| All Grades                             | 9                      | 7     | 7     | 6                    | 6     | 6     | 6                         | 6     | 6     | 66.7                          | 85.7  | 85.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 11                             | *                | *     | *     | *                   | *     | *     | *              | *     | *     | *                     | *     | *     | *                  | *     | *     |
| All Grades                           | N/A              | N/A   | N/A   | *                   | *     | *     | *              | *     | *     | *                     | *     | *     | *                  | *     | *     |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                               | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| All Grades                                                             | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                      | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                  | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                                                                         | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| All Grades                                                                                                                       | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                          | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                      | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                             | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| All Grades                                                                           | *                | *     | *     | *                     | *     | *     | *                | *     | *     |

**Conclusions based on this data:**

1. Our percentage of students that tested who are enrolled decreased by 1 student.
2. Due to the small number of students tested, we do not have a large enough sample size for results. However, we continue to review our CFAs for Mathematics. Students will continue to receive access to standards aligned curriculum, instruction, and intervention resources for Math.
3. As next steps, HJUHSD Community Day school will continue to provide access to grade level curriculum as addressed in Goals 2, while utilizing targeted strategies for test preparation in Mathematics.



# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |       |       |               |       |       |                  |       |       |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |       |       | Oral Language |       |       | Written Language |       |       | Number of Students Tested |       |       |
|                                                                                              | 22-23   | 23-24 | 24-25 | 22-23         | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 |
| 9                                                                                            | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | 6     | *     |
| 10                                                                                           | *       | *     | *     | *             | *     | *     | *                | *     | *     | 5                         | *     | *     |
| 11                                                                                           | *       | *     | *     | *             | *     | *     | *                | *     | *     | 4                         | *     | *     |
| 12                                                                                           |         | *     | *     |               | *     | *     |                  | *     | *     |                           | *     | *     |
| All Grades                                                                                   |         |       |       |               |       |       |                  |       |       | 8                         | 14    | 6     |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 10                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 11                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 12                                                                                    |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| All Grades                                                                            | *       | 0.00  | *     | *       | 7.14  | *     | *       | 71.43 | *     | *       | 21.43 | *     | *                        | 14    | *     |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 10                                                                                 | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 11                                                                                 | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 12                                                                                 |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| All Grades                                                                         | *       | 0.00  | *     | *       | 50.00 | *     | *       | 28.57 | *     | *       | 21.43 | *     | *                        | 14    | *     |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 10                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 11                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 12                                                                                    |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| All Grades                                                                            | *       | 0.00  | *     | *       | 0.00  | *     | *       | 57.14 | *     | *       | 42.86 | *     | *                        | 14    | *     |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                       | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 10                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12                                                                                      |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| All Grades                                                                              | *              | 0.00  | *     | *                   | 57.14 | *     | *         | 42.86 | *     | *                        | 14    | *     |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 10                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12                                                                                     |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| All Grades                                                                             | *              | 58.33 | *     | *                   | 33.33 | *     | *         | 8.33  | *     | *                        | 12    | *     |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 10                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12                                                                                    |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| All Grades                                                                            | *              | 7.14  | *     | *                   | 50.00 | *     | *         | 42.86 | *     | *                        | 14    | *     |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 10                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12                                                                                    |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| All Grades                                                                            | *              | 0.00  | *     | *                   | 50.00 | *     | *         | 50.00 | *     | *                        | 14    | *     |

**Conclusions based on this data:**

1. Due to the small number of students tested, we do not have a large enough sample size for results. We will continue to utilize our CFAs for ELA as well as past ELPAC scores to inform student need. Students will continue to receive access to standards aligned curriculum, instruction, and intervention resources for English Language Arts.
2. We have continued to implement ways to scaffold and differentiate instruction to support our English Learners through continual professional development.
3. We will continue to review and update strategies to better support the success of our English Learners as designated in Goal 3.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| 2024-25 Student Population                                         |                                                                                                                                  |                                                                                                                                                              |                                                             |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                   | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 38                                                                 | 92.1%                                                                                                                            | 31.6%                                                                                                                                                        | 2.6%                                                        |
| Total Number of Students enrolled in Hanford Community Day School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 12    | 31.6%      |
| Foster Youth                                      | 1     | 2.6%       |
| Homeless                                          | 3     | 7.9%       |
| Socioeconomically Disadvantaged                   | 35    | 92.1%      |
| Students with Disabilities                        | 8     | 21.1%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 1     | 2.6%       |
| American Indian              | 1     | 2.6%       |
| Asian                        | 0     | 0.0%       |
| Filipino                     | 1     | 2.6%       |
| Hispanic                     | 34    | 89.5%      |
| Two or More Races            | 0     | 0.0%       |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 1     | 2.6%       |

### Conclusions based on this data:

- Hanford Community Day School has implemented academic courses, standards-aligned curriculum, and strategies/resources that address our students need for interventions that promote student success.

2. Our various subgroups has demonstrated an increase in need. We will collaborate with educational partners to provide resources to students and families as well as continue in the use of the student pantry as programs used to address these needs.
3. Next steps include the continuous improvement of our school Pantry which provides basic hygiene materials for socioeconomically disadvantaged students as designated in Goal 1.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                               | Academic Engagement                                                                                                                                      | Conditions & Climate                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>No Performance Color</div>     | <div>Graduation Rate</div> <div></div> <div>No Performance Color</div> | <div>Suspension Rate</div> <div></div> <div>Green</div> |
| <div>Mathematics</div> <div></div> <div>No Performance Color</div>              |                                                                                                                                                          |                                                                                                                                             |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |                                                                                                                                                          |                                                                                                                                             |
| <div>College/Career</div> <div></div> <div>No Performance Color</div>           |                                                                                                                                                          |                                                                                                                                             |

**Conclusions based on this data:**

1. Due to the small number of students tested, we do not have a large enough sample size for results in the academic performance and engagement categories. However our suspension rates are in the green indicator.
2. Based on the above data, we will continue to address school climate, college and career preparedness. This is addressed in goals 3 and 4.
3. As next steps we will continue to ensure that the necessary assessments are given in order to provide data in academic performance and engagement, as well as provide the necessary supports to decrease our suspension rates with the use of alternative means to suspension. This would be addressed through goals 1 and 2.

# School and Student Performance Data

## Academic Performance English Language Arts

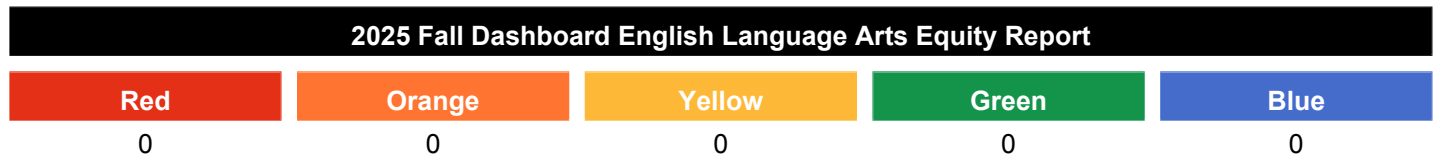
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                                 |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>6 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>      |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                 | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>6 Students</div> |



|                                                                                                                                                                                                             |                                                                                                                                                    |                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>African American</b><br><br>No Performance Color<br>0 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                          |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                     | <b>Filipino</b><br><br>No Performance Color<br>0 Students         | <b>Hispanic</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>0 Students                                                         | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br><br>No Performance Color<br>0 Students                                                    |

**Conclusions based on this data:**

1. Due to the small number of students tested, we do not have a large enough sample size for results.
2. Students will continue to receive access to standards aligned curriculum, instruction, instructional strategies that support active student engagement, and intervention resources for English Language Arts.
3. As next steps we would ensure that necessary assessments are consistently given in order to provide data in academic performance and engagement in English Language Arts. As well as provide targeted test preparation strategies and resources. This would be addressed through Goal 2 and 3.

# School and Student Performance Data

## Academic Performance Mathematics

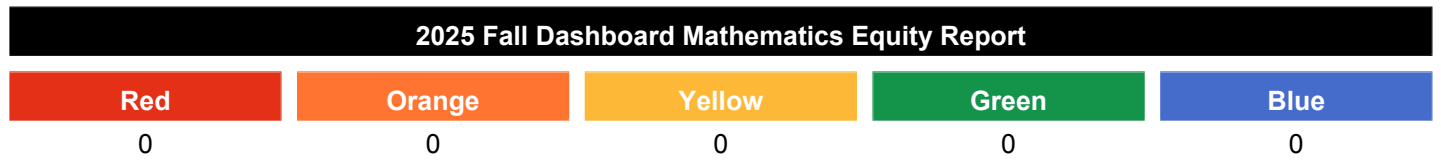
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                           |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>6 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>      |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                 | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>6 Students</div> |

|                                                                                                                                                                                                                      |                                                                                                                                                         |                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p> | <b>African American</b>  <p>No Performance Color</p> <p>0 Students</p> | <b>American Indian</b>  <p>No Performance Color</p> <p>0 Students</p>                                              |
| <b>Asian</b>  <p>No Performance Color</p> <p>0 Students</p>                                                                         | <b>Filipino</b>  <p>No Performance Color</p> <p>0 Students</p>         | <b>Hispanic</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color</p> <p>0 Students</p>                                                             | <b>Pacific Islander</b>  <p>No Performance Color</p> <p>0 Students</p> | <b>White</b>  <p>No Performance Color</p> <p>0 Students</p>                                                        |

**Conclusions based on this data:**

1. Due to the small number of students tested, we do not have a large enough sample size for results.
2. Students will continue to receive access to standards aligned curriculum, instruction, instructional strategies that support active student engagement, and test intervention resources for mathematics.
3. As next steps we would ensure that necessary assessments are consistently given in order to provide data in academic performance and engagement in Mathematics. This would be addressed through goal 2 and 3.

# School and Student Performance Data

## Academic Performance Science

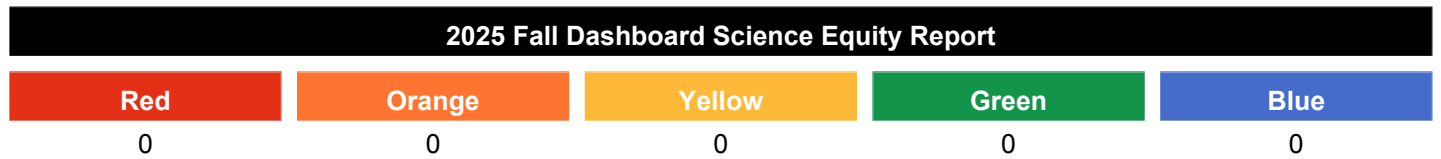
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Science Performance for All Students/Student Group                                                                                                                                                              |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>      |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                        | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div> |

|                                                                                                                                                              |                                                                                                                                                    |                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>0 Students | <b>African American</b><br><br>No Performance Color<br>0 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                         |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                      | <b>Filipino</b><br><br>No Performance Color<br>0 Students         | <b>Hispanic</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Two or More Races</b><br><br>No Performance Color<br>0 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br><br>No Performance Color<br>0 Students                                                   |

**Conclusions based on this data:**

1. no data is provided.
2. Next steps, we will continue to provide targeted interventions and strategies to aid in test preparation in the area of Science.
3. We will also provide local assessments, such as CFAs, to gather data on students' mastery of the necessary skills in the area of Science.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator                                                                                                                                   |                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                                                                                                                 | Long-Term English Learner Progress                                                                                                                                                         |
| <div></div> <div>No Performance Color<br/>making progress.</div> <div>Number Students: 5 Students</div> | <div></div> <div>No Performance Color<br/>making progress.</div> <div>Number Students: 3 Students</div> |

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

| 2025 Fall Dashboard Student English Language Acquisition Results |                                               |                            |                                       |
|------------------------------------------------------------------|-----------------------------------------------|----------------------------|---------------------------------------|
| Decreased<br>One ELPI Level                                      | Maintained ELPI Level 1,<br>2L, 2H, 3L, or 3H | Maintained<br>ELPI Level 4 | Progressed At Least<br>One ELPI Level |

### Conclusions based on this data:

- Due to the small number of students tested, we do not have a large enough sample size for results.
- We will improve our strategies that directly address the need for preparing and providing instruction in order to aid in reclassifying our English Learners.
- As next steps we will review and update strategies to better support the success of our English Learners as designated in Goal 2 and 3.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

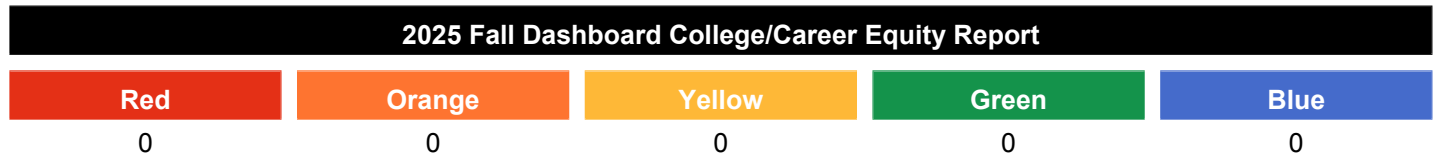
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>7 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>      |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                 | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>7 Students</div> |

|                                                                                                                                                                                                             |                                                                                                                                                    |                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>African American</b><br><br>No Performance Color<br>0 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                          |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                     | <b>Filipino</b><br><br>No Performance Color<br>0 Students         | <b>Hispanic</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student     |

**Conclusions based on this data:**

1. Due to the small number of students tested, we do not have a large enough sample size for results. However, students were provided with access to college and career integrated instruction. Students attended virtual tours and were exposed to post-secondary options in order to promote success following obtaining high school diploma.
2. Hanford Community School identifies the need to continue to improve CCI prepared students.
3. Next Steps would be to increase opportunities for all students to receive college and career instruction. This will be addressed in Goal 4.



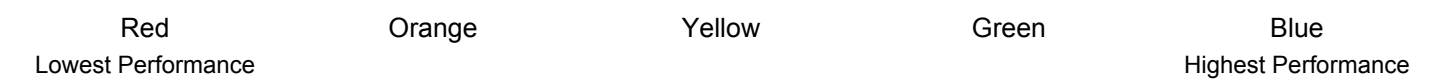
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group |                  |                                 |
|------------------------------------------------------------------------------------|------------------|---------------------------------|
| All Students                                                                       | English Learners | Long-Term English Learners      |
| Foster Youth                                                                       | Homeless         | Socioeconomically Disadvantaged |
| Students with Disabilities                                                         | African American | American Indian                 |
| Asian                                                                              | Filipino         | Hispanic                        |
| Two or More Races                                                                  | Pacific Islander | White                           |

### Conclusions based on this data:

1. Due to the small number of students tested, we do not have a large enough sample size for results.
2. The next steps for Hanford Community Day school will focus on enhancing attendance and students sense of belonging by implementing Goal 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

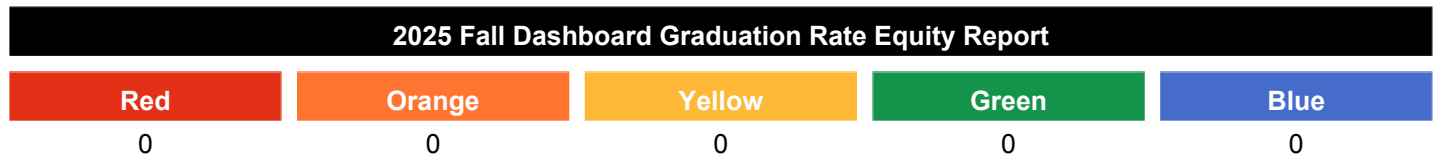
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group                                                                    |                                                                                                                                           |                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>7 Students</div> | <div>English Learners</div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div> | <div>Long-Term English Learners</div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>      |
| <div>Foster Youth</div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div>No Performance Color</div> <div>0 Students</div>                                                                 | <div>Socioeconomically Disadvantaged</div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>7 Students</div> |

|                                                                                                                                                                                                                      |                                                                                                                                                         |                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p> | <b>African American</b>  <p>No Performance Color</p> <p>0 Students</p> | <b>American Indian</b>  <p>No Performance Color</p> <p>0 Students</p>                                              |
| <b>Asian</b>  <p>No Performance Color</p> <p>0 Students</p>                                                                         | <b>Filipino</b>  <p>No Performance Color</p> <p>0 Students</p>         | <b>Hispanic</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>          | <b>Pacific Islander</b>  <p>No Performance Color</p> <p>0 Students</p> | <b>White</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>     |

**Conclusions based on this data:**

1. Hanford Community School has implemented academic programs, improved academic counseling, use of credit recovery program and strategies that will address ways to increase graduation rates as well as decrease dropout rates.
2. Our next steps include continual focus on implementing academic strategies that will promote success towards graduation, addressing CCI preparedness, and partnering with our educational partners to provide access to post-secondary options for our graduates as designated in Goals 3 and 4.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

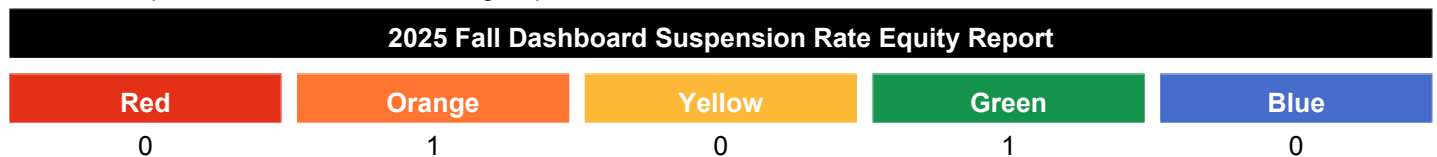
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                               |                                                                                                                                                                                                         |                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>5.1% suspended at least one day<br>Declined 4.2%<br>79 Students           | <b>English Learners</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>18 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>16 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students            | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>5.6% suspended at least one day<br>Declined 1.9%<br>72 Students         |

|                                                                                                                                                                                                                    |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>12.5% suspended at least one day<br>Declined 1.8%<br>16 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                            | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student          | <b>Hispanic</b><br><br>Orange<br>6.6% suspended at least one day<br>Maintained 0%<br>61 Students                 |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students                | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students           |

#### Conclusions based on this data:

1. Rates in the Hispanic, SED, and Students with disabilities subgroups have decreased
2. As a result we put a number of behavioral structures, counseling, and additional campus safety pieces in place to address the issue. We continue to have a full time School Resource Officer and SEL supports provided by mental health supports and educational partners.
3. Next steps: Hanford Community School will continue to focus on creating a safe, positive, and engaging school culture that encourages student and school connectedness as seen in Goals 1 and 2.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Basic (Conditions of Learning)

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure that every student in HJUHS has access to standards-aligned instructional materials, is enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers, and experiences a supportive and engaging school culture that prioritizes parent participation, equity, student safety, and school connectedness, all within facilities maintained in good repair.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CDS believes that the conditions of learning, the utilization of strong curriculum, a supportive and engaging culture will lead to an increased opportunity to access standards-aligned instructional material and resources. CDS believes that providing students with effectively trained credentialed teachers in safe and secure facilities will help to ensure high levels of learning

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                          | Baseline/Actual Outcome                                                                                                | Expected Outcome                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Facilities Inspection Tool (Priority 1C)                                                  | 98.08% Good                                                                                                            | 100% good                                                                                                                                                                                                                                                                                                                                     |
| Parent, Student and Staff response to Climate Survey (Priority 3 A,B, & C) (Priority 6 C) | *To protect student privacy, data are suppressed. Parent and Student responses less than 10<br>Staff 88% response rate | 1500 responses<br>Students rated HJUHS 4 out 5 on "feeling safe"<br>Students rated HJUHS 4 out 5 on "feeling connectedness"<br>Parents rated HJUHS 4 out 5 on "feeling safe"<br>Parents rated HJUHS 4 out 5 on "feeling connectedness"<br>Staff rated HJUHS 4 out 5 on "feeling safe"<br>Staff rated HJUHS 4 out 5 on "feeling connectedness" |
| Parents receiving messages from the communication tool (Priority 3 A,B, & C)              | 44% receive messages through the App<br>75% receive messages through email                                             | 100%                                                                                                                                                                                                                                                                                                                                          |
| Increase Attendance Rates (Priority 5 A)                                                  |                                                                                                                        | 98%                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                               |                                                                                          |                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Decrease Chronic Absenteeism Rate (Priority 5 B)                                                              | 80% (24-25 DataQuest)                                                                    | 12% HJUHS<br>15% African American<br>0% Asian<br>0% Filipino<br>15% Hispanic or Latino<br>12% White<br>15% English Learners<br>25% Foster Youth<br>35% Homeless Youth<br>15% Students With Disabilities<br>17% Socioeconomically Disadvantaged |
| Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)                                            | *To protect student privacy, data are suppressed. Student population less than 10        | 0% All<br>1% English Learners<br>10% Foster Youth<br>1% Socioeconomically Disadvantaged                                                                                                                                                        |
| Decrease the Suspension Rates (Priority 6 A)                                                                  | 5.10% All (3 suspensions 24-25)<br>6.6% Hispanic<br>5.6% Socioeconomically Disadvantaged | 5% All<br>5% Hispanic<br>5% Socioeconomically Disadvantaged                                                                                                                                                                                    |
| Decrease the Expulsion Rates (Priority 6 B)                                                                   | 0% (DataQuest)                                                                           | 0%                                                                                                                                                                                                                                             |
| Degree to which students believe that their school fosters a culture of respect and fairness. (Priority 6 A)  | *To protect student privacy, data are suppressed. Student population less than 10        | 60%                                                                                                                                                                                                                                            |
| Degree to which students feel they receive support and personal attention from their teachers. (Priority 6 C) | *To protect student privacy, data are suppressed. Student population less than 10        | 60%                                                                                                                                                                                                                                            |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                    | Students to be Served                                                  | Proposed Expenditures                                                                      |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1.1                     | CDS will focus on early interventions in order to create lasting improvements in their academic performance, school culture, and social well-being.                                                                                                                                                                                                                            | All students -including English Learners, Low-income, and Foster Youth | 0                                                                                          |
| 1.2                     | CDS will enhance student participation and enthusiasm in visual arts through proactive engagement and nurturing of their artistic talents. Additionally fostering positive relationships between students and teachers, further incentivizing regular attendance and active participation in school activities.                                                                | All students -including English Learners, Low-income, and Foster Youth | 0                                                                                          |
| 1.3                     | CDS will enhance communication channels by delivering timely and relevant updates to parents, students, and community members. In addition to phone calls and mailers, this platform will provide a comprehensive, inclusive, and efficient communication system, demonstrating a commitment to improving parent engagement. and supporting students' educational experiences. | All students -including English Learners, Low-income, and Foster Youth | 265.05<br>Title I<br>5000-5999: Services And Other Operating Expenditures<br>Parent Square |
| 1.4                     | CDS will enhance academic support by offering credit recovery courses, aimed at reducing dropout rates and bolstering graduation numbers. For                                                                                                                                                                                                                                  | All students -including English Learners, Low-                         |                                                                                            |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students to be Served                                                  | Proposed Expenditures |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------|
|                         | English Learners and Foster students who may encounter barriers to academic success, credit recovery options offer tailored support and flexibility to address their unique needs, thereby increasing their chances of becoming high school graduates.                                                                                                                                                                                                                                                               | income, and Foster Youth                                               |                       |
| 1.5                     | CDS will strengthen student retention efforts by providing comprehensive support, transportation services, and incentives to ensure sustained school attendance. Providing transportation and incentives related to increasing attendance would support the reduction of absenteeism, increase the probability of meeting expulsion re-admit requirements, increase accessibility, and alleviate financial burden for those faced with unique challenges brought about due to the lack of consistent transportation. | All students -including English Learners, Low-income, and Foster Youth | 0<br><br>Kart Passes  |
| 1.6                     | CDS is committed to sustaining and enhancing support for the Student Information System(SIS) to optimize administrative processes and facilitate student success. This platform enables educators and support staff to communicate and collaborate regarding targeted interventions and supports for student to proactively address issues specific to English Learners, Foster youth and low-income students.                                                                                                       | All students -including English Learners, Low-income, and Foster Youth | 0                     |
| 1.7                     | CDS will sustain and advance efforts to prioritize the health and safety of students through comprehensive initiatives. Suspension rates for Hispanics, Socioeconomically disadvantaged, and English Learners in HJUHS.                                                                                                                                                                                                                                                                                              | All students -including English Learners, Low-income, and Foster Youth | 0                     |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The implementation of the listed strategies has helped to minimally decrease the absenteeism of students who consistently attend school. There was also a 4.2% decline in suspensions since last school year due to increased efforts on building a positive school culture.

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

The climate survey did not render the expected results; parent and student responses were very minimal. The survey has proven in the past to provide important information as to the success of building positive school culture and climate.

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

No changes in the goal will be made; additional efforts will be implemented to ensure the articulated goals are met.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### State Standards (Conditions of Learning)

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

HJUHS D aims to cultivate an inclusive and vibrant culture that actively encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Performance Levels in ELA and Math were not able to get obtained due to low enrollment . In order to meet grade level standards and increase student achievement, CDS believes that we need to support student engagement, maintain and foster a safe, supportive school climate, and engage in equitable practices.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                              | Baseline/Actual Outcome                                                                 | Expected Outcome                                                                                            |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Rate of teachers appropriately assigned. (Priority 1 A)                       | 48% properly assigned                                                                   | 50% properly assigned                                                                                       |
| Percentage of Fully Credentialed Teachers (Priority 1 A)                      | 49% Fully Credentialed                                                                  | 100%                                                                                                        |
| Sufficiency of Materials (Priority 1 B)                                       | 0%                                                                                      | 0%                                                                                                          |
| Implementation of State Adopted Curriculum in all core classes (Priority 2 A) | 100%                                                                                    | 100%                                                                                                        |
| Increase Graduation Rates (Priority 5 E)                                      | *To protect student privacy, data is not displayed. Student populations of less than 11 | 100%<br>95% English Learners<br>90% Homeless Youth<br>100% Socioeconomically Disadvantaged                  |
| Smarter Balanced Assessment Test Results: ELA & Math (Priority 4 A & 4H)      | *To protect student privacy, data is not displayed Student population less than 11      | 70% ELA HJUHS D<br>60% African American<br>60% Asian<br>75% Filipino<br>50% Hispanic or Latino<br>60% White |

|                                                                                     |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                     |                                                                                     | <p>10% English Learners<br/>30% Foster Youth<br/>50% Homeless Youth<br/>55% Socioeconomically disadvantaged<br/>10% Students With Disabilities</p> <p>30% Math HJUHS<br/>25% African American<br/>40% Asian<br/>50% Filipino<br/>20% Hispanic or Latino<br/>30% White<br/>5% English Learners<br/>15% Foster Youth<br/>10% Homeless Youth<br/>20% Socioeconomically disadvantaged<br/>5% Students With Disabilities</p> <p>Schools with Red Indicators:<br/>Sierra Pacific<br/>20% All<br/>16% Hispanic<br/>18% Socioeconomically Disadvantaged</p> |
| California Science Test (CAST)<br>Results: Science (Priority 4 A)                   | *To protect student privacy, data is not displayed Student population less than 11  | <p>HJUHS<br/>25% Met or Exceeded Standard<br/>15% African American<br/>40% Asian<br/>45% Filipino<br/>20% Hispanic or Latino<br/>40% White<br/>5% English Learners<br/>15% Foster Youth<br/>10% Homeless Youth<br/>15% Socioeconomically disadvantaged<br/>5% Students With Disabilities</p>                                                                                                                                                                                                                                                        |
| Degree to which students feel equipped to pursue college and careers (Priority 6 C) | *To protect student privacy, data is not displayed. Student population less than 11 | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| College Career Indicator (Priority 7 A)                                             | 0%                                                                                  | <p>60%<br/>13% English Learners<br/>25% Foster Youth<br/>40% Socioeconomically Disadvantaged<br/>5% Students with Disabilities</p> <p>Schools with Red Indicators:<br/>Hanford High<br/>5% English Learners</p> <p>Hanford West<br/>5% Students with Disabilities</p>                                                                                                                                                                                                                                                                               |
| CTE Pathway Completers (Priority 4 C)                                               | *To protect student privacy, data is not displayed Student population less than 11  | <p>60% All<br/>20% English Learners</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                                                          |                                                                                    |                                                              |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------|
|                                                                          |                                                                                    | 50% Socioeconomically Disadvantaged<br>35% Homeless Students |
| Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A) | *To protect student privacy, data is not displayed Student population less than 11 | 99%                                                          |
| Students are scheduled appropriately (Priority 7 B)                      | 100%                                                                               | 100%                                                         |
| Credit Recovery Opportunities (Priority 7 C)                             | 100%                                                                               | 100%                                                         |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students to be Served                                                  | Proposed Expenditures                               |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------|
| 2.1                     | CDS will enhance its provision of resources aligned with the Common Core standards, ensuring they meet the diverse needs of students and educators while promoting deeper understanding and mastery of key concepts. Providing these resources is crucial for enabling at risk youth to overcome barriers and succeed academically.                                                                                                                                                     | All students -including English Learners, Low-income, and Foster Youth | 13770.00<br>Title I<br><br>Supplemental Resources   |
| 2.2                     | CDS will continue to bolster support for digital resources and materials, ensuring accessibility, relevance, and usability for all stakeholders, thereby enhancing the effectiveness of teaching and learning. As part of this effort we will provide digital resources and free internet access to all unduplicated pupils.                                                                                                                                                            | All students -including English Learners, Low-income, and Foster Youth | 0<br><br>Grammarly                                  |
| 2.3                     | CDS will implement tailored ELA and Math intervention programs designed to effectively support at risk youth, addressing their specific academic needs and fostering their growth and success in these critical subject areas. This specifically targets math and English proficiency at CDS with specific focus on our English Learners.                                                                                                                                               | All students -including English Learners, Low-income, and Foster Youth | 0<br><br>Exact Path (Licenses, Kits, Math Supplies) |
| 2.4                     | CDS will enhance student learning outcomes across all courses by aligning instructional practices with targeted learning objectives, thereby promoting comprehensive understanding and achievement for every student as it relates to college and career readiness. This specifically targets our English Learners and provides opportunities for out students with disabilities.                                                                                                       | All students -including English Learners, Low-income, and Foster Youth | Professional Development                            |
| 2.5                     | CDS will persist in delivering educational support and resources to empower our students who face the risk of not graduating or becoming a dropout. We will ensure that these students have access to the necessary tools and opportunities to succeed academically and beyond. BY allowing this access the hope is that our students will be more likely to stay connected to their school community, thereby boosting graduation rates and preparing them for post secondary success. | All students -including English Learners, Low-income, and Foster Youth | 0                                                   |
| 2.6                     | CDS will provide parent education nights to review topics that will promote supports for students experiencing academic challenges, socio-                                                                                                                                                                                                                                                                                                                                              | All student -including English Learners, Low-                          | 0                                                   |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                        | Students to be Served    | Proposed Expenditures                        |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------|
|                         | emotional needs, college and career preparation, and parenting strategies. Providing these resources to our parents is crucial to the success of our students to overcome barriers, promote school culture and climate, and support positive parental involvement. | income, and Foster Youth | Parent Education nights                      |
| 2.7                     | CDS will support homeless student retention by providing transportation services, basic needs such as clothing and personal hygiene items, and incentives to promote consistent school attendance and ensure students have the resources needed to succeed.        | Homeless Youth           | 54.98<br>Title I<br><br>Homeless Reservation |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The overall progress of strategies/activities implemented effectively supported the youth who attended consistently. We recognized that additional support needs to be given in the area of Parent education and communication to further assist students in overcoming academic and socioeconomic barriers.

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

We recognized the intended Homeless reservation budget was not enough to meet the current need of our Homeless youth.

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

We intended to increase the Homeless reservation budget for the following school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Learner Needs

Hanford CDS strives to see English Learner students achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CDS student data indicates there is a need for students to receive a quality education that will prepare them for college and or career.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                              | Baseline/Actual Outcome                                                             | Expected Outcome          |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------|
| English Learner Progress Indicator (Priority 4 E) (Priority 2 B)                              | *To protect student privacy, data is not displayed. Student population less than 11 | 50%                       |
| English Learner Suspension Rate Indicator (Priority 6 A)                                      | *To protect student privacy, data is not displayed. Student population less than 11 | 5%                        |
| English Learner Graduation Rate Indicator (Priority 5 E)                                      | *To protect student privacy, data is not displayed. Student population less than 11 | 95%                       |
| English Learner English Language Arts Indicator (Priority 4 A)                                | *To protect student privacy, data is not displayed. Student population less than 11 | 50 points below standard  |
| English Learner Mathematics Indicator (Priority 4 A)                                          | *To protect student privacy, data is not displayed. Student population less than 11 | 100 points below standard |
| Completed at Least One Career Technical Education Pathway by English Learners (Priority 4 C ) |                                                                                     | 25%                       |
| English Learner College Career Indicator (Priority 7 A)                                       | 0%                                                                                  | 15%                       |
| English Language Proficiency for Summative ELPAC (Priority 4 E) (Priority 2 B)                | *To protect student privacy, data is not displayed Student population less than 11  | 20% Proficient            |
| Site CFA (Math)                                                                               |                                                                                     | Pre/Post Data             |

|                    |  |               |
|--------------------|--|---------------|
| Site CFA (English) |  | Pre/Post Data |
|--------------------|--|---------------|

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                           | Students to be Served                                                   | Proposed Expenditures |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------|
| 3.1                     | Hanford CDS will provide professional development for teachers on scaffolding strategies, and Specially Designed Academic Instruction in English (SDAIE)                                                                                                              | All students -to include English Learners, Low income, and Foster Youth | 0                     |
| 3.2                     | Hanford CDS will enhance Instructional practices to engage English Learners in the area of college and careers by providing professional development on trauma-informed and culturally responsive teaching, with emphasis on hands-on experiential learning           | All students -to include English Learners, Low income, and Foster Youth | 0                     |
| 3.3                     | Hanford CDS will utilize college/career exploration tools tailored to English Learners that will assist them in accessing opportunities for English Learners                                                                                                          | All students -to include English Learners, Low income, and Foster Youth | 0                     |
| 3.4                     | Hanford CDS will monitor reclassification criteria closely and provide teachers with data dashboards to track progress, enabling timely intervention                                                                                                                  | All students -to include English Learners, Low income, and Foster Youth | 0                     |
| 3.5                     | Hanford CDS will purchase a web-based program designed to support English Learner success by providing educators with tools for data analysis, progress monitoring, instructional planning, and professional development tailored to the unique needs of EL students. |                                                                         | Ellevation            |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Due to small numbers it difficult to determine the effectiveness of strategies/activities in the articulated goals using the data metrics provided.

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

We will continue to implement strategies and activities with the intention of aiding EL students towards graduation completion and post-secondary success in college/career.

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

We will add local site data to our data metrics to support the implementation of the listed strategies in order to demonstrate their effectiveness within our EL population. These changes are evident in the measurable outcomes section of Goal 3.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Pupil Achievement in College and Career(Pupil Outcomes)

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Hanford CDS will increase the Career Technical Education (CTE) completers' numbers through the implementation of engaging work-based learning activities.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hanford CDS strives to address the needs of learner outcomes as represented in the areas of college and career and school connectedness.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                 | Baseline/Actual Outcome | Expected Outcome                   |
|--------------------------------------------------|-------------------------|------------------------------------|
| Decrease Chronic Absenteeism Rate (Priority 5 B) |                         | Hanford Community Day School - 45% |
| Increase Graduation Rate (Priority 5 E)          |                         | Hanford Community Day School - 80% |
| CTE Pathway Completers (Priority 4 C)            |                         | Hanford Community Day School - 10% |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                              | Students to be Served                                                    | Proposed Expenditures |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------|
| 4.1                 | Hanford CDS will increase the Career Technical Education (CTE) completers' numbers through the implementation of engaging workbased learning activities. | All students - to include English Learners, low-income, and Foster youth | 0                     |
| 4.2                 | Hanford CDS will develop projects tied to real-world industry that students complete as part of CTE Coursework                                           | All students - to include English Learners, low-income, and Foster youth | 0                     |
| 4.3                 | Hanford CDS will create Career Pathway Individual Learning Plans (ILP) and review them Quarterly                                                         | All students - to include English Learners, low-income, and Foster youth | 0                     |
| 4.4                 | Hanford CDS will enhance Instructional practices to engage at-risk learners in the area of college and careers by providing professional development on  | All students - to include English Learners, low-                         | 0                     |



| Strategy/<br>Activity # | Description                                                                                                                                             | Students to be Served                                                    | Proposed Expenditures |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------|
|                         | trauma-informed and culturally responsive teaching, with emphasis on hands-on experiential learning                                                     | income, and Foster youth                                                 |                       |
| 4.5                     | Hanford CDS will integrate academic counseling with workforce preparation services, such as resume building, mock interviews, and soft skills training. | All students - to include English Learners, low-income, and Foster youth | 0                     |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The articulated strategies and activities continue to be a work in progress. We have begun building pathways that will aid in reaching the articulated goal.

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

The implementation of partnerships with real-world industries continues to be an obstacle. We have implemented college trips, college resource fairs, mock interviews, job certifications, and access to resume-building, among other services.

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

No changes will be made to this goal.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|-------------|-----------------------|-----------------------|
|-------------------------|-------------|-----------------------|-----------------------|

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION                                                             | AMOUNT      |
|-------------------------------------------------------------------------|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$10,567.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$14,090.03 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0         |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I          | \$14,090.03     |

Subtotal of additional federal funds included for this school: \$14,090.03

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|                         | \$0.00          |

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$14,090.03

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source | Amount    |
|----------------|-----------|
|                | 0.00      |
| Title I        | 14,090.03 |

## Expenditures by Budget Reference

| Budget Reference                                     | Amount |
|------------------------------------------------------|--------|
|                                                      | 0.00   |
| 5000-5999: Services And Other Operating Expenditures | 265.05 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                     | Funding Source | Amount    |
|------------------------------------------------------|----------------|-----------|
|                                                      |                | 0.00      |
|                                                      | Title I        | 13,824.98 |
| 5000-5999: Services And Other Operating Expenditures | Title I        | 265.05    |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 265.05             |
| Goal 2      | 13,824.98          |
| Goal 3      | 0.00               |
| Goal 4      | 0.00               |

# School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members  | Role                       |
|------------------|----------------------------|
| Yolanda Bell     | Principal                  |
| Jaime Macias     | Classroom Teacher          |
| Sara Romero Cano | Other School Staff         |
| Diane Karle      | Parent or Community Member |
| Mel Cummings     | Parent or Community Member |
| Bonnie Cummings  | Parent or Community Member |
| Michael Gilmore  | Other School Staff         |
|                  | Secondary Student          |
|                  | Secondary Student          |
|                  | Secondary Student          |

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

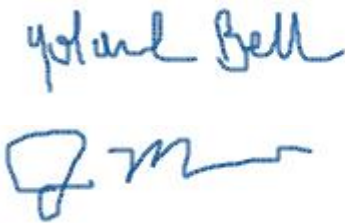
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 21, 2026.

Attested:



Principal, Yolanda Bell on April 21, 2026

SSC Chairperson, Jaime Macias on April 21, 2026

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities



This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.



# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

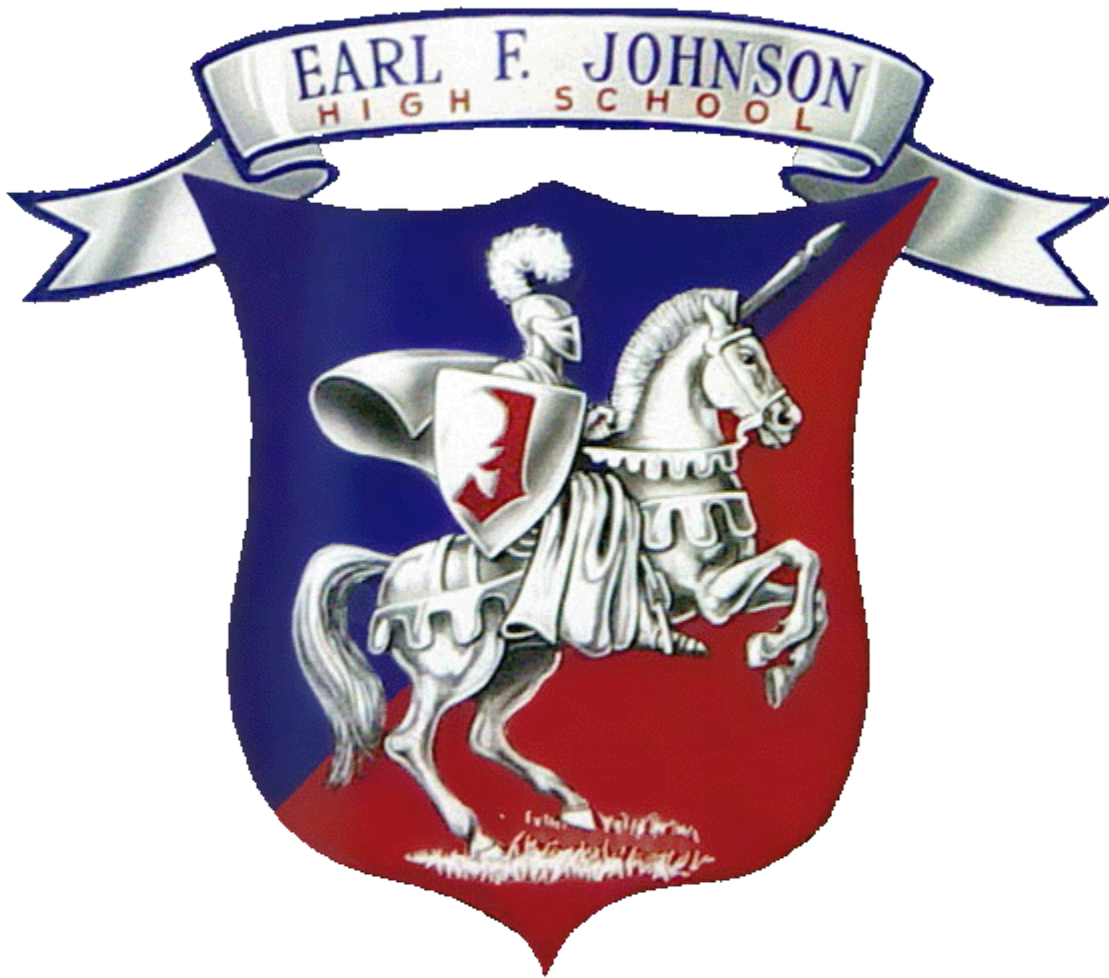
- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



# School Plan for Student Achievement (SPSA)

| School Name                 | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Earl F. Johnson High School | 16639251634245                    | 4/21/2026                              |                           |

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Earl F. Johnson High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

##### Comprehensive Support and Improvement

The Every Student Succeeds Act (ESSA) requires the district, in collaboration with educational partners, to develop and implement a plan to improve student outcomes to be identified for Comprehensive Support and Improvement (CSI). California will use the Dashboard to determine school eligibility for CSI. School eligibility is based on Low graduation rate and not less than the lowest-performing five percent of Title I schools.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

|                                                           |    |
|-----------------------------------------------------------|----|
| SPSA Title Page .....                                     | 1  |
| Table of Contents.....                                    | 3  |
| Plan Description.....                                     | 5  |
| Educational Partner Involvement .....                     | 6  |
| Resource Inequities .....                                 | 6  |
| Comprehensive Needs Assessment Components .....           | 7  |
| California School Dashboard (Dashboard) Indicators.....   | 7  |
| Other Needs.....                                          | 8  |
| School and Student Performance Data .....                 | 9  |
| Student Enrollment.....                                   | 9  |
| CAASPP Results.....                                       | 11 |
| ELPAC Results .....                                       | 15 |
| Student Population.....                                   | 17 |
| Overall Performance .....                                 | 19 |
| Academic Performance.....                                 | 21 |
| Academic Engagement .....                                 | 30 |
| Conditions & Climate.....                                 | 33 |
| Goals, Strategies, & Proposed Expenditures.....           | 35 |
| Goal 1.....                                               | 35 |
| Goal 2.....                                               | 38 |
| Goal 3.....                                               | 41 |
| Goal 4.....                                               | 44 |
| Goal 5.....                                               | 46 |
| Budget Summary .....                                      | 47 |
| Budget Summary .....                                      | 47 |
| Other Federal, State, and Local Funds .....               | 47 |
| Budgeted Funds and Expenditures in this Plan.....         | 48 |
| Funds Budgeted to the School by Funding Source.....       | 48 |
| Expenditures by Funding Source .....                      | 48 |
| Expenditures by Budget Reference .....                    | 48 |
| Expenditures by Budget Reference and Funding Source ..... | 48 |
| Expenditures by Goal.....                                 | 48 |
| School Site Council Membership .....                      | 49 |
| Recommendations and Assurances .....                      | 50 |
| Instructions.....                                         | 51 |
| Appendix A: Plan Requirements .....                       | 58 |

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....61

Appendix C: Select State and Federal Programs .....64



# Plan Description

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

This plan is being used by Earl F. Johnson High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Comprehensive Support and Improvement

The Every Student Succeeds Act (ESSA) requires the district, in collaboration with educational partners, to develop and implement a plan to improve student outcomes to be identified for Comprehensive Support and Improvement (CSI). California will use the Dashboard to determine school eligibility for CSI. School eligibility is based on Low graduation rate and not less than the lowest-performing five percent of Title I schools.

Earl F. Johnson (EFJ) has worked to align goals, expected outcomes, actions, and funds to support its students' improved performance and growth. We have four District LCAP Goals. These are the same goals we use for our District Single Plan for Student Achievement. The goals are:

- 1) Every student will have access to standards-aligned instructional materials and be enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers in facilities maintained in good repair.
- 2) EFJ aims to cultivate an inclusive and vibrant culture that encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.
- 3) English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.
- 4) Earl F. Johnson High School will increase the stability rates and enhance Career Technical Education (CTE) completers' numbers through the implementation of engaging work-based learning activities. To meet these goals, we plan to do the following:

In regards to access to standards-aligned materials and qualified teachers, we will:

-Conduct a comprehensive review of current instructional materials and align them with state standards. Consider adopting open educational resources (OER) that are proven effective for students within alternative education programs.

- Hold bi-weekly At-Promise meetings to discuss students' academic and socio-emotional needs. Each meeting involves the MTSS Site Team, which includes an academic counselor, an administrator, all teachers (Math, Special Ed, and English), a Licensed Marriage and Family Therapist (LMFT), a school psychologist, an administrative assistant, a school social worker, and a school resource officer. During these meetings, team members share relevant information about students and discuss targeted interventions that could help improve their success. This may involve gathering additional information or implementing specific strategies to support the student.
- Invest in ongoing professional development for teachers to ensure they are well-versed in the latest instructional practices and materials. Facilitate peer mentoring programs.
- Allocate funds to ensure all classrooms have the necessary materials and technology. Regularly assess and maintain school facilities.
- Work alongside the District Office to ensure highly qualified teachers teach EFJ students.

In regards to Cultivating School Culture, we will:

- Develop workshops and events that invite parents to engage with the school community. Use surveys to understand their needs and how to involve them better.
- Provide staff training on equity, diversity, and inclusion to foster a welcoming environment for all students. Implement student-led conversations to promote cultural awareness.
- Establish clear protocols for student safety and well-being using the CrisisGo and utilize our anonymous reporting system for safety concerns.
- With the help of our Student Support Staff (School Psychologist, SSW, and LMFT), we will continue mental health support and conflict resolution programs.
- Regularly conduct surveys to assess school connectedness and implement strategies based on feedback to enhance the school environment.

In regards to Support for English Learner Students, we will:

- Review our specialized language support program and implement appropriate strategies to help English Learners improve language skills while engaging in content learning.
- Integrate culturally relevant materials and perspectives in the curriculum to make learning more relatable and engaging for English Learner students.
- Create a peer mentorship program where proficient students can support English Learners, fostering a sense of belonging and connectedness.

In regards to Increasing Stability Rates and CTE Completers

- Develop partnerships with local businesses and organizations to create student internship and apprenticeship opportunities that align with CTE pathways.
- Implement comprehensive career counseling services that guide students in selecting CTE pathways that match their interests and career goals.
- Use educational platforms like eDynamics to introduce students to various CTE pathways.
- Focus on building relationships and support systems within the school to enhance student stability, including mentoring programs and community-building activities.
- Recognize and celebrate CTE completers and their achievements through awards ceremonies and showcasing their work, which can motivate other students to participate.

By implementing these strategies, EFJ can work towards achieving these critical goals and fostering a supportive and effective educational environment.

## Educational Partner Involvement

How, when, and with whom did Earl F. Johnson High School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

We informed parents about Title 1 resources at our intake meetings, School Site Council Meeting, and Welcome Back orientation. We review our data and SPSA goals during SSC meetings held throughout the school year. During meetings, we evaluate our current goals/progress and make changes based on suggestions from the school site council. We solicit educational partner feedback through surveys sent out via ParentSquare and mail. We follow up on surveys with phone calls to request additional information when needed. SSC meeting attendance is encouraged through ParentSquare and in-person communications from the Administration. ParentSquare messages are translated based on the needs of our educational partners.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Financial disparities, reflected in unequal funding and resource allocation, may result in inadequate facilities, limited educational materials, and a shortage of qualified personnel. Although limited, this has not impeded the school's ability to offer a comprehensive and enriching learning environment. The non-fiscal inequities, such as disparities in access to extracurricular activities, mentorship programs, CTE programs, and educational support services, can exacerbate educational inequalities among students. Students facing such disparities may struggle academically, leading to lower performance levels and hindering their overall educational experience.

These inequities can create problem areas within the community day school, fostering an environment where certain students may feel marginalized or overlooked. Additionally, the school's overall effectiveness in fostering a positive and inclusive learning culture may be compromised. Addressing both fiscal and non-fiscal inequities is essential for ensuring that every student has equal opportunities to thrive academically and personally within the community day school setting. Keeping this in mind the Hanford Community Day School Administration works closely with District personnel to identify additional funding resources that are available to utilize towards the needs of the students. This can be seen through access to funding sources for extracurricular activities, adequate professional development for staff, and educational materials that address the needs of our subgroups.

At EFJ, our students can participate in multiple athletic sports teams while being held accountable to a student-athlete contract with weekly requirements. Our current PE instructor supervises this. We follow all Title IX requirements. They may participate in volleyball, soccer, basketball, and flag football, all co-ed, for PE or elective credits. Students are also

allowed to participate in our Leadership club, where they work to create a welcoming, positive, and enjoyable environment for all students; this has dramatically improved our school's culture. This club has an adviser, but all activities are 100% student-driven.

Our staff works hard to provide our students with opportunities they may never experience, such as participating in job fairs, awards nights, college and career nights, and college field trips. We also offer support through the California Health Collaborative in Kings County, which works with our students and their families. WestCare and the KIND Center work with students with substance or drug abuse and mental health needs.

A shared School Social Worker, a School Psychologist, and a Licensed Therapist (LPCC) are available to students as needed. Our classified staff from 2025-26 has been trained and certified in recognizing the behavior of students who may be suffering from mental health issues such as anxiety, depression, or those who may have suicidal thoughts. We bring in other professionals within Kings County to educate our students on tobacco use and healthy relationships.

We offer Language Acquisition Support for our English Learners and prepare them for reclassification throughout the year. We send all communication home in Spanish and provide a translator at all parent-attended events when needed. We hold quarterly School Site Council meetings that provide a platform for continuous discussion of how we spend our Title funds to improve the educational experience for our current students and staff.

**STATEMENT OF NON-DISCRIMINATION:** The Hanford Joint Union High School District has a policy that all programs and activities shall be free from discrimination or harassment with respect to ethnic group, religion, gender, color, race, national origin and physical or mental ability, including eligibility under Section 504 of the Americans with Disability Act (ADA) and Section 504 of The Rehabilitation Act of 1973. Any individual who believes that his or her rights are being violated or that he or she is being discriminated against, should immediately contact the principal or designee. If the situation is not promptly remedied at the site level, a complaint can be filed in accordance with administrative regulations by contacting Ward Whaley, Assistant Superintendent of Administrative Services, 823 W. Lacey Blvd., Hanford, CA. 93230 or (559) 583-5901 ext. 3126.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

As we strive to enhance student achievement at EFJ, we have identified a critical area for improvement reflected in our "Red" performance indicator in pupil achievement on the Smarter Balanced assessments in math, particularly among our Hispanic students. In response to this challenge, our dedicated staff has engaged in comprehensive professional development focused on the implementation of the intervention program "Exact Path." This program continues to be instrumental in addressing the educational gaps identified through our data analysis. Furthermore, we have established site-based Professional Learning Communities (PLCs) to foster collaboration among staff. This PLCs specifically targets the needs of our diverse student population, ensuring that we collectively work towards improving outcomes for all students. Together, we are committed to creating an environment that supports every learner and drives academic success.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

We will strive to also address pupil achievement in ELA by utilizing the Exact Path intervention tools for English Learners and College/Career indicators with the help of the CTE program resource collaborations and discussions.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Other needs that have been identified include establishing a school climate that encourages parent involvement and enhances school connectedness.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Earl F. Johnson High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 22-23                 | 23-24  | 24-25  | 22-23              | 23-24 | 24-25 |
| American Indian                | 1.1%                  | %      | %      | 1                  |       |       |
| African American               | 3.3%                  | 1.82%  | 4.00%  | 3                  | 1     | 2     |
| Asian                          | 1.1%                  | %      | 2.00%  | 1                  |       | 1     |
| Filipino                       | 0%                    | 1.82%  | %      | 0                  | 1     |       |
| Hispanic/Latino                | 76.92%                | 83.64% | 84.00% | 70                 | 46    | 42    |
| Pacific Islander               | 0%                    | %      | %      | 0                  |       |       |
| White                          | 9.89%                 | 9.09%  | 10.00% | 9                  | 5     | 5     |
| Two or More Races              | 2.2%                  | 3.64%  | %      | 2                  | 2     |       |
| Not Reported                   | 5.49%                 | %      | %      | 5                  |       |       |
| Total Enrollment               |                       |        |        | 91                 | 55    | 50    |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 22-23              | 23-24 | 24-25 |
| Grade 11                          | 25                 | 16    | 17    |
| Grade 12                          | 66                 | 39    | 33    |
| Total Enrollment                  | 91                 | 55    | 50    |

#### Conclusions based on this data:

1. Our enrollment has steadily declined over the years, which we attribute to the growing number of credit recovery opportunities at the comprehensive school sites.
2. The Hispanic/Latino student group continues to be our largest student population.
3. Twelfth graders remain our largest group of enrolled students. Our primary focus is on providing intervention services to ensure their successful graduation.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment |                    |       |       |                     |       |       |
|---------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                   | Number of Students |       |       | Percent of Students |       |       |
|                                 | 22-23              | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 |
| English Learners                | 16                 | 8     | 16    | 17.6%               | 14.5% | 32.0% |
| Fluent English Proficient (FEP) | 24                 | 11    | 5     | 26.4%               | 20.0% | 10.0% |

### Conclusions based on this data:

1. The enrollment number of English Learners increased.
2. There continues to be a dramatic decrease in the number of students categorized as Fluent English Proficient (FEP).
3. Our next steps would be to continue to review the LAS class that is offered, as well as review and update strategies to better support the success of our English Learners as designated in Goal 1 and Goal 3.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 11                               | 47                     | 31    | 24    | 46                   | 29    | 22    | 46                        | 29    | 22    | 97.9                          | 93.5  | 91.7  |
| All Grades                             | 47                     | 31    | 24    | 46                   | 29    | 22    | 46                        | 29    | 22    | 97.9                          | 93.5  | 91.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 11                             | 2487.            | 2491. | 2461. | 4.35                | 6.90  | 0.00  | 8.70           | 3.45  | 9.09  | 34.78                 | 34.48 | 31.82 | 52.17              | 55.17 | 59.09 |
| All Grades                           | N/A              | N/A   | N/A   | 4.35                | 6.90  | 0.00  | 8.70           | 3.45  | 9.09  | 34.78                 | 34.48 | 31.82 | 52.17              | 55.17 | 59.09 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                   | 6.52             | *     | *     | 63.04                 | *     | *     | 30.43            | *     | *     |
| All Grades                                                                 | 6.52             | *     | *     | 63.04                 | *     | *     | 30.43            | *     | *     |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                   | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                          | 2.22             | *     | *     | 40.00                 | *     | *     | 57.78            | *     | *     |
| All Grades                                        | 2.22             | *     | *     | 40.00                 | *     | *     | 57.78            | *     | *     |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                               | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                           | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                  | 4.35             | *     | *     | 65.22                 | *     | *     | 30.43            | *     | *     |
| All Grades                                                | 4.35             | *     | *     | 65.22                 | *     | *     | 30.43            | *     | *     |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                          | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                 | 2.17             | *     | *     | 69.57                 | *     | *     | 28.26            | *     | *     |
| All Grades                                                               | 2.17             | *     | *     | 69.57                 | *     | *     | 28.26            | *     | *     |

**Conclusions based on this data:**

1. The overall percentage of 11th graders taking the test remains at a high rate.
2. The overall achievement of our students in their ability to meet standards increased by approximately 5%.
3. The highest percentage of students are identified in the "below-standard" category in the area of writing. As next steps we will review and update strategies to better support the success of our students as designated in Goal 2



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 11                               | 47                     | 33    | 24    | 45                   | 31    | 22    | 45                        | 31    | 22    | 95.7                          | 93.9  | 91.7  |
| All Grades                             | 47                     | 33    | 24    | 45                   | 31    | 22    | 45                        | 31    | 22    | 95.7                          | 93.9  | 91.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 11                             | 2438.            | 2422. | 2420. | 0.00                | 0.00  | 0.00  | 0.00           | 3.23  | 0.00  | 8.89                  | 3.23  | 0.00  | 91.11              | 93.55 | 100.0 |
| All Grades                           | N/A              | N/A   | N/A   | 0.00                | 0.00  | 0.00  | 0.00           | 3.23  | 0.00  | 8.89                  | 3.23  | 0.00  | 91.11              | 93.55 | 100.0 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                               | 0.00             | 0.00  | *     | 8.89                  | 12.90 | *     | 91.11            | 87.10 | *     |
| All Grades                                                             | 0.00             | 0.00  | *     | 8.89                  | 12.90 | *     | 91.11            | 87.10 | *     |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                      | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                  | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                                                                         | 2.22             | 3.23  | *     | 55.56                 | 29.03 | *     | 42.22            | 67.74 | *     |
| All Grades                                                                                                                       | 2.22             | 3.23  | *     | 55.56                 | 29.03 | *     | 42.22            | 67.74 | *     |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                          | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                      | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                             | 0.00             | 3.23  | *     | 55.56                 | 51.61 | *     | 44.44            | 45.16 | *     |
| All Grades                                                                           | 0.00             | 3.23  | *     | 55.56                 | 51.61 | *     | 44.44            | 45.16 | *     |

**Conclusions based on this data:**

1. Success in Math will remain our focus during PLC discussions.
2. Our students continue to struggle in their overall achievement in Math.
3. As the next steps, EFJ students will actively work to strengthen their skills in concepts and procedures, problem-solving and modeling, data analysis, and effectively communicating their reasoning. EFJ will review and update specific testing strategies to better support the success of our students as designated in Goal 2.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |       |               |        |       |                  |        |       |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|-------|---------------|--------|-------|------------------|--------|-------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |       | Oral Language |        |       | Written Language |        |       | Number of Students Tested |       |       |
|                                                                                              | 22-23   | 23-24  | 24-25 | 22-23         | 23-24  | 24-25 | 22-23            | 23-24  | 24-25 | 22-23                     | 23-24 | 24-25 |
| 11                                                                                           | *       | 1534.7 | *     | *             | 1535.3 | *     | *                | 1533.6 | *     | *                         | 11    | 5     |
| 12                                                                                           | *       | *      | *     | *             | *      | *     | *                | *      | *     | *                         | *     | 10    |
| All Grades                                                                                   |         |        |       |               |        |       |                  |        |       | 6                         | 13    | 15    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 11                                                                                    | *       | 0.00  | *     | *       | 27.27 | *     | *       | 54.55 | *     | *       | 18.18 | *     | *                        | 11    | *     |
| 12                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                            | *       | 0.00  | 6.67  | *       | 30.77 | 60.00 | *       | 53.85 | 26.67 | *       | 15.38 | 6.67  | *                        | 13    | 15    |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 11                                                                                 | *       | 18.18 | *     | *       | 45.45 | *     | *       | 27.27 | *     | *       | 9.09  | *     | *                        | 11    | *     |
| 12                                                                                 | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                         | *       | 15.38 | 33.33 | *       | 46.15 | 46.67 | *       | 30.77 | 20.00 | *       | 7.69  | 0.00  | *                        | 13    | 15    |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 11                                                                                    | *       | 0.00  | *     | *       | 9.09  | *     | *       | 45.45 | *     | *       | 45.45 | *     | *                        | 11    | *     |
| 12                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                            | *       | 0.00  | 13.33 | *       | 15.38 | 6.67  | *       | 38.46 | 66.67 | *       | 46.15 | 13.33 | *                        | 13    | 15    |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 11                                                                                      | *              | 9.09  | *     | *                   | 81.82 | *     | *         | 9.09  | *     | *                        | 11    | *     |
| 12                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                              | *              | 7.69  | 0.00  | *                   | 76.92 | 86.67 | *         | 15.38 | 13.33 | *                        | 13    | 15    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 11                                                                                     | *              | 54.55 | *     | *                   | 36.36 | *     | *         | 9.09  | *     | *                        | 11    | *     |
| 12                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                             | *              | 61.54 | 73.33 | *                   | 30.77 | 26.67 | *         | 7.69  | 0.00  | *                        | 13    | 15    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 11                                                                                    | *              | 0.00  | *     | *                   | 45.45 | *     | *         | 54.55 | *     | *                        | 11    | *     |
| 12                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                            | *              | 0.00  | 13.33 | *                   | 53.85 | 53.33 | *         | 46.15 | 33.33 | *                        | 13    | 15    |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 11                                                                                    | *              | 0.00  | *     | *                   | 90.91 | *     | *         | 9.09  | *     | *                        | 11    | *     |
| 12                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                            | *              | 0.00  | 20.00 | *                   | 84.62 | 66.67 | *         | 15.38 | 13.33 | *                        | 13    | 15    |

#### Conclusions based on this data:

1. In relation to writing, the majority of EL students are within the "somewhat/moderately" developed domain, we did see an increase in the number of students who fell into the well-developed range for writing, reading, and speaking.
2. EFJ English Language students continue to need support in the area of reading.
3. We will continue to implement strategies that will address the skills needed for students to improve their performance level in the writing, oral, listening, and reading domains with the use of programs like Exact Path, and data tracking software such as Ellevation.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| 2024-25 Student Population                                        |                                                                                                                                  |                                                                                                                                                              |                                                             |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                  | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 50                                                                | 96%                                                                                                                              | 32%                                                                                                                                                          | 0.0%                                                        |
| Total Number of Students enrolled in Earl F. Johnson High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 16    | 32%        |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless                                          | 5     | 10%        |
| Socioeconomically Disadvantaged                   | 48    | 96%        |
| Students with Disabilities                        | 2     | 4%         |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 2     | 4%         |
| American Indian              | 0     | 0.0%       |
| Asian                        | 1     | 2%         |
| Filipino                     | 0     | 0.0%       |
| Hispanic                     | 42    | 84%        |
| Two or More Races            | 0     | 0.0%       |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 5     | 10%        |

### Conclusions based on this data:

1. A high percentage of students enrolled at EFJ fall within the category of socioeconomically disadvantaged.

2. A high percentage of students enrolled into EFJ are Hispanic.
3. Student enrollment subgroups (foster/homeless and students who are two or more races) equate to a low percentage of enrollment at EFJ.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                               | Academic Engagement                                                                                                                        | Conditions & Climate                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>No Performance Color</div>     | <div>Graduation Rate</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Orange</div> |
| <div>Mathematics</div> <div></div> <div>No Performance Color</div>              |                                                                                                                                            |                                                                                                                                              |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |                                                                                                                                            |                                                                                                                                              |
| <div>College/Career</div> <div></div> <div>Red</div>                            |                                                                                                                                            |                                                                                                                                              |

**Conclusions based on this data:**

1. EFJ will prioritize increasing graduation rates while also incorporating curriculum and events that align with our students' career goals, needs, and interests.
2. EFJ Administration will implement alternative means to suspensions that align with district directives when behavior concerns arise.
3. We will review and implement the necessary interventions to address the low academic performance percentages. Additionally, we will create local assessments that can provide valuable data for our collaborative meetings within the PLC.



# School and Student Performance Data

## Academic Performance English Language Arts

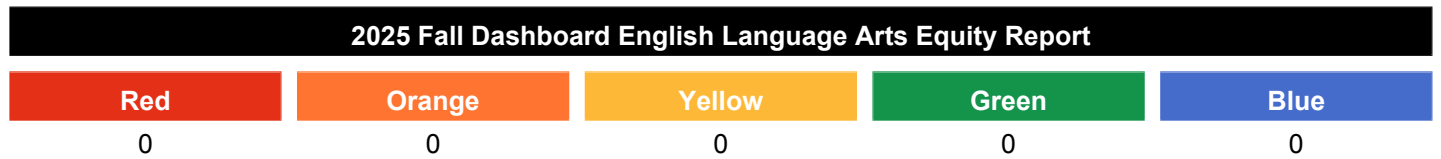
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                                 |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>164.2 points below standard</div> <div>11 Students</div>                 | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>       |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>0 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>10 Students</div> |

|                                                                                                                                                                                                                      |                                                                                                                                                         |                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p> | <b>African American</b>  <p>No Performance Color</p> <p>0 Students</p> | <b>American Indian</b>  <p>No Performance Color</p> <p>0 Students</p>                                               |
| <b>Asian</b>  <p>No Performance Color</p> <p>0 Students</p>                                                                         | <b>Filipino</b>  <p>No Performance Color</p> <p>0 Students</p>         | <b>Hispanic</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>         | <b>Pacific Islander</b>  <p>No Performance Color</p> <p>0 Students</p> | <b>White</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>     |

**Conclusions based on this data:**

1. Our next steps are to conduct a comprehensive review of current instructional materials, specifically focused on testing preparation.
2. Review our specialized language support program and implement appropriate strategies to help English Learners improve language skills while engaging in content learning.
3. Allocate funds to ensure all classrooms have the necessary materials and technology to support student learning.

# School and Student Performance Data

## Academic Performance Mathematics

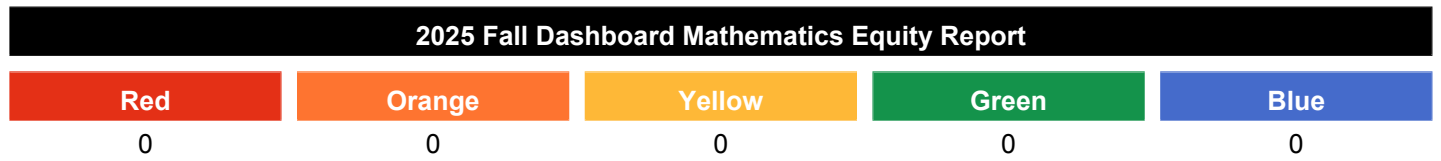
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                           |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>232.9 points below standard</div> <div>11 Students</div>                 | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>       |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>0 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>10 Students</div> |

|                                                                                                                                                                                                             |                                                                                                                                                    |                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>African American</b><br><br>No Performance Color<br>0 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                           |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                     | <b>Filipino</b><br><br>No Performance Color<br>0 Students         | <b>Hispanic</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students         | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students     |

**Conclusions based on this data:**

1. There was a significant increase of English only students who were below standard in the area of Math.
2. Based on the most recent school year data, the following Hispanic student group declined significantly.
3. Our next steps will include conducting a comprehensive review of current instructional materials in math and aligning them with state standards, and targeted test preparation as it relates to math.

# School and Student Performance Data

## Academic Performance Science

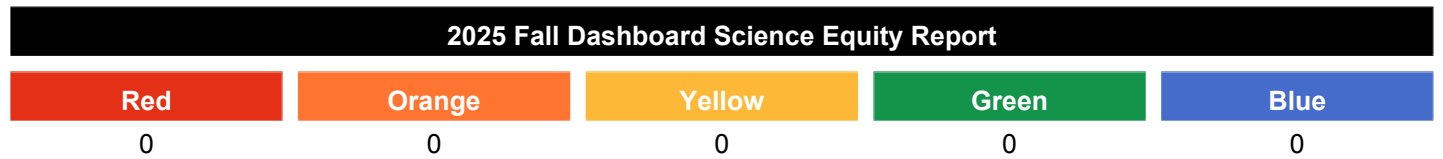
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Science Performance for All Students/Student Group                                                                                                                                                               |                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                             |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div> |

|                                                                                                                                                                |                                                                                                                                                      |                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color<br/>0 Students</p> | <b>African American</b>  <p>No Performance Color<br/>0 Students</p> | <b>American Indian</b>  <p>No Performance Color<br/>0 Students</p>                                           |
| <b>Asian</b>  <p>No Performance Color<br/>0 Students</p>                      | <b>Filipino</b>  <p>No Performance Color<br/>0 Students</p>         | <b>Hispanic</b>  <p>No Performance Color<br/>Fewer than 11 students - No Data for Privacy<br/>2 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color<br/>0 Students</p>          | <b>Pacific Islander</b>  <p>No Performance Color<br/>0 Students</p> | <b>White</b>  <p>No Performance Color<br/>0 Students</p>                                                     |

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator                                                                                                                                                |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                                                                                                                              | Long-Term English Learner Progress                                                                                                                                                                      |
| <div></div> <div>No Performance Color</div> <div>66.7 making progress.</div> <div>Number Students: 15 Students</div> | <div></div> <div>No Performance Color</div> <div>64.3 making progress.</div> <div>Number Students: 14 Students</div> |

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

| 2025 Fall Dashboard Student English Language Acquisition Results |                                            |                         |                                    |
|------------------------------------------------------------------|--------------------------------------------|-------------------------|------------------------------------|
| Decreased One ELPI Level                                         | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 20%                                                              | 13.3%                                      | 0%                      | 66.7%                              |

### Conclusions based on this data:

- Our EL and LTEL population has demonstrated between 64-65% of students are making progress.
- 66.7% of our students increased at least 1 ELPI level, with 20% decreasing by 1 level.
- The next steps are to continue utilizing the resources that have specifically targeted the growth areas of our EL population. We will also continue to inform students and families of their success, thereby encouraging students towards continuous growth.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

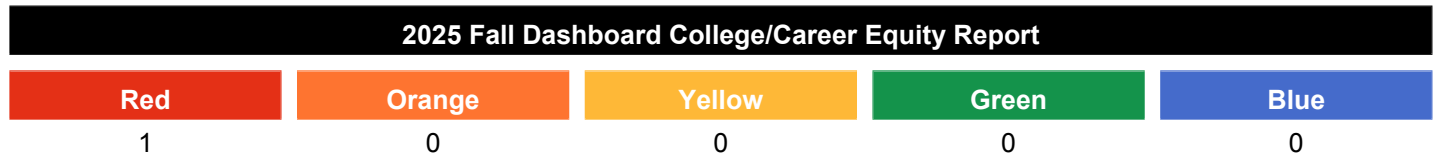
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group                                                                                                                                                       |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Red</div> <div>Prepared 0%</div> <div>Declined 2.4%</div> <div>31 Students</div>                        | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>10 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>9 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>          | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>Prepared 0%</div> <div>Declined 2.4%</div> <div>30 Students</div>                    |



|                                                                                                                                                                                        |                                                                                                                                                                                                   |                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>0 Students                           | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                       |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                        | <b>Hispanic</b><br><br>No Performance Color<br>Prepared 0%<br>Declined 3.2%<br>26 Students             |
| <b>Two or More Races</b><br><br>No Performance Color<br>0 Students                                    | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |

**Conclusions based on this data:**

1. All student groups are considered Low as it relates to their preparation towards college/career readiness.
2. EFJ continues to provide academic counseling to encourage college preparation. We will implement increased opportunities for dual enrollment and articulated courses.
3. EFJ will create and implement successful CTE Pathways for students, while also providing access to certifications (food handlers, First Aid/CPR) for workforce preparation.

## School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

## Orange

## Yellow

## Green

## Blue

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

## 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

### All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1. There continues to be no data to report at this time.

# School and Student Performance Data

## Academic Engagement Graduation Rate

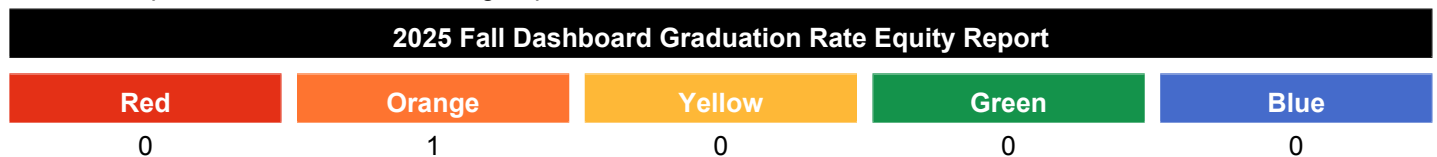
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group                                           |                                                                                                                    |                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>75% graduated<br>Declined 18.2%<br>32 Students                          | <b>English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students          | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>74.2% graduated<br>Declined 19%<br>31 Students                      |

|                                                                                                                                                                                        |                                                                                                                                                                                                   |                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>0 Students                           | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                       |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                        | <b>Hispanic</b><br><br>No Performance Color<br>77.8% graduated<br>Declined 19.2%<br>27 Students        |
| <b>Two or More Races</b><br><br>No Performance Color<br>0 Students                                    | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |

#### Conclusions based on this data:

1. Absenteeism increased this year, thereby directly affecting enrollment and daily attendance. We have learned that this is a direct correlation to the decline of graduation rates and the success of students and their ability to work towards graduation.
2. We will recognize and celebrate our graduates throughout the year in order to keep them motivated towards course completion.
3. In order to support an increase in graduation rates, we are doing the following: offering increased number of in-seat elective courses, credits earned for students enrolled in sports programs, supporting students with our instructional aides, implementing UDL Support, reviewing transcripts regularly, and offering social-emotional support throughout the school year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

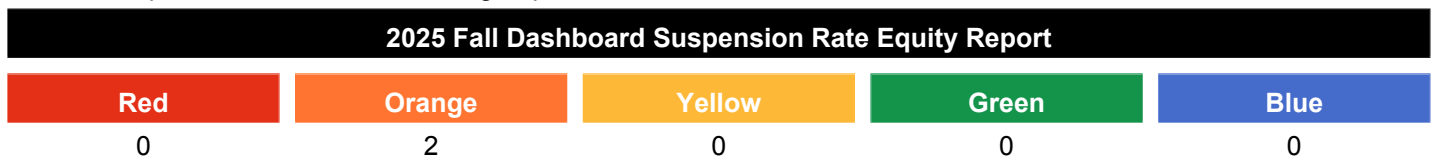
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                |                                                                                                             |                                                                                                             |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| All Students                                                                                      | English Learners                                                                                            | Long-Term English Learners                                                                                  |
| <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 2.8%</p> <p>78 Students</p>     | <p>No Performance Color</p> <p>4.5% suspended at least one day</p> <p>Increased 4.5%</p> <p>22 Students</p> | <p>No Performance Color</p> <p>4.8% suspended at least one day</p> <p>Increased 4.8%</p> <p>21 Students</p> |
| Foster Youth                                                                                      | Homeless                                                                                                    | Socioeconomically Disadvantaged                                                                             |
| <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p> | <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>           | <p>Orange</p> <p>4% suspended at least one day</p> <p>Increased 3%</p> <p>75 Students</p>                   |

|                                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                       |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student                       | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                         | <b>Hispanic</b><br><br>Orange<br>3.1% suspended at least one day<br>Increased 1.9%<br>64 Students      |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student           | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students |

**Conclusions based on this data:**

1. The data presented is district-wide data. The district administration has begun implementing supports to address the high suspension rates within the various subgroup, by offering other means of correction and resources.
2. Our socioeconomically disadvantaged Hispanic subgroup has decreased in suspension rate.
3. We will continue to implement MTSS strategies, including our At-Promise meetings, student engagement initiatives, and alternative approaches to suspensions, with the goal of reducing suspension rates.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Basic (Conditions of Learning)

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure that every student in HJUHS has access to standards-aligned instructional materials, is enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers, and experiences a supportive and engaging school culture that prioritizes parent participation, equity, student safety, and school connectedness, all within facilities maintained in good repair.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

EFJ believes that the conditions of learning State Priority 1 and 2 provide equity, a strong curriculum, a means to measure students' success, and supportive and engaging culture that every student will have the opportunity to access standards-aligned instruction material and resources. The foundation for learning starts by giving students effectively trained credentialed teachers in safe and secure facilities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                          | Baseline/Actual Outcome                                                                    | Expected Outcome                                                                       |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Facilities Inspection Tool (Priority 1C)                                                  | 95.63% Good (Fit Tool 2024-25)                                                             | 98% good                                                                               |
| Parent, Student and Staff response to Climate Survey (Priority 3 A,B, & C) (Priority 6 C) | 40 student responses (67%)<br>11 staff responses (48%)                                     | 50% Parent response rate<br>80% student response rate<br>100% staff response rate      |
| Parents receiving messages from the communication tool (Priority 3 A,B, & C)              | 10 parents enrolled in ParentSquare                                                        | 100% of Parents enrolled in ParentSquare                                               |
| Increase Attendance Rates (Priority 5 A)                                                  |                                                                                            | 98%                                                                                    |
| Decrease Chronic Absenteeism Rate (Priority 5 B)                                          | 19.40% HJUHS<br>61.80% (Hispanic or Latino)                                                | 12% HJUHS<br>30% Hispanic or Latino<br>decrease in other subgroups                     |
| Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)                        | 7.50% (total of all groups)<br>0% English Learners<br>7.6% Socioeconomically Disadvantaged | 0% All<br>0% English Learners<br>5% Foster Youth<br>1% Socioeconomically Disadvantaged |

|                                                                                                               |                                                                                      |                                                                                                            |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Decrease the Suspension Rates<br>(Priority 6 A)                                                               | 3.8% suspended at least 1 day<br>3.1% Hispanic<br>4% Socioeconomically Disadvantaged | 1% suspended at least 1 day<br>Decrease by 2% in each group<br>(Hispanic, Socioeconomically Disadvantaged) |
| Decrease the Expulsion Rates (Priority 6 B)                                                                   | 0%                                                                                   | 0%                                                                                                         |
| Degree to which students believe that their school fosters a culture of respect and fairness. (Priority 6 A)  | 3.19 out of 5 (YouthTruth Survey)                                                    | 4.0                                                                                                        |
| Degree to which students feel they receive support and personal attention from their teachers. (Priority 6 C) | 3.15 out of 5 (YouthTruth Survey)                                                    | 4.0                                                                                                        |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students to be Served                                                   | Proposed Expenditures                                                                     |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 1.1                     | EFJ will focus on early interventions in order to create lasting improvements in both their academic performance, school culture, and social well-being.                                                                                                                                                                                                                                                                                            | All students -to include English Learners, Low-income, and Foster youth | 0                                                                                         |
| 1.2                     | EFJ will enhance student participation and enthusiasm in visual art courses and performances through proactive engagement and nurturing of their artistic talents. Additionally, involvement in arts-related programs fosters positive relationships between students and teachers, further incentivizing regular attendance and active participation in school activities.                                                                         | All students -to include English Learners, Low-income, and Foster youth | 0                                                                                         |
| 1.3                     | EFJ will Enhance communication channels by delivering timely and relevant updates to parents, students, and community members. In addition to phone calls and mailers, this platform goes above and beyond by providing a more comprehensive, inclusive, and efficient communication system, demonstrating a commitment to improving parent engagement and supporting students' educational experiences.                                            | All students -to include English Learners, Low-income, and Foster youth | 363.49<br>Title I<br>5000-5999: Services And Other Operating Expenditures<br>ParentSquare |
| 1.4                     | EFJ will enhance academic support by offering Credit Recovery courses, aimed at reducing dropout rates and bolstering graduation numbers. Similarly, for English learners and foster students who may encounter additional barriers to academic success, credit recovery courses offer tailored support and flexibility to address their unique needs, ultimately increasing their chances of staying enrolled and obtaining a high school diploma. | All students -to include English Learners, Low-income, and Foster youth |                                                                                           |
| 1.5                     | EFJ will strengthen student retention efforts by providing comprehensive support, transportation services, and incentives to ensure sustained school attendance. A key contributor to this issue is the lack of required bussing. Providing transportation is crucial for reducing absenteeism by increasing                                                                                                                                        | All students -to include English Learners, Low-income, and Foster youth | 0<br><br>Kart Passes                                                                      |



| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students to be Served                                                   | Proposed Expenditures |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------|
|                         | accessibility, ensuring reliable and safe travel, alleviating financial burdens, and supporting vulnerable students with tailored solutions. Consistent transportation schedules foster regular attendance habits, enhance safety during harsh weather, and protect students on unsafe routes. Closing this gap requires targeted interventions, improved transportation options, and a focus on equitable solutions.                                                                                                                                                                                                                                   |                                                                         |                       |
| 1.6                     | EFJ is committed to sustaining and enhancing support for the Student Information System (SIS) to optimize administrative processes and facilitate student success. The platform facilitates enhanced communication and collaboration among educators and support staff, enabling targeted interventions and support. This comprehensive approach helps identify and address the unique challenges faced by these students, improving their overall educational experience. Its real-time monitoring and integration with other systems allow schools to proactively address issues specific to English learners, foster youth, and low-income students. | All students -to include English Learners, Low-income, and Foster youth | Other                 |
| 1.7                     | EFJ will sustain and advance efforts to prioritize the health and safety of students through comprehensive support initiatives. Suspension rates for Hispanics, Socioeconomically disadvantaged, and English Learners in HJUHS.                                                                                                                                                                                                                                                                                                                                                                                                                         | All students -to include English Learners, Low-income, and Foster youth | 0                     |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We focused on relationship building, addressing barriers to student success, and providing sustainable strategies to increase credit recovery completion, prioritize students mental health and safety, improving communication with families, and improve academic performance. We were able to meet expected goals as related to expulsions for EFJ, staying at 0%, however there remains a need to continue the work in other areas in order to meet expected outcomes.

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

The allotted budget allowed us to address the needs of the students for each of the activities listed.

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

We will continue to work towards increasing student retention and attendance, while adjusting available transportation to provide continued access to enrichment activities that will encourage students to attend daily, find alternative ways to communicate with families that may not have access to the provided software (ParentSquare), as well as hold Parent education nights in order to teach families how to utilize the provided tools for communication. Regarding other expected outcomes, we will continue to pursue additional resources and strategies for implementation.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### State standards (Conditions of Learning)

EFJ students will engage in a school culture that supports parent participation, equity, student safety, and school connectedness.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

HJUHSd aims to cultivate an inclusive and vibrant culture that actively encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                              | Baseline/Actual Outcome                                           | Expected Outcome                                                                               |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Rate of teachers appropriately assigned. (Priority 1 A)                       | 97.6% (23/24 data)                                                | 100%                                                                                           |
| Percentage of Fully Credentialed Teachers (Priority 1 A)                      | 91.8% (23/24 data)                                                | 100%                                                                                           |
| Sufficiency of Materials (Priority 1 B)                                       | 0%                                                                | 0%                                                                                             |
| Implementation of State Adopted Curriculum in all core classes (Priority 2 A) |                                                                   | 100%                                                                                           |
| Increase Graduation Rates (Priority 5 E)                                      | 75% (18.2% decline 2025)<br>74.2% Socioeconomically Disadvantaged | 95% Total<br>95% English Learners<br>90% Homeless Youth<br>90% Socioeconomically Disadvantaged |
| Smarter Balanced Assessment Test Results: ELA & Math (Priority 4 A & 4H)      | 9.09% ELA Standard Met<br>100% Standard Not Met                   | 50% ELA<br>30% Math<br><br>Red Indicators:<br>30% Hispanic                                     |

|                                                                                     |                                                         |                                                                                                                                  |
|-------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A)            |                                                         | 99%                                                                                                                              |
| California Science Test (CAST) Results: Science (Priority 4 A)                      | fewer than 11 students - data not displayed for privacy | 20% Met or Exceeded Standard                                                                                                     |
| College Career Indicator (Priority 7 A)                                             | 0%                                                      | 50% Prepared<br>13% English Learners<br>25% Foster Youth<br>40% Socioeconomically Disadvantaged<br>5% Students with Disabilities |
| CTE Pathway Completers (Priority 4 C)                                               |                                                         | 60% All<br>20% English Learners<br>50% Socioeconomically Disadvantaged<br>35% Homeless Students                                  |
| Degree to which students feel equipped to pursue college and careers (Priority 6 C) | 0%                                                      | 60%                                                                                                                              |
| Students are scheduled appropriately (Priority 7 B)                                 |                                                         | 100%                                                                                                                             |
| Credit Recovery Opportunities (Priority 7 C)                                        | 100%                                                    | 100%                                                                                                                             |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students to be Served                                                   | Proposed Expenditures                                   |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------|
| 2.1                 | EFJ will enhance its provision of resources aligned with the Common Core standards, ensuring they meet the diverse needs of students and educators while promoting deeper understanding and mastery of key concepts. Providing these resources is crucial for enabling at-risk students to overcome barriers and succeed academically.                                                                                                                                                                                                                           | All students -to include English Learners, Low-income, and Foster youth | 22318.00<br>Title I<br><br>Supplemental Resources       |
| 2.2                 | EFJ will continue to bolster support for digital resources and materials, ensuring accessibility, relevance, and usability for all stakeholders, thereby enhancing the effectiveness of teaching and learning in a digital age. As part of this effort, we are providing digital resources and free internet access to all unduplicated pupils. By bridging the digital divide, we are enhancing students' ability to engage with online learning tools, research, and other essential resources, supporting their academic success and readiness for the future | All students -to include English Learners, Low-income, and Foster youth | 0<br><br>Grammarly                                      |
| 2.3                 | EFJ will implement tailored ELA and Math intervention programs designed to effectively support at-risk students, addressing their specific academic needs and fostering their growth and success in these critical subject areas. This action targets math proficiency for all Red students at HJUHS, with a specific focus on Hispanic and Socioeconomically Disadvantaged students                                                                                                                                                                             | All students -to include English Learners, Low-income, and Foster youth | 0<br><br>Exact Path (Licenses, kits, and Math Supplies) |
| 2.4                 | EFJ will enhance student learning outcomes across all courses by aligning instructional practices with                                                                                                                                                                                                                                                                                                                                                                                                                                                           | All students -to include English Learners, Low-                         | 0                                                       |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students to be Served                                                   | Proposed Expenditures                        |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------|
|                         | targeted learning objectives, thereby promoting comprehensive understanding and achievement for every student. This action targets the College Career Indicator for all English Learners and Students with Disabilities at HJUHS, with a specific focus on English Learner students                                                                                                                                                                                                                                                                                                                                                                                              | income, and Foster youth                                                | eDynamics                                    |
| <b>2.5</b>              | EFJ will continue to deliver educational support and resources through Earl F. Johnson Continuation High School (EFJ) to empower 11th- and 12th-grade students who face the risk of non-graduation or dropping out, ensuring they have the necessary tools and opportunities to succeed academically and beyond. These additional opportunities help students develop skills such as teamwork, resilience, and responsibility, thereby further enhancing their overall success in school and in life. By engaging in these activities, students are more likely to stay connected to their school community, boosting graduation rates and preparing them for future challenges. | All students -to include English Learners, Low-income, and Foster youth |                                              |
| <b>2.6</b>              | EFJ will support homeless student retention by providing transportation services, basic needs such as clothing and personal hygiene items, and incentives to promote consistent school attendance and ensure students have the resources needed to succeed.                                                                                                                                                                                                                                                                                                                                                                                                                      | Homeless Youth                                                          | 75.40<br>Title I<br><br>Homeless Reservation |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Utilizing the allotted budget, staff implemented the listed activities. The Edynamics program provided the necessary access to CTE programs; however, CTE pathway completion was not achieved. The Exact Path and Grammarly programs proved effective tools in the classroom. We continue to struggle to improve our assessment results in Math and ELA; however, we saw an increase in the percentage of EL students making progress toward English Language proficiency or maintaining at the highest level. We continue to believe that programs such as Exact Path will aid the success of our EL population.

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

The major differences in the budgeted expenditures can be found in the programs to address CTE Pathway completion requirements.

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

Changes to the goal will be in Activity 2.4 and/or goal 4. Changes will include the creation of CTE Pathways to incorporate current offered courses in APEX alongside opportunities for work experience or trade certifications

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Learner Needs

EFJ strives to see English Learner students achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                              | Baseline/Actual Outcome                                                                                                  | Expected Outcome                   |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| English Learner Progress Indicator (Priority 4 E) (Priority 2 B)                              | 66.7% making progress                                                                                                    | 50%                                |
| English Learner Graduation Rate Indicator (Priority 5 E)                                      | 92.3% graduated<br>No Performance color (2023 Dashboard)                                                                 | 95%                                |
| English Learner ELA Indicator (Priority 4 A)                                                  | 164 points below standard (site performance)<br>*Less than 11 students - data not displayed for privacy (2025 Dashboard) | 80 points below standard           |
| English Learner Math Indicator (Priority 4 A)                                                 | 233 points below standard (site performance)<br>*Less than 11 students - data not displayed for privacy (2025 Dashboard) | 100 points below standard          |
| English Language Proficiency for Summative ELPAC (Priority 4 E) (Priority 2 B)                | 6.67% Proficient<br>60% Moderately Developed<br>66.7% progressed at least 1 ELPI level(2025 Dashboard)                   | 80% progress at least 1 ELPI level |
| Completed at Least One Career Technical Education Pathway by English Learners (Priority 4 C ) | 16% (2023 DataQuest)                                                                                                     | 25%                                |

|                                                         |                              |     |
|---------------------------------------------------------|------------------------------|-----|
| English Learner College Career Indicator (Priority 7 A) | 8% prepared (2023 Dashboard) | 15% |
| Suspension Rate Indicator (Priority 6 A)                | 3.8% (Dataquest 24-25)       | 1%  |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                   | Students to be Served                                                   | Proposed Expenditures |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------|
| 3.1                     | EfJ will implement Language Acquisition Support (LAS) instruction that is aligned with the California ELA/ELD Framework.                                                                                                                                      | All students -to include English Learners, Low-income, and Foster youth | 0                     |
| 3.2                     | EFJ will provide professional development for teachers on scaffolding strategies, and Specially Designed Academic Instruction in English (SDAIE)                                                                                                              | All students -to include English Learners, Low-income, and Foster youth | 0                     |
| 3.3                     | EFJ will enhance Instructional practices to engage English Learners in the area of college and careers by providing professional development on trauma-informed and culturally responsive teaching, with emphasis on hands-on experiential learning           | All students -to include English Learners, Low-income, and Foster youth | 0                     |
| 3.4                     | EFJ will utilize college/career exploration tools tailored to English Learners that will assist them in accessing opportunities for English Learners                                                                                                          | All students -to include English Learners, Low-income, and Foster youth | 0                     |
| 3.5                     | EFJ will utilize the bilingual clerk to bridge supports between school, home, and community, ensuring EL families feel connected and informed.                                                                                                                | All students -to include English Learners, Low-income, and Foster youth | 0                     |
| 3.6                     | EFJ will monitor reclassification criteria closely, and provide teachers with data dashboards to track progress, enabling timely intervention                                                                                                                 | All students -to include English Learners, Low-income, and Foster youth | 0                     |
| 3.7                     | EFJ will purchase a web-based program designed to support English Learner success by providing educators with tools for data analysis, progress monitoring, instructional planning, and professional development tailored to the unique needs of EL students. | All students -to include English Learners, Low-income, and Foster youth | Ellevation            |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The implementation of the strategies listed above led to increased learning among our EL population. There continues to be a need for the listed strategies and resources to help students demonstrate success in the areas of need.

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

No major differences were found.

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

No changes to this goal/ metrics/ or activities will occur as they remain relevant to the success of our English learner population.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Pupil Achievement in College and Career(Pupil Outcomes)

Earl F. Johnson students will achieve at grade level or higher to ensure college and career readiness.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Earl F. Johnson High School will increase the Career Technical Education (CTE) completers' numbers through the implementation of engaging work-based learning activities.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

EFJ strives to address the needs of learner outcomes as represented in the areas of college and career and school connectedness.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                 | Baseline/Actual Outcome   | Expected Outcome |
|--------------------------------------------------|---------------------------|------------------|
| Decrease Chronic Absenteeism Rate (Priority 5 B) | 61.80% Hispanic or Latino | 30%              |
| Increase Graduation Rate (Priority 5 E)          | 75% (2025 Dashboard)      | 90%              |
| CTE Pathway Completers (Priority 4 C)            |                           | 15%              |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                             | Students to be Served                                                   | Proposed Expenditures |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------|
| 4.1                 | EFJ will increase the Career Technical Education (CTE) completers' numbers through the implementation of engaging workbased learning activities.        | All students, to include English Learners, Low-income, and Foster youth | 0                     |
| 4.2                 | EFJ will develop projects tied to real-world industry that students complete as part of CTE Coursework                                                  | All students, to include English Learners, Low-income, and Foster youth | 0                     |
| 4.3                 | EFJ will create Career Pathway Individual Learning Plans (ILP) and review them Quarterly                                                                | All students, to include English Learners, Low-income, and Foster youth | 0                     |
| 4.4                 | EFJ will enhance Instructional practices to engage at-risk learners in the area of college and careers by providing professional development on trauma- | All students, to include English Learners, Low-income, and Foster youth | 0                     |



| Strategy/<br>Activity # | Description                                                                                                                                     | Students to be Served | Proposed Expenditures |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | informed and culturally responsive teaching, with emphasis on hands-on experiential learning                                                    |                       |                       |
| 4.5                     | EFJ will integrate academic counseling with workforce preparation services, such as resume building, mock interviews, and soft skills training. |                       | 0                     |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Although we have implemented the majority of the activities listed. Navigation systems for real-world industry learning proved difficult to access. We have now partnered with additional resources to address and implement the necessary learning opportunities in the following school year.

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

Following attempted implementation we found that in order to fully address the needs to create work based opportunities for students the budget needs to increase to address the articulated goal

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

No changes to this goal/ metrics/ or activities will occur as they remain relevant to the success of our students

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|-------------|-----------------------|-----------------------|
|-------------------------|-------------|-----------------------|-----------------------|

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION                                                             | AMOUNT      |
|-------------------------------------------------------------------------|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$16,805.33 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$22,756.89 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$147189.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I          | \$22,756.89     |

Subtotal of additional federal funds included for this school: \$22,756.89

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|                         | \$0.00          |

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$22,756.89

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source                             | Amount   | Balance   |
|--------------------------------------------|----------|-----------|
| Title I                                    | 26427.00 | 3,670.11  |
| Title II Part A: Improving Teacher Quality | 11324    | 11,324.00 |
| Title III                                  | 976      | 976.00    |

## Expenditures by Funding Source

| Funding Source | Amount    |
|----------------|-----------|
|                | 0.00      |
| Title I        | 22,756.89 |

## Expenditures by Budget Reference

| Budget Reference                                     | Amount    |
|------------------------------------------------------|-----------|
|                                                      | 22,393.40 |
| 5000-5999: Services And Other Operating Expenditures | 363.49    |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                     | Funding Source | Amount    |
|------------------------------------------------------|----------------|-----------|
|                                                      |                | 0.00      |
|                                                      | Title I        | 22,393.40 |
| 5000-5999: Services And Other Operating Expenditures | Title I        | 363.49    |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 363.49             |
| Goal 2      | 22,393.40          |
| Goal 3      | 0.00               |
| Goal 4      | 0.00               |

# School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members  | Role                       |
|------------------|----------------------------|
| Yolanda Bell     | Principal                  |
| Jaime Macias     | Classroom Teacher          |
| Sara Romero-Cano | Other School Staff         |
| Diana Karle      | Parent or Community Member |
| Mel Cummings     | Parent or Community Member |
| Bonnie Cummings  | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|-----------|----------------------------------|
|-----------|----------------------------------|

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

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

This SPSA was adopted by the SSC at a public meeting on April 21, 2026.

Attested:


Principal, Yolanda Bell on April 21, 2026

SSC Chairperson, Jaime Macias on April 21, 2026

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities



This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.



## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

# School Plan for Student Achievement (SPSA)

| School Name                        | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Hanford Online Charter High School | 16 63925 0137901                  | March 25, 2026                         |                           |

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hanford Online Charter High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

|                                                                                  |    |
|----------------------------------------------------------------------------------|----|
| SPSA Title Page .....                                                            | 1  |
| Table of Contents.....                                                           | 2  |
| Plan Description.....                                                            | 4  |
| Educational Partner Involvement .....                                            | 5  |
| Resource Inequities .....                                                        | 6  |
| Comprehensive Needs Assessment Components .....                                  | 7  |
| California School Dashboard (Dashboard) Indicators.....                          | 7  |
| Other Needs.....                                                                 | 7  |
| School and Student Performance Data .....                                        | 11 |
| Student Enrollment.....                                                          | 11 |
| CAASPP Results.....                                                              | 14 |
| ELPAC Results .....                                                              | 19 |
| Student Population.....                                                          | 23 |
| Overall Performance .....                                                        | 25 |
| Academic Performance.....                                                        | 29 |
| Academic Engagement .....                                                        | 44 |
| Conditions & Climate.....                                                        | 49 |
| Goals, Strategies, & Proposed Expenditures.....                                  | 51 |
| Goal 1.....                                                                      | 51 |
| Goal 2.....                                                                      | 54 |
| Goal 3.....                                                                      | 59 |
| Budget Summary .....                                                             | 63 |
| Budget Summary .....                                                             | 63 |
| Other Federal, State, and Local Funds .....                                      | 63 |
| Budgeted Funds and Expenditures in this Plan .....                               | 64 |
| Funds Budgeted to the School by Funding Source.....                              | 64 |
| Expenditures by Funding Source .....                                             | 64 |
| Expenditures by Budget Reference .....                                           | 64 |
| Expenditures by Budget Reference and Funding Source .....                        | 64 |
| Expenditures by Goal.....                                                        | 64 |
| School Site Council Membership .....                                             | 66 |
| Recommendations and Assurances .....                                             | 67 |
| Instructions.....                                                                | 68 |
| Appendix A: Plan Requirements .....                                              | 75 |
| Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... | 78 |
| Appendix C: Select State and Federal Programs .....                              | 81 |



# Plan Description

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

This plan is being used by Hanford Online Charter High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Hanford Online Charter (HOC) School Overview

Hanford Online Charter (HOC) School is dedicated to enhancing student performance and growth through a structured approach that aligns our goals, expected outcomes, actions, and funding. Our institutional framework is built around three key LCAP Goals, which also inform our Single Plan for Student Achievement:

1. Access to Quality Instruction: Every student at HOC will have access to standards-aligned instructional materials and be enrolled in a comprehensive course of study, taught by effectively trained and fully credentialed teachers in well-maintained facilities.
2. Supportive Culture: HOC aims to foster an engaging culture that promotes parent participation, equity, student safety, and a sense of school connectedness.
3. Academic Achievement: We aspire for all students to achieve at or above grade level, ensuring their readiness for college and career paths.

### School Structure and Student Body:

Operating as a dependent, direct-funded charter school authorized by the Hanford Joint Union High School District, HOC provides an alternative education setting through an online format with flexible hours. This model particularly benefits students seeking a non-traditional high school experience that accommodates diverse needs. Currently, HOC serves 216 students, providing credit recovery and acceleration options.

Students can engage in a rigorous curriculum, with opportunities for dual enrollment at local colleges, such as College of the Sequoias and West Hills College in Lemoore. Our programs include Federal and State Grants, Advanced Placement (AP), Honors Programs, Special Education, Visual and Performing Arts (VAPA), and the development of Career and Technical Education (CTE) pathways.

### Data-Driven Decisions:

To enhance student achievement, HOC conducts thorough data analyses of student performance and gathers feedback through parent surveys. Input from staff, parent committees, and instructional leadership helps shape our instructional goals and improvement strategies. The District's five-member Governing Board plays a vital role in setting the direction by formulating policies and adopting annual goals that reflect the community's priorities.

### Flexible Learning Environment:

Students at HOC can choose between two educational tracks and curricula tailored to their specific needs—whether through college preparatory coursework or focused credit recovery. The school environment promotes individualized support through one-to-one interactions among students, teachers, and the administration, which benefits academic progress.

Flexible schedules are also a highlight, offering families and students the autonomy to manage their education more effectively. Throughout the school year, staff have actively refined attendance policies, individual learning plans, and tutoring hours to better support our students. In response to requests from students and parents, we incorporate essential skills such as time management, study habits, math tutoring, and writing skills into our weekly meetings.

### Commitment to Student Success:

At HOC, our priorities center on students' academic progress and achievement. Attendance and consistent weekly academic progress are crucial to our online independent study program. We welcome students pursuing various



educational pathways, including credit recovery and concurrent enrollment at local colleges. Students are guided through a clear model of conduct that emphasizes time management, completing daily coursework, and adhering to weekly credit goals. Our dedicated staff plays a key role in customizing learning plans, teaching study skills, and ensuring students can stay on track for graduation. Hanford Online Charter School strives to empower every student to reach their full potential through continuous support, engagement, and a commitment to excellence.

## Educational Partner Involvement

How, when, and with whom did Hanford Online Charter High School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

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. Parent Advisory Committee (PAC) 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 to improve 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.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Not applicable.

HOC is directly funded through district LCFF funds. Supplemental grants are received for the unduplicated percentage of English Learners, income-eligible for free or reduced-price meals, and foster youth pupils. We also qualify for Title I and Title III funding. The "Resource Inequities Review" section of the tab aims to identify and describe "actionable resource inequities" that exist at the school. To achieve this purpose, the school needs to review, analyze, and reflect on its educational program, student outcome data, and other relevant information to identify those program components or aspects of practice in which the school's use and distribution of its resources (human, fiscal, material, space, and time) result in relatively low student performance for one or more student subgroups. HOC realizes that a school that strategically and equitably employs its resources to maximize its utility and impact will consistently produce high academic success for all students.

1. Ensure all at-risk students can access interventions and additional support as needed. The need for this stems from an ongoing review of our CAASPP, ELPAC, and local data.

- Students participate in interventions based on individual learning plans created during enrollment. Grades, CAASPP scores, reading lexiles, prior class schedules, SPED/504 accommodations, ELPAC scores, and anecdotal evidence from the preceding school and family factor into the decision-making. The individual learning plans are reviewed a minimum of three times a semester.
- Funds were allocated to meet the needs of at-risk students via hiring an Instructional Aide and a Special Program Aide. Tutoring is held daily in person and virtually with classified and certified staff.
- We hired a Student Specialist in 22/23 to precisely track and work with all at-risk students and be in constant contact with their families. Funds were allocated specifically to create this position.
- Personnel assigned to support at-risk students have been through continuous professional development that is experienced and effective in understanding their needs better. We also added a book study this year to deepen our knowledge.
- All students can access technology, hot spots, and other instructional materials.
- Individual and group tutoring is available in-person and online to every student.
- We expanded to include a second learning lab in 23/24 to provide more space to meet the needs of more students.

2. Ensuring all students can access services provided by the district LMFT, school psychologist, counselor, and alternative education social worker. The need for this stems from our LCAP survey.

- We have added additional Spanish-speaking staff to meet the needs of our second-language families.
- The counselor hired in September of 2022 provides group and individualized social-emotional learning sessions and check-ins. Funds were allocated to this position to make it full-time in 22/23.
- We utilize a referral system to assist students with community resources like mental health, food banks, welfare/medical services, and foster/CASA services.

3. Ensuring parenting minors, pregnant teens, incarcerated youth, homeless, foster, and unaccompanied youth have equal access to all school programs. The need for this stems from our collaboration with outside student advocate agencies, fellow schools in HJUHS, and the juvenile justice system in our community.

- Priority and flexible enrollment opportunities are provided
- Flexible class scheduling, which promotes access to counseling and social services.
- The district LMFT, school psychologist, counselor, alternative education social worker, and district nurse are consulted regarding additional needs.
- Title 1 funds are reserved to assist homeless students with essentials.
- Funding resources have been allocated for the cost of the counselor.
- Where applicable, a reduced graduation credit formula is applied to some sub-groups.

- The Director of Student Services is consulted regarding additional family services that can be provided as the HJUHS liaison for homeless, foster, and English Learners.

**STATEMENT OF NON-DISCRIMINATION:** The Hanford Joint Union High School District (HJUHS) prohibits discrimination, harassment, intimidation, and bullying on the basis of actual or perceived characteristics including physical or mental disability, genetic information, gender, gender identity, gender expression, nationality, race or ethnicity, color, ancestry, age, marital or parental status, religion, sex, sexual orientation, and/or association with a person or group with one or more of these actual or perceived characteristics, in any HJUHS program or activity, which is funded directly by, or that receives or benefits from any state financial assistance, including in its educational programs, activities, or employment policies, as required by state and federal law. (See, e.g., Title VI of the Civil Rights Act of 1964; Title IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; EC §§ 200, 220; Government Code § 11135.) Inquiries regarding compliance with applicable state and federal anti-discrimination statutes may be directed to the Director of Administrative Services, 823 W. Lacey Blvd., Hanford CA. 93230, the Office of Civil Right Directors, Department of Education, Washington, D.C. The lack of English language skills will not be a barrier to admission and participation in HJUHS programs. (P.L. 92-318; 34 CFR 106.9) A copy of the District's Uniform Complaint Policy is available at 823 W. Lacey Blvd., Hanford, California. The District's Title IX Coordinator is: Ward Whaley, Assistant Superintendent of Administrative Services, Contract information is (559)583-5901 extension 3126. The District's 504 Coordinator is Janice Ede, Director of Special Programs. Contact information is (559)583-5901, extension 3117.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

2025 Dashboard:

1. English CAASPP - Red for all students: 67.5 below standard, but significantly up from two years prior.
2. Math CAASPP -Red for all students: 200 points below standard.
3. College and Career - 6% prepared - Hispanic and Socioeconomically Disadvantaged.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

1. English CAASPP - Red for all students: 67.5 below standard, but significantly up from two years prior.
2. Math CAASPP -Red for all students: 200 points below standard.
3. College and Career - 6% prepared - Hispanic and Socioeconomically Disadvantaged.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The 2024–25 performance analysis reflects both meaningful progress in student engagement and completion outcomes and clear academic challenges that require intensified focus. Updated Dashboard and local data provide a more current and nuanced understanding of student achievement trends and subgroup performance.

#### Successes and Positive Trends

#### Student Engagement, Attendance, and Climate:

##### Graduation Rate

The school maintained strong graduation outcomes, increasing from 94.4% (2024 Dashboard) to 96.4% (2025 Dashboard). This upward trend reflects continued success in supporting students toward completion.

### Attendance Improvements

P2 attendance increased from 88.67% (2023–24) to 90.22% (2024–25) and reached 92.59% in the current reporting cycle. This steady growth demonstrates improved student engagement and monitoring systems.

Chronic Absenteeism - This represents one of the most significant multi-year gains.

Chronic absenteeism has steadily declined over the past three years:

59.5% (2022–23)

47.1% (2023–24)

39.7% (2024–25)

Subgroups also demonstrated improvement, including:

Students with Disabilities: reduced from 70.6% to 40.0%

English Learners: reduced to 41.9%

Socioeconomically Disadvantaged: reduced to 41.5%

### Parent and Student Engagement

In November 2024, Academic Challenge ratings rose to 85% for both students and parents, indicating positive perceptions of rigor and support. Parent participation in the YouthTruth survey increased from 13% to 36%, demonstrating strengthened family outreach.

### English Learner Progress and Reclassification

#### English Learner Progress Indicator

EL progress declined from 66.7% (prior year) to 14.3% in 2024–25, signaling a critical area for intervention. While students are demonstrating developing proficiency, the absence of Level 4 performance highlights the need for intensified, designated, and integrated ELD support. Strengthening ELD tracking and targeted language support remain priorities.

ELPAC Performance - 2024–25 ELPAC results show:

0% Level 4 (Well Developed)

26.67% Level 3

66.67% Level 2

6.67% Level 1

#### Reclassification

Reclassification declined from 86% (6 of 7 students) to 50% (1 of 2 students)

#### Academic Achievement

##### English Language Arts (CAASPP)

26.53% Met/Exceeded (2022–23)

26.53% Met/Exceeded (2023–24)

27.12% Met/Exceeded (2024–25)

Although overall performance showed a slight increase, Hispanic student performance declined to 10.26% meeting/exceeding standard, and 63.7 points below standard. This indicates that stable overall proficiency rates mask subgroup regression.

#### Mathematics (CAASPP)

Math performance remains an urgent concern.

2024–25 results show:

- 0% of Hispanic students met or exceeded the standard. Hispanic students declined to 199.7 points below the standard. The lack of growth and widening subgroup gaps confirm the need for structured intervention and instructional stability.

### College and Career Readiness - College & Career Indicator (CCI)

Prepared status increased from 2.9% to 13.1% previously, but declined to 6% on the most recent Dashboard

Subgroup results show:

Hispanic: 6.9% prepared

Socioeconomically Disadvantaged: 6.8% prepared

Additionally:

- 12th-grade UC/CSU completion declined to 5.66%
- CTE participation increased to 53 students
- While CTE enrollment is growing, pathway completion and full CCI qualification remain limited.

Dropout and Suspension Data:

The dropout rate increased slightly to 3.6% (SARC 2024–25), after previously declining to 2%. Suspension and expulsion incidents were recorded mid-year (3 suspensions, 2 expulsions) after multiple years of 0%, indicating an area to monitor moving forward.

Alignment of Data and Responsive Actions:

The updated Dashboard and local data confirm that improvements in climate and engagement have not yet translated into sustained academic growth.

Math Response:

- Implementation of Exact Path intervention (pilot year 2024–25) targeting ELD, Foster Youth, SPED, and Low-Income students
- Hiring a full-time math teacher for the 2025 - 2026 school year
- Continued targeted intervention - CAASPP-focused preparation and structured academic support

ELA Response:

- Implementation of Exact Path intervention (pilot year 2024–25) targeting ELD, Foster Youth, SPED, and Low-Income students
- Continued data monitoring through Aeries analytics
- Increased intervention targeting subgroup regression
- Emphasis on literacy skill development beyond test preparation

English Learner Response:

- Strengthening ELD instruction
- Increased monitoring of progress toward reclassification
- Focused support to increase Level 4 ELPAC performance

College & Career Response:

- Continued college and career counseling and FAFSA support
- Expansion of work-based learning coordination
- Focus on increasing CCI pathway completion rates
- Expansion of dual enrollment opportunities

Conclusion and Forward Focus: The 2024–25 data reflect a school with strong systems for student engagement, graduation, attendance improvement, and parent involvement. Reductions in chronic absenteeism and sustained high graduation rates represent meaningful accomplishments. However, academic achievement, particularly in mathematics, English Learner progress, and college/career readiness, requires intensified, structured intervention. The slight stabilization in ELA, continued math regression, and decline in EL progress confirm that instructional refinement must now become the central priority. The work ahead involves leveraging improved climate conditions, implementing targeted academic interventions with fidelity, and closely monitoring subgroup outcomes to ensure measurable

movement out of performance decline and toward sustainable academic growth for all students.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hanford Online Charter High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 22-23                 | 23-24  | 24-25  | 22-23              | 23-24 | 24-25 |
| American Indian                | 0%                    | 0.66%  | 2.19%  | 0                  | 1     | 3     |
| African American               | 0.6%                  | 1.32%  | 3.65%  | 1                  | 2     | 5     |
| Asian                          | 1.2%                  | 1.32%  | 5.11%  | 2                  | 2     | 7     |
| Filipino                       | 0.6%                  | 0.66%  | 0.73%  | 1                  | 1     | 1     |
| Hispanic/Latino                | 65.66%                | 71.71% | 63.50% | 109                | 109   | 87    |
| Pacific Islander               | 0%                    | %      | 0.73%  | 0                  |       | 1     |
| White                          | 25.9%                 | 17.76% | 21.17% | 43                 | 27    | 29    |
| Two or More Races              | 4.82%                 | 5.92%  | 2.92%  | 8                  | 9     | 4     |
| Not Reported                   | 1.2%                  | 0.66%  | %      | 2                  | 1     |       |
| Total Enrollment               |                       |        |        | 166                | 152   | 137   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 22-23              | 23-24 | 24-25 |
| Grade 9                           | 15                 | 13    | 15    |
| Grade 10                          | 29                 | 33    | 34    |
| Grade 11                          | 66                 | 42    | 52    |
| Grade 12                          | 56                 | 64    | 36    |
| Total Enrollment                  | 166                | 152   | 137   |

#### Conclusions based on this data:

1. **Decline in Overall Enrollment:** There has been a consistent downward trend in the total student population. Enrollment has decreased each year, dropping from 166 students in the 2022-2023 school year to 152 in 2023-2024, and finally reaching its lowest of 137 in the 2024-2025 school year. This represents a decrease of approximately 17.5% over the three-year period. However, it is important to note that the number of students enrolled at any given time during the year is typically significantly higher.
2. **Shifting Demographic Diversity**  
While the overall population is shrinking, the school is becoming more ethnically diverse. Specifically:  
Hispanic/Latino enrollment, while still the majority, dropped from a peak of 71.71% (23-24) to 63.50% in 24-25.



The Asian and African American subgroups saw their highest percentages and raw numbers in 24-25 (7 students and 5 students respectively), suggesting that recruitment or retention efforts for these specific groups are showing a positive upward trend despite the total school decline.

**3. Change in Grade Level Distribution**

The distribution of students across grade levels has shifted toward the lower grades.

Grade 12 saw a significant decrease, from 64 students in 23-24 to 36 in 24-25.

Conversely, Grade 11 and Grade 9 both saw increases in enrollment compared to the previous year. This suggests the 24-25 "senior" cohort is much smaller than previous years, while the incoming and mid-high school classes are stabilizing or growing slightly.

Action step: In 25-26, we will move into our own building and expand our marketing campaign.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment |                    |       |       |                     |       |       |
|---------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                   | Number of Students |       |       | Percent of Students |       |       |
|                                 | 22-23              | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 |
| English Learners                | 19                 | 20    | 21    | 11.4%               | 13.2% | 15.3% |
| Fluent English Proficient (FEP) | 20                 | 32    | 31    | 12.0%               | 21.1% | 22.6% |

### Conclusions based on this data:

1. In the 24/25 academic year, we maintained the overall number of ELD students despite significant transiency. We have observed a consistent increase in ELL learners as families have returned to the area following the data disruption period or have transferred from comprehensive high schools.
2. In the 2023-2024 academic year, we hired a bilingual instructional aide to enhance support for our students. We have already implemented scaffolded instruction and program adjustments tailored to individual needs based on assessments such as quizzes, unit tests, and writing samples. Our commitment to identifying and providing targeted academic interventions remains a continuous priority.  
  
In the 2024-2025 academic year, we added a full-time Spanish teacher to support all English Language Development (ELD) students. We also tested the Exact Path software to support language acquisition needs.  
  
By the 2025-2026 academic year, we had a total of six multi-lingual full-time equivalent (FTE) classified and/or certified employees to assist second language families and students.
3. We will provide ongoing support and monitoring for our ELD and redesignated students to facilitate their academic success through ELA writing and essay tutorials and our learning platforms. Additionally, we have employed an instructional aide to offer one-on-one educational support. In 24/25, we are adding an FTE Spanish teacher and piloting the Exact Path learning platform for intervention to enhance support for these students further.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 11                               | 72                     | 51    | 72    | 49                   | 49    | 59    | 49                        | 49    | 59    | 68.1                          | 96.1  | 81.9  |
| All Grades                             | 72                     | 51    | 72    | 49                   | 49    | 59    | 49                        | 49    | 59    | 68.1                          | 96.1  | 81.9  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 11                             | 2519.            | 2512. | 2514. | 10.20               | 4.08  | 6.78  | 16.33          | 22.45 | 20.34 | 28.57                 | 32.65 | 27.12 | 44.90              | 40.82 | 45.76 |
| All Grades                           | N/A              | N/A   | N/A   | 10.20               | 4.08  | 6.78  | 16.33          | 22.45 | 20.34 | 28.57                 | 32.65 | 27.12 | 44.90              | 40.82 | 45.76 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                   | 12.24            | 10.20 | 10.17 | 51.02                 | 57.14 | 49.15 | 36.73            | 32.65 | 40.68 |
| All Grades                                                                 | 12.24            | 10.20 | 10.17 | 51.02                 | 57.14 | 49.15 | 36.73            | 32.65 | 40.68 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                   | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                          | 12.24            | 12.24 | 6.78  | 48.98                 | 46.94 | 57.63 | 38.78            | 40.82 | 35.59 |
| All Grades                                        | 12.24            | 12.24 | 6.78  | 48.98                 | 46.94 | 57.63 | 38.78            | 40.82 | 35.59 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                               | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                           | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                  | 2.04             | 8.16  | 1.69  | 67.35                 | 61.22 | 57.63 | 30.61            | 30.61 | 40.68 |
| All Grades                                                | 2.04             | 8.16  | 1.69  | 67.35                 | 61.22 | 57.63 | 30.61            | 30.61 | 40.68 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                          | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                 | 12.24            | 6.12  | 6.78  | 65.31                 | 55.10 | 67.80 | 22.45            | 38.78 | 25.42 |
| All Grades                                                               | 12.24            | 6.12  | 6.78  | 65.31                 | 55.10 | 67.80 | 22.45            | 38.78 | 25.42 |

### Conclusions based on this data:

- The CAASPP results for Hanford Online Charter in the 2024-2025 academic year show that the percentage of students scoring at the Met Standard or Exceeded level remained at 27%, consistent with previous years. We have identified several factors contributing to this outcome, including high rates of student transience, low motivation for testing, the need for remediation of foundational skills, strategic scheduling of core classes, and early graduation.

In the 2024-2025 CAASPP results for Hanford Online Charter:

  - Overall, 27.12% of students met or exceeded standards in English, showing a slight increase.
  - For Hispanic students, 10.26% met or exceeded standards, which is 63.7 points below standard (a decline of 14 points).
  - Data for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities is suppressed to protect student privacy, as fewer than 11 students were tested in each category.
  - Among Socioeconomically Disadvantaged students, 26.41% met or exceeded standards, which is 61.5 points below standard.

For comparison:

  - CAASPP results in 2023-2024 showed 26.53% of students met or exceeded standards in English.
  - CAASPP results in 2022-2023 also showed 26.53% of students met or exceeded standards in English.
- We evaluate student progress in ELA through the analysis of English writing samples, essays, quizzes, and unit tests. Adjustments to individual student programs are made based on weekly performance scores. Reading and writing remain priority areas for development. Additionally, we have introduced mini academic seminars to provide students with targeted opportunities to enhance their writing skills.
- To support ELA CAASPP testing, we will continue to offer tutorials focused on essay construction, along with reading support through text-to-speech and translation features. These resources will enhance access to the curriculum and materials at multiple reading levels. Our instructional aides will assist with both writing and reading.

In the 2023-2024 academic year, we introduced academic workshops dedicated to writing. Additionally, we have hired a full-time English teacher and an extra bilingual instructional aide. For the 2024-2025 academic year, we implemented Exact Path for targeted intervention in ELA. We also piloted a CAASPP boot camp in the spring of 2025, which will be extensively expanded in the 2025-2026 academic year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 11                               | 72                     | 50    | 72    | 49                   | 49    | 59    | 49                        | 49    | 59    | 68.1                          | 98    | 81.9  |
| All Grades                             | 72                     | 50    | 72    | 49                   | 49    | 59    | 49                        | 49    | 59    | 68.1                          | 98    | 81.9  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 11                             | 2474.            | 2458. | 2435. | 2.04                | 0.00  | 0.00  | 6.12           | 0.00  | 0.00  | 16.33                 | 16.33 | 3.39  | 75.51              | 83.67 | 96.61 |
| All Grades                           | N/A              | N/A   | N/A   | 2.04                | 0.00  | 0.00  | 6.12           | 0.00  | 0.00  | 16.33                 | 16.33 | 3.39  | 75.51              | 83.67 | 96.61 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                               | 4.08             | 0.00  | 0.00  | 28.57                 | 14.29 | 13.56 | 67.35            | 85.71 | 86.44 |
| All Grades                                                             | 4.08             | 0.00  | 0.00  | 28.57                 | 14.29 | 13.56 | 67.35            | 85.71 | 86.44 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                      | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                  | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                                                                         | 6.12             | 0.00  | 0.00  | 48.98                 | 51.02 | 44.07 | 44.90            | 48.98 | 55.93 |
| All Grades                                                                                                                       | 6.12             | 0.00  | 0.00  | 48.98                 | 51.02 | 44.07 | 44.90            | 48.98 | 55.93 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                          | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                      | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 11                                                                             | 4.08             | 0.00  | 0.00  | 38.78                 | 69.39 | 40.68 | 57.14            | 30.61 | 59.32 |
| All Grades                                                                           | 4.08             | 0.00  | 0.00  | 38.78                 | 69.39 | 40.68 | 57.14            | 30.61 | 59.32 |

#### Conclusions based on this data:

1. The CAASPP results for Hanford Online Charter in the 2023-2024 academic year indicate a decrease in the percentage of students scoring at Met Standard or Exceeded in mathematics. This year, that percentage dropped to 0%, down from 8.16% in the 2022-2023 school year. We believe that the departure of a full-time math teacher has contributed significantly to this decline, as mathematics remains an area that needs considerable improvement. However, we did show progress by increasing the number of students moving from Below Standard to At or Near Standard in the domains of Problem Solving, Modeling, and Communicating Reasoning.

#### CAASPP Results (2024-2025)

- Math Met or Exceeded Standard: 0.00% (no change), all students 173.1 points below standard. However, 35.8 point growth from prior year.
- Hispanic Students: 0.00% - Data is suppressed to protect student privacy because fewer than 11 students tested.
- English Learners: Data is suppressed to protect student privacy because fewer than 11 students tested.
- Foster Youth: Data is suppressed to protect student privacy because fewer than 11 students tested.
- Homeless Youth: Data is suppressed to protect student privacy because fewer than 11 students tested.
- Students With Disabilities: Data is suppressed to protect student privacy because fewer than 11 students tested.
- Socioeconomically Disadvantaged: 0.00% - Data is suppressed to protect student privacy because fewer than 11 students tested.

#### CAASPP Results (2023-2024)

- Math Met or Exceeded Standard: 0.00% (decrease)
- Hispanic Students: 0.00% - 199.7 points below standard (decline of 22.5 points)
- English Learners: Data is suppressed to protect student privacy because fewer than 11 students tested.
- Foster Youth: Data is suppressed to protect student privacy because fewer than 11 students tested.
- Homeless Youth: Data is suppressed to protect student privacy because fewer than 11 students tested.
- Students With Disabilities: Data is suppressed to protect student privacy because fewer than 11 students tested.
- Socioeconomically Disadvantaged: 0.00% - 203.6 points below standard (decline of 29.1 points)

#### Previous CAASPP Results (2022-2023)

- Math Met or Exceeded Standard: 8.16%

We recognize the importance of addressing these challenges and are committed to making the necessary improvements moving forward.

2. Relative Strength in Concepts and Procedures:

When analyzing the claim-level data in the Concepts, Problem Solving, and Communicating Reasoning categories, we see a slight advantage in basic skills compared to application. In the Concepts and Procedures domain, approximately 25% of students are categorized as "Above Standard" or "Near Standard." However, in Problem Solving and Data Analysis, over 80% of students are classified as "Below Standard." This indicates that while students have a foundational understanding of certain mathematical rules, they struggle significantly with the higher-order thinking required to apply those rules to complex, real-world problems.

3. We will continue to offer differentiated math tutorials multiple times each week for students who need assistance. For the 2023-2024 academic year, we added a full-time Special Education teacher to provide additional support for our students, along with an extra bilingual instructional aide for daily one-on-one tutoring. In the 2024-2025

academic year, we will incorporate the Exact Path platform for targeted interventions. Additionally, in the 2025-2026 school year, we will reintroduce a full-time math teacher into the program.

**Targeted Interventions for High-Need Subgroups:**

Data indicate a significant performance gap among the school's largest student populations. Both socioeconomically disadvantaged students and Hispanic students have nearly identical performance profiles, with approximately 89-91% falling into the "Standard Not Met" category. To address these gaps, the school will implement scaffolded instruction and program adjustments tailored to individual needs, including the previously mentioned Exact Path learning platform.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |       |       |               |       |       |                  |       |       |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |       |       | Oral Language |       |       | Written Language |       |       | Number of Students Tested |       |       |
|                                                                                              | 22-23   | 23-24 | 24-25 | 22-23         | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 |
| 9                                                                                            | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | *     | *     |
| 10                                                                                           | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | 5     | *     |
| 11                                                                                           | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | 4     | 8     |
| 12                                                                                           | *       | *     | *     | *             | *     | *     | *                | *     | *     | 5                         | *     | *     |
| All Grades                                                                                   |         |       |       |               |       |       |                  |       |       | 13                        | 12    | 15    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 10                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 11                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 12                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 38.46   | 33.33 | 0.00  | 23.08   | 33.33 | 26.67 | 15.38   | 33.33 | 66.67 | 23.08   | 0.00  | 6.67  | 13                       | 12    | 15    |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 10                                                                                 | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 11                                                                                 | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 12                                                                                 | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                         | 38.46   | 58.33 | 6.67  | 38.46   | 16.67 | 46.67 | 15.38   | 25.00 | 46.67 | 7.69    | 0.00  | 0.00  | 13                       | 12    | 15    |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 10                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 11                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 12                                                                                    | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 23.08   | 16.67 | 0.00  | 23.08   | 25.00 | 6.67  | 15.38   | 41.67 | 60.00 | 38.46   | 16.67 | 33.33 | 13                       | 12    | 15    |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                       | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 10                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                              | 15.38          | 0.00  | 0.00  | 61.54               | 91.67 | 73.33 | 23.08     | 8.33  | 26.67 | 13                       | 12    | 15    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 10                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                             | 100.00         | 66.67 | 53.33 | 0.00                | 33.33 | 40.00 | 0.00      | 0.00  | 6.67  | 12                       | 12    | 15    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 10                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 46.15          | 25.00 | 6.67  | 15.38               | 41.67 | 53.33 | 38.46     | 33.33 | 40.00 | 13                       | 12    | 15    |



| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| 9                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 10                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 12                                                                                    | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                            | 7.69           | 0.00  | 0.00  | 76.92               | 91.67 | 93.33 | 15.38     | 8.33  | 6.67  | 13                       | 12    | 15    |

#### Conclusions based on this data:

- 1. Significant Decline in Language Acquisition Progress:** There has been a sharp decline in student progress compared to the previous year. In 2024, a majority of students (58.3%) advanced by at least one ELPI level. However, in 2025, that number dropped dramatically to just 14.3%. This indicates that while a high percentage of students made gains in the prior year, the momentum has significantly stalled in the current academic cycle.

It is important to understand that we do not test the same group of students each year. Our students come from our internal sites as well as from surrounding counties, so the statistics should be viewed from the perspective of individual groupings. For example, prior to the ELPAC testing window for 2024-2025, we received numerous Yemeni students from nearby areas who had lower literacy levels compared to the larger group that graduated or was reclassified in 2023-2024.

HOC: 24/25 - Overall Performance Stats: 0% Proficient

  - 0.00% LEVEL 4 (Well Developed)
  - 26.67% LEVEL 3 (Moderately Developed)
  - 66.67% LEVEL 2 (Somewhat Developed)
  - 6.67% LEVEL 1 (Minimally Developed)

HOC: 23/24 - Overall Performance Stats: 33.33% Proficient

  - 33.33% LEVEL 4 (Well Developed)
  - 33.33% LEVEL 3 (Moderately Developed)
  - 33.33% LEVEL 2 (Somewhat Developed)
  - 0% LEVEL 1 (Minimally Developed)
- 2. Significant Rise in Student Regressions -** The percentage of non-cohorted students experiencing a decrease of at least one ELPI level surged dramatically in 2025.

In 2024, only 16.7% of this transient student population saw a decline.

By 2025, this figure tripled to 50%. This trend indicates that half of the current English Learner population, which includes students arriving from various other schools, is losing ground in English proficiency. This situation highlights a critical need for targeted academic intervention.
- 3. Growing English Learner Population Amidst Performance Challenges**

Despite a decline in performance metrics, the school's English Learner (EL) population is increasing in both absolute numbers and as a percentage of the total student body.

  - EL Enrollment: Increased from 13.2% (20 students) in the 2023-2024 school year to 15.3% (21 students) in the 2024-2025 school year.
  - Fluent English Proficient (FEP): This group also saw a percentage increase, rising to 22.6%.

In response to these challenges, the school is piloting a targeted support language program called Exact Path. The

program aims to provide tailored assistance to help English Learners improve their proficiency levels. While the data show a growing, more concentrated population of English Learners, it also highlights the need for effective strategies to prevent proficiency regression.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| 2024-25 Student Population                                               |                                                                                                                                  |                                                                                                                                                              |                                                             |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                         | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 137                                                                      | 87.6%                                                                                                                            | 15.3%                                                                                                                                                        | 0.7%                                                        |
| Total Number of Students enrolled in Hanford Online Charter High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 21    | 15.3%      |
| Foster Youth                                      | 1     | 0.7%       |
| Homeless                                          | 8     | 5.8%       |
| Socioeconomically Disadvantaged                   | 120   | 87.6%      |
| Students with Disabilities                        | 9     | 6.6%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 5     | 3.6%       |
| American Indian              | 3     | 2.2%       |
| Asian                        | 7     | 5.1%       |
| Filipino                     | 1     | 0.7%       |
| Hispanic                     | 87    | 63.5%      |
| Two or More Races            | 4     | 2.9%       |
| Pacific Islander             | 1     | 0.7%       |
| White                        | 29    | 21.2%      |

### Conclusions based on this data:

1. High Concentration of Socioeconomically Disadvantaged Students: The vast majority of the student body faces significant economic challenges. 87.6% of students (120 out of 137) are classified as Socioeconomically

Disadvantaged. This represents a high-need population that likely requires specific supports, such as Chromebooks and hotspots, to ensure equitable access to their online curriculum. In 2025, we purchased additional hotspots to meet students' needs.

2. Significant Presence of Vulnerable Student Subgroups - In addition to socioeconomic status, the school serves a notable percentage of students from vulnerable populations.

Students with disabilities make up 6.6% of the student population (9 students).

Homeless students account for 5.8% (8 students).

English learners comprise 15.3% (21 students).

The presence of these groups indicates that the school's holistic approach, which includes the roles of the counselor and the Student Specialist, is vital for addressing the complex needs of nearly 30% of the student body. Additionally, we have other support structures in place, such as counseling services provided by the District LMFT, the District Social Worker, and the School Psychologist.

3. In the 24/25 academic year, we have made significant progress in enhancing student and family engagement within our program. The counselor has proven to be an invaluable asset, not only by supporting enrollment and managing transfers but also by providing crucial social and emotional assistance. Their organization of engaging academic events has successfully involved families and fostered a strong sense of community.

Additionally, the Student Specialist has played a key role in personalizing support for our diverse student population. By tailoring interventions to meet individual needs, this position has greatly improved academic success and increased parent involvement, actively drawing families into the educational process. Collectively, these initiatives have strengthened our support framework, promoting both student well-being and meaningful family engagement in the school community.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                        | Academic Engagement                                                                                                               | Conditions & Climate                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div><br/>Red</div>                      | <div>Graduation Rate</div> <div><br/>Blue</div> | <div>Suspension Rate</div> <div><br/>Blue</div> |
| <div>Mathematics</div> <div><br/>Red</div>                               |                                                                                                                                   |                                                                                                                                     |
| <div>English Learner Progress</div> <div><br/>No Performance Color</div> |                                                                                                                                   |                                                                                                                                     |
| <div>College/Career</div> <div><br/>Red</div>                            |                                                                                                                                   |                                                                                                                                     |

## Conclusions based on this data:

1. The 2024–25 performance analysis reflects both meaningful progress in student engagement and completion outcomes and clear academic challenges that require intensified focus. Updated Dashboard and local data provide a more current and nuanced understanding of student achievement trends and subgroup performance.

### Successes and Positive Trends

#### Student Engagement, Attendance, and Climate:

##### Graduation Rate

The school maintained strong graduation outcomes, increasing from 94.4% (2024 Dashboard) to 96.4% (2025 Dashboard). This upward trend reflects continued success in supporting students toward completion.

##### Attendance Improvements

P2 attendance increased from 88.67% (2023–24) to 90.22% (2024–25) and reached 92.59% in the current reporting cycle. This steady growth demonstrates improved student engagement and monitoring systems.

Chronic Absenteeism - This represents one of the most significant multi-year gains.

Chronic absenteeism has steadily declined over the past three years:

59.5% (2022–23)

47.1% (2023–24)

39.7% (2024–25)

Subgroups also demonstrated improvement, including:

Students with Disabilities: reduced from 70.6% to 40.0%

English Learners: reduced to 41.9%

Socioeconomically Disadvantaged: reduced to 41.5%

#### Parent and Student Engagement:

In November 2024, Academic Challenge ratings rose to 85% for both students and parents, indicating positive perceptions of rigor and support. Parent participation in the YouthTruth survey increased from 13% to 36%, demonstrating strengthened family outreach.

#### English Learner Progress and Reclassification:

##### English Learner Progress Indicator

EL progress declined from 66.7% (prior year) to 14.3% in 2024–25, signaling a critical area for intervention. While students are demonstrating developing proficiency, the absence of Level 4 performance highlights the need for intensified, designated, and integrated ELD support. Strengthening ELD tracking and targeted language support remain priorities.

#### ELPAC Performance - 2024–25 ELPAC results show:

0% Level 4 (Well Developed)

26.67% Level 3

66.67% Level 2

6.67% Level 1

#### Reclassification:

Reclassification declined from 86% (6 of 7 students) to 50% (1 of 2 students)

#### Academic Achievement:

##### English Language Arts (CAASPP)

26.53% Met/Exceeded (2022–23)

26.53% Met/Exceeded (2023–24)

27.12% Met/Exceeded (2024–25)

Although overall performance showed a slight increase, Hispanic student performance declined to 10.26% meeting/exceeding standard, and 63.7 points below standard. This indicates that stable overall proficiency rates mask subgroup regression.

:

Mathematics (CAASPP)

Math performance remains an urgent concern.

2024–25 results show:

- 0% of Hispanic students met or exceeded the standard. Hispanic students declined to 199.7 points below the standard. The lack of growth and widening subgroup gaps confirm the need for structured intervention and instructional stability.

College and Career Readiness - College & Career Indicator (CCI)

Prepared status increased from 2.9% to 13.1% previously, but declined to 6% on the most recent Dashboard

Subgroup results show:

Hispanic: 6.9% prepared

Socioeconomically Disadvantaged: 6.8% prepared

Additionally:

- 12th-grade UC/CSU completion declined to 5.66%
- CTE participation increased to 53 students
- While CTE enrollment is growing, pathway completion and full CCI qualification remain limited.

Dropout and Suspension Data:

The dropout rate increased slightly to 3.6% (SARC 2024–25), after previously declining to 2%. Suspension and expulsion incidents were recorded mid-year (3 suspensions, 2 expulsions) after multiple years of 0%, indicating an area to monitor moving forward.

Alignment of Data and Responsive Actions:

The updated Dashboard and local data confirm that improvements in climate and engagement have not yet translated into sustained academic growth.

Math Response:

- Implementation of Exact Path intervention (pilot year 2024–25) targeting ELD, Foster Youth, SPED, and Low-Income students
- Hiring a full-time math teacher for the 2025 - 2026 school year
- Continued targeted intervention - CAASPP-focused preparation and structured academic support

ELA Response:

- Implementation of Exact Path intervention (pilot year 2024–25) targeting ELD, Foster Youth, SPED, and Low-Income students
- Continued data monitoring through Aeries analytics
- Increased intervention targeting subgroup regression
- Emphasis on literacy skill development beyond test preparation

English Learner Response:

- Strengthening ELD instruction
- Increased monitoring of progress toward reclassification
- Focused support to increase Level 4 ELPAC performance

#### College & Career Response:

- Continued college and career counseling and FAFSA support
- Expansion of work-based learning coordination
- Focus on increasing CCI pathway completion rates
- Expansion of dual enrollment opportunities

Conclusion and Forward Focus - The 2024–25 data reflect a school with strong systems for student engagement, graduation, attendance improvement, and parent involvement. Reductions in chronic absenteeism and sustained high graduation rates represent meaningful accomplishments. However, academic achievement, particularly in mathematics, English Learner progress, and college/career readiness, requires intensified, structured intervention. The slight stabilization in ELA, continued math regression, and decline in EL progress confirm that instructional refinement must now become the central priority. The work ahead involves leveraging improved climate conditions, implementing targeted academic interventions with fidelity, and closely monitoring subgroup outcomes to ensure measurable movement out of performance decline and toward sustainable academic growth for all students.

2. We will assist students in achieving the College and Career Indicator by facilitating concurrent enrollment at junior colleges and encouraging participation in HOC's CTE pathways as we enhance our program. To broaden these opportunities, we successfully implemented dual enrollment during the 2024/25 and 2025/26 school years, and we look forward to further expanding our academic offerings by providing college English courses starting in 2026/27.

To improve graduation and completion rates, we will actively track credit accrual and ensure that students consistently utilize their Personal Credit Records.

Recognizing that chronic absenteeism poses challenges in any least restrictive environment, we are committed to encouraging regular attendance through in-person meetings. We will promptly follow up with parents if a student begins to struggle with online submissions or attendance. In alignment with our contract guidelines to enhance retention, we remain adaptable to meeting families' needs by rescheduling or modifying meeting arrangements as necessary. The Student Specialist will oversee all student referrals, and truancy meetings will be conducted with SARB referrals initiated when required.

Finally, we are committed to building strong connections with students and their families, focusing on positive and productive engagement to reduce suspensible offenses and foster a supportive learning community.

3. In the 2024/25 school year, we continue to build upon the significant expansion of our Career and Technical Education (CTE) pathways to meet and exceed the College and Career Indicator. This ongoing growth includes increased opportunities for students to be concurrently enrolled at College of the Sequoias (COS) or West Hills College, providing them with a critical head start on their post-secondary education and career goals.

To bolster attendance, retention, and our Tiered Re-engagement strategies, the Student Specialist position—originally introduced in 22/23—remains a cornerstone of our support system. In the 2024/25 school year, we are further refining this role within our Multi-Tiered System of Supports (MTSS) framework. This evolution emphasizes deeper collaboration between educators, parents, and community resources to identify and address student needs more effectively.

Our MTSS meetings provide a systematic approach to monitoring student progress and implementing targeted interventions in real-time. By actively fostering parental involvement, we are strengthening a supportive network that drives student engagement. The Student Specialist continues to play a vital role in facilitating communication between the school and families, ensuring every student has access to the resources necessary to thrive both academically and socially. This collaborative effort reinforces our commitment to student well-being and achievement, ultimately enhancing outcomes for all learners.



# School and Student Performance Data

## Academic Performance English Language Arts

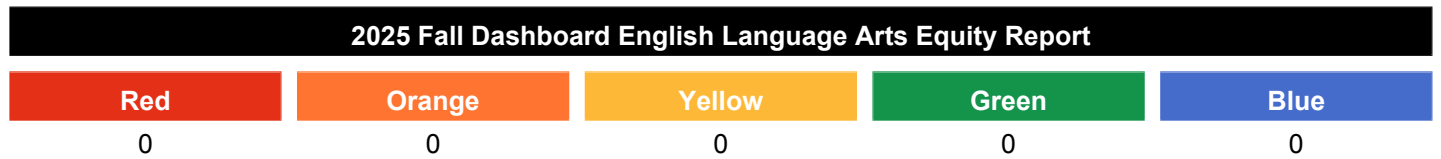
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                        |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Red</div> <div>67.5 points below standard</div> <div>Declined 14.9 points</div> <div>40 Students</div> | <div>English Learners</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div> | <div>Long-Term English Learners</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>                    |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                       | <div>Homeless</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div><br/>No Performance Color</div> <div>61.5 points below standard</div> <div>Declined 4.8 points</div> <div>33 Students</div> |

|                                                                                                                                                                                                                       |                                                                                                                                                                                                             |                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p> | <b>African American</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p> | <b>American Indian</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>   |
| <b>Asian</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>                      | <b>Filipino</b>  <p>No Performance Color</p> <p>0 Students</p>                                                             | <b>Hispanic</b>  <p>No Performance Color</p> <p>63.7 points below standard</p> <p>Declined 14 points</p> <p>29 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>          | <b>Pacific Islander</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>  | <b>White</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>             |

### Conclusions based on this data:

#### 1. Key Observations: Proficiency Levels:

In the 23/24 school year, 26.53% of students met or exceeded the standards in English, which is consistent with the previous year's performance. However, this is a significant decline from 56.67% in the 21/22 school year, indicating a downward trend in overall proficiency. The breakdown of the scores shows that 40.82% of students did not meet the standards, while 32.65% were nearly met. The absence of students scoring in the proficient range on the local assessment underscores the need for targeted interventions.

#### Yearly Comparisons:

The data from 22/23 shows a drop in the percentage of students meeting or exceeding standards by 30.14% compared to the 21/22 school year. This decline suggests that previous strategies may not have effectively supported student learning, leading to a need for revised instructional approaches. The stability in the 23/24 year (with no further decline from the previous year) may indicate some level of stabilization, but the low proficiency rates remain a concern.

#### Need for Support:

The data highlights the necessity for additional support, particularly for Hispanic students. As demographic disparities can influence overall performance, targeted programs, and resources should be developed to address the specific needs of this group.

**Conclusion:**

Overall, while there has been a consistent percentage of students meeting or exceeding standards, the decline from previous years raises important questions about instructional effectiveness and student support systems. To improve outcomes, a focused effort on intervention strategies, particularly for Hispanic students, is essential. Emphasizing targeted resources and instructional adjustments will be crucial in moving more students toward proficiency in the coming years. On the local assignment from the prior year, we did not have any students score in the proficient range. Although the CAASPP is a different measure, we saw a significant increase in progress toward proficiency and/or proficiency scores.

**HOC CAASPP 23/24:**

English - Met or Exceeded: 26.53%, the same as the prior year.

Standard Exceeded (4) 4.08%

Standard Met (3) - 22.45%

Standard Nearly Met (2) - 32.65%

Standard Not Met (1) - 40.82%

English 22/23 - Met or Exceeded: 26.53%, down 30.14% from the prior year.

Standard Exceeded (4) - 10.20%

Standard Met (3) - 16.33%

Standard Nearly Met (2) - 28.57%

Standard Not Met (1) - 44.90%

**HOC CAASPP 21/22: English - Met or Exceeded: 56.67%**

Standard Exceeded (4) - 10.00%

Standard Met (3) - 46.67%

Standard Nearly Met (2) - 23.33%

Standard Not Met (1) - 20.00%

2. We must prioritize targeted assistance for student subgroups that experienced significant declines, including those whose specific data remains protected due to small sample sizes. To address these gaps, we have implemented the following strategic expansions:

CAASPP Bootcamp: This initiative has been moved forward to the fall semester to provide students with more consistent, long-term preparation and support.

Foundational Skill Building: We increased Exact Path enrollments by 21%, specifically targeting our ELD and SPED student populations to strengthen their foundational academic skills and accelerate growth.

3. We have restructured our activities to better address students' needs. Targeted Data Monitoring: We will implement quarterly data reviews specifically for these prioritized subgroups. This allows us to track the impact of the bootcamp and Exact Path usage in real-time, ensuring we can pivot or provide additional interventions before the spring testing window.

# School and Student Performance Data

## Academic Performance Mathematics

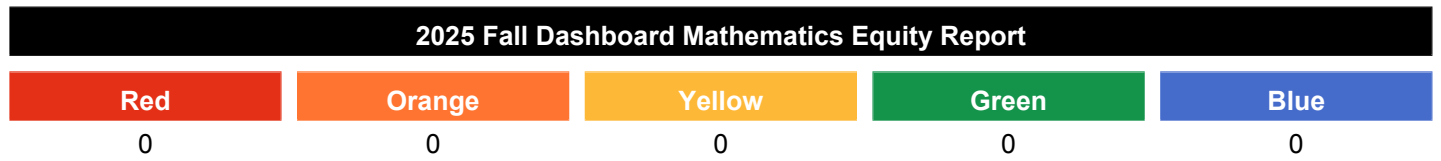
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                 |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Red</div> <div>200 points below standard</div> <div>Declined 26.9 points</div> <div>39 Students</div> | <div>English Learners</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div> | <div>Long-Term English Learners</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>                      |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                      | <div>Homeless</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div><br/>No Performance Color</div> <div>203.6 points below standard</div> <div>Declined 29.1 points</div> <div>33 Students</div> |

|                                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students  |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students                      | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                         | <b>Hispanic</b><br><br>No Performance Color<br>199.7 points below standard<br>Declined 22.5 points<br>28 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student  | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students            |

### Conclusions based on this data:

#### 1. Overall Performance:

Students scored 200 points below the standard, indicating a considerable proficiency gap. This assessment involved 39 students, and due to transient enrollment, the results may not reflect a stable cohort, complicating long-term analysis.

#### Math Performance Trends:

For the most recent year, the percentage of students meeting or exceeding standards in math was 0%, reflecting a decline of 8.16% from the previous year. This is particularly concerning, as it indicates a failure to meet even the lowest proficiency benchmark. In the previous year, 8.16% of students had met or exceeded standards, which, while still low, suggests a temporary improvement. The breakdown shows:

Standard Nearly Met (2): 16.33%, indicating that a small portion of students are approaching proficiency.

Standard Not Met (1): A striking 83.67% of students fell into this category, indicating the vast majority are performing well below expectations.

#### Historical Comparison:

The data from the 21/22 school year shows that 0% of students met or exceeded standards, with 83.33% not meeting the standards. This suggests that while there was a brief improvement in the subsequent year, the current results indicate a regression to previous levels of performance.

#### Conclusion:

The consistent lack of proficiency in mathematics is a critical area for growth. The significant number of students performing below standard, coupled with the transient nature of enrollment, underscores the need for targeted

interventions and support strategies. Addressing the root causes of these performance gaps will be essential for improving student outcomes in future assessments. Focused efforts on instructional methods, curriculum adjustments, and additional resources may be necessary to help students achieve proficiency in mathematics.

**2. Math Instruction and Assessment**

- Targeted Tutoring: Emphasizing a balance between conceptual understanding and procedural fluency in mathematics.
- Collaborative Assessment: Teachers are utilizing CAASPP preparation materials.
- Data-Driven Intervention: We are using assessment data from Professional Learning Communities (PLCs) to identify and address the specific needs of students.

**3. Support & Staffing:**

Personalized Help: Implementation of Exact Path (24/25) for tailored math intervention and progress monitoring.

Expanded Faculty: Recent additions include full-time Math, English (25/26), and Special Education teachers, as well as an instructional aide for math tutorials.

Flexible Options: Providing advanced math tutoring, non-AP math pathways, and technology updates to improve digital literacy.

# School and Student Performance Data

## Academic Performance Science

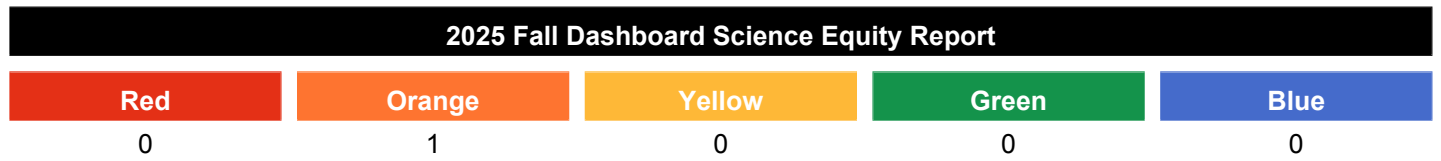
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Science Performance for All Students/Student Group                                                                                                                                                      |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Orange</div> <div>42 science points</div> <div>Declined 2.2 points</div> <div>38 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>9 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>  |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>         | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>41.3 science points</div> <div>Maintained -0.5 points</div> <div>33 Students</div> |

|                                                                                                                                                                                                                       |                                                                                                                                                                                                            |                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p> | <b>African American</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p> | <b>American Indian</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p> |
| <b>Asian</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>                      | <b>Filipino</b>  <p>No Performance Color</p> <p>0 Students</p>                                                            | <b>Hispanic</b>  <p>No Performance Color</p> <p>48 science points</p> <p>Increased 4.2 points</p> <p>22 Students</p>      |
| <b>Two or More Races</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>          | <b>Pacific Islander</b>  <p>No Performance Color</p> <p>0 Students</p>                                                    | <b>White</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>           |

#### Conclusions based on this data:

- Overall Performance Decline: The "All Students" group is currently in the Orange performance category (low), reflecting a general struggle with science standards. The data show that students are an average of 20.8 points below standard, representing a decline of 2.8 points compared to the previous reporting period. This suggests that current instructional strategies in science are not yet closing the achievement gap for the general student population.
- Disparity Between English Learners and English Only Students - There is a notable performance gap based on language status:
 

English Only Students: While also struggling, they are 21.1 points below standard and experienced a 3.5-point decline.

English Learners (EL): Data for the 5 current EL students and 2 recently reclassified students is suppressed for privacy (fewer than 11 students), but the overall school dashboard indicates "No Performance Color" for these subgroups due to small sample sizes. The decline in the English Only group suggests that the downward trend in science performance is a school-wide issue and not strictly limited to language acquisition barriers.
- Socioeconomic Impact on Science Achievement - The Socioeconomically Disadvantaged subgroup, which makes up the vast majority of the testing pool (33 out of 38 students), is also in the Orange category.
 

This group is 41.3 science points (likely a distance-from-standard metric) and remained relatively flat with only a -0.5 point change.

Interestingly, the Hispanic subgroup (22 students) showed a rare positive trend, increasing their performance by 4.2 points. This indicates that while the most economically vulnerable students are maintaining their (low) performance



levels, there is a small pocket of growth within the Hispanic demographic that could be studied for successful practices to replicate across other subgroups.

In 2025-2026, we will establish science tutoring with a content area expert teacher.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator                                                                                                             |                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                                                                                           | Long-Term English Learner Progress                                                                                                                                   |
| <br>No Performance Color<br>14.3 making progress.<br>Number Students: 14 Students | <br>No Performance Color<br>18.2 making progress.<br>Number Students: 11 Students |

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

| 2025 Fall Dashboard Student English Language Acquisition Results |                                            |                         |                                    |
|------------------------------------------------------------------|--------------------------------------------|-------------------------|------------------------------------|
| Decreased One ELPI Level                                         | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 50%                                                              | 35.7%                                      | 0%                      | 14.3%                              |

### Conclusions based on this data:

1. Participation Rates  
23/24: 75% of enrolled English Learners (EL) participated in testing, with 2 out of 16 students tested.  
22/23: 57% participation, with 13 out of 23 students tested.  
Analysis: The increase in the participation rate from 57% to 75% suggests improved student engagement and support for EL students, indicating a positive trend in encouraging testing participation.  
  
Overall Performance Levels  
23/24 Performance:  
  
Level 4 (Well Developed): 33.33%  
Level 3 (Moderately Developed): 33.33%  
Level 2 (Somewhat Developed): 33.33%  
Level 1 (Minimally Developed): 0%  
  
22/23 ELPAC Performance:  
  
Level 4: 38.46%

Level 3: 23.08%

Level 2: 15.38%

Level 1: 23.08%

Analysis: The overall performance in 23/24 shows a more balanced distribution across levels, with no students at Level 1, which is a positive development compared to the previous year. However, the percentage of students at Level 4 has decreased slightly, while Levels 2 and 3 have increased, suggesting a shift in proficiency levels.

#### Domain Performance

22/23 Highest Domain Scores:

Listening: 61.54% (Somewhat/Moderately Developed)

Speaking: 100% (Well Developed)

Reading: 46.75% (Well Developed)

Writing: 76.92% (Somewhat/Moderately Developed)

Analysis: The strong performance in the speaking domain continues to be a highlight, while reading skills have shown advancement. The diverse performance across domains indicates areas of strength and opportunities for further development, particularly in listening and reading.

#### Cohort Considerations

The data reflects a transient population, with varying cohorts from year to year. This inconsistency means that performance snapshots may not be directly comparable year over year.

#### Summary of Proficiency

Overall Proficiency Stats:

15.38% Proficient

Level 4: 15.38%

Level 3: 30.77%

Level 2: 53.85%

Level 1: 0.00%

Final Analysis: The overall proficiency remains low, with only 33.33% of students achieving proficiency. This highlights the need for continued focus on supporting EL students, especially given the observed trend of some students moving down an ELPI level. Targeted interventions and tailored support will be crucial in enhancing proficiency and ensuring that more students can advance in their language development.

#### Significant Language Proficiency Regression

Conclusion: There is a critical downward trend in English language acquisition. 50% of English Learners (ELs) decreased by at least one ELPI level, while only 14.3% made progress. This indicates that the current instructional model is not sufficiently supporting language retention or growth, leading to a majority of students either stagnating or regressing.

Action Step: Implement the Exact Path intervention program immediately to target foundational literacy and language skills. Supplement this with the newly hired full-time Spanish teacher to provide primary language support that bridges the gap between home language and English curriculum.

2. ELL students currently benefit from a one-to-one teacher-student ratio, receive tutorials on essay construction, and have access to reading support through text-to-speech and translation features. They can engage with the curriculum and materials at various reading levels. Additionally, alternative assignments are available in ELD students' work folders.

Disconnect Between "Progress" and "Proficiency" - Conclusion: While the "All Students" dashboard indicates that 66.7% are making progress (a state metric often including reclassified students), the current active EL cohort is struggling significantly more than the surface data suggests. The school's EL population is 15.3%, which is higher than the district average of 10.9%. Furthermore, the fact that 0% of students maintained ELPI Level 4 implies that students are hitting a ceiling and failing to reach the final reclassification threshold.

Action Step: Move beyond the APEX learning system for language development, as the internal analysis acknowledges that it lacks sufficient practice opportunities. Establish weekly one-on-one sessions for ELD students, specifically targeting the Writing and Speaking domains, which currently show the most potential for growth. Monitored at teacher meetings.

3. We will support English Language Learner (ELL) students in improving their English Language Proficiency Assessments for California (ELPAC) scores and moving toward redesignation through ELA tutorials, integrated vocabulary instruction, and differentiated teaching. Increased interaction will allow for reflection and immediate teacher feedback, while daily exposure to English is vital for their growth.

The APEX learning system does not offer enough practice opportunities for students. Therefore, we will explore adding a Language Acquisition Support (LAS) program for enhanced language practice.

In the 2024-2025 school year, we will implement the Exact Path intervention program to strengthen foundational language skills and hire a full-time Spanish teacher to support ELD students.

High Potential in the Reclassified Fluent English Proficient (RFEP) Population - Our RFEP rate is 20.4%, surpassing Kings County (13.3%) and the state average (15.7%). While students maintain their proficiency, the transient population affects new 9th- and 11th-graders.

Action Step: We will use grant funds to provide professional development on integrated ELD strategies for staff to support all learners, including the 62% "English Only" and 20.4% "RFEP" students, while addressing the needs of the 15.3% who struggle with proficiency.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

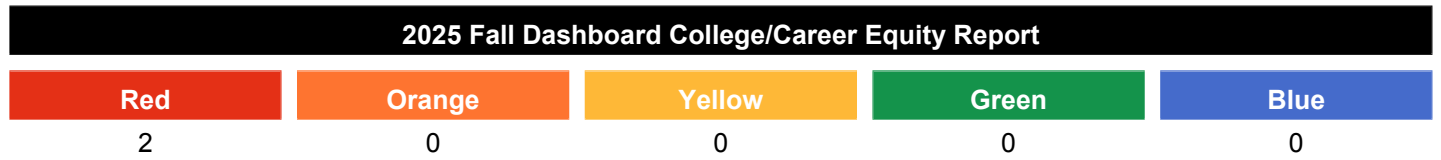
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group                                                                                                                                                 |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Red</div> <div>Prepared 6%</div> <div>Declined 7.1%</div> <div>83 Students</div>                         | <div>English Learners</div> <div><br/>No Performance Color</div> <div>Prepared 0%</div> <div>Maintained</div> <div>17 Students</div>   | <div>Long-Term English Learners</div> <div><br/>No Performance Color</div> <div>Prepared 0%</div> <div>Maintained</div> <div>14 Students</div> |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div> | <div>Homeless</div> <div><br/>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>8 Students</div> | <div>Socioeconomically Disadvantaged</div> <div><br/>Red</div> <div>Prepared 6.8%</div> <div>Declined 6.6%</div> <div>74 Students</div>        |

|                                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students                      | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students         | <b>Hispanic</b><br><br>Red<br>Prepared 6.9%<br>Declined 8.4%<br>58 Students                                     |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>No Performance Color<br>Prepared 7.1%<br>Maintained -0.9%<br>14 Students                    |

#### Conclusions based on this data:

1. We are committed to supporting all students, especially those from unduplicated subgroups, by providing access to a rich course of study, including Career and Technical Education (CTE) programs. Our initiatives aim to enhance student experiences and improve their performance on the College and Career Indicator (CCI).
  1. Course Access: We will ensure that all students can explore a diverse range of courses, including advanced placement options, electives, and specialized programs that align with various interests and career goals.
  2. CCI Program Development: Our CCI program is evolving to better meet student needs, with a focus on online learning. We are exploring innovative strategies to engage students and equip them with essential skills for post-secondary success.
  3. Concurrent Enrollment: We are facilitating concurrent enrollment at local junior colleges, allowing students to earn college credits while in high school. This opportunity enhances their academic profiles and eases their transition to higher education.
  4. CTE Pathway Expansion: In the 2024-2025 school year, we are adding a third tier to our CTE pathway program with eDynamics. This expansion provides students with specialized career options and practical skills valued in the job market.
  5. Targeted Support for Unduplicated Students: We will tailor our resources to meet the unique needs of unduplicated students, offering additional support services, mentorship programs, and materials to bridge any learning gaps.

Through these initiatives, we aim to create an inclusive educational environment that prepares all students for college and career readiness, improving outcomes for our unduplicated subgroups on the College and Career Indicator.

- 2.** 24/25 Program Progress:
- Post-Secondary Success: We have institutionalized support for students entering college or trade schools by streamlining concurrent enrollment and university transitions.
- CCI Implementation: We moved from exploration to actively piloting a comprehensive College/Career Indicator (CCI) program to track student readiness.
- Expanded Enrollment: We now provide year-round concurrent enrollment opportunities through strengthened partnerships with local junior colleges.
- Targeted Counseling: Our counseling program now features refined, individual pathway mapping to better align student interests with their career goals.
- 3.** Next Steps (2025-2026):
- Data Integration: Sync CCI pilot data with Document Tracking Services to automate student readiness reporting.
- Industry Certification Expansion: Increase the number of industry-recognized certifications available within current career pathways.
- Alumni Tracking: Launch a tracking system to monitor the long-term success of students who transitioned to post-secondary institutions in 24/25.
- Work-Based Learning: Expand local business partnerships to offer formal internships that complement concurrent enrollment courses.

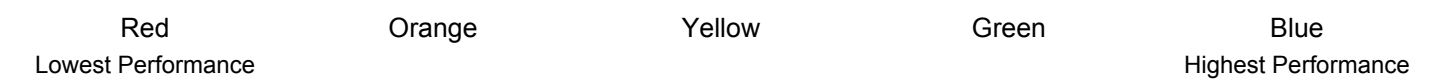
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group |                  |                                 |
|------------------------------------------------------------------------------------|------------------|---------------------------------|
| All Students                                                                       | English Learners | Long-Term English Learners      |
| Foster Youth                                                                       | Homeless         | Socioeconomically Disadvantaged |
| Students with Disabilities                                                         | African American | American Indian                 |
| Asian                                                                              | Filipino         | Hispanic                        |
| Two or More Races                                                                  | Pacific Islander | White                           |

### Conclusions based on this data:

1. Baseline Data set 20/21 - 59.5%, 21/22 - 45.7%, 22/23 - 59.5%, 23/24 - 47.1%, and 24/25 - 39.7%.

Based on the 2024-25 Chronic Absenteeism report and the historical baseline data provided, here is the revised analysis and conclusions for Hanford Online Charter High School:

1. Significant Improvement from Historical Highs

Conclusion: The chronic absenteeism rate for the 2024-2025 school year has dropped to 39.7%. This represents the lowest absenteeism rate in five years, significantly outperforming the 2020-21/2022-23 peak of 59.5% and the 2023-24 rate of 47.1%. This downward trend of 7.4 percentage points year-over-year suggests that the school’s targeted interventions, such as the addition of a counselor and Student Specialist, are successfully re-engaging students.

Action Step: Continue the current "holistic approach" and social event initiatives. The Student Specialist should conduct 1-on-1 "re-engagement interviews" with the 94 students currently identified as chronically absent to identify specific barriers (e.g., technology access or scheduling conflicts) unique to the online environment.



2. We continue to serve a highly mobile population. During the 2023-2024 school year, several students were released from our program without enrolling in another school, or they enrolled in programs that did not report to CALPADS. Our goal remains focused on retaining students and fostering a sustainable program that provides ongoing support. We successfully reduced our chronic absenteeism rates by 12.4%.

Performance Gap Compared to Local and State Averages - Despite our internal improvements, Hanford Online's absenteeism rate of 39.7% is nearly double that of the Hanford Joint Union High School District (20.1%) and the state average (19.4%). The demographic breakdown shows that both the Hispanic or Latino subgroup (41.0%) and the White subgroup (39.0%) are facing similar struggles, indicating that absenteeism is a systemic challenge across the school's primary populations rather than a localized demographic issue.

Action Step: We will develop a "Tiered Attendance Intervention" plan that mirrors traditional high school structures while adapting for online flexibility. This plan will include automated daily "check-in" prompts via the learning management system to identify students who have not logged in by noon, allowing for immediate same-day outreach. Monitored by the Learning Director and teaching staff.

3. In the 22/23 school year, we introduced a Student Specialist position to enhance the monitoring of student contract non-compliance, which is closely linked to absenteeism in our program. We revamped our tracking systems to gain better insights into where students faced challenges, enabling us to develop individualized plans that address their specific needs, including academic support and transportation assistance. In the 2022-2023 school year, we introduced a Student Specialist position to improve monitoring of student contract non-compliance, which is closely related to absenteeism in our program. We revamped our tracking systems to gain better insights into the challenges students faced, allowing us to develop individualized plans that address their specific needs, including academic support and transportation assistance.

In the 2023-2024 school year, we intensified our attendance and School Attendance Review Board (SARB) protocols based on the data outcomes from our revised approach in the previous year. We implemented earlier interventions that required students to participate in an attendance accountability process with our Student Specialist. Additionally, we continued to monitor student progress through our Multi-Tiered System of Supports (MTSS) protocols. This practice will continue into the 2024-2025 school year. In 2025-2026, we will add a Learning Director who will also track attendance.

In the 23/24 school year, we intensified our attendance and SARB protocols based on the data outcomes from our revised approach in 22/23. We implemented earlier interventions that required students to engage in an attendance accountability process with our Student Specialist. Additionally, we continued to track student progress through our Multi-Tiered System of Supports (MTSS) protocols. This continued into 24/25. In 25/26, we will add a Learning Director who also tracks attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

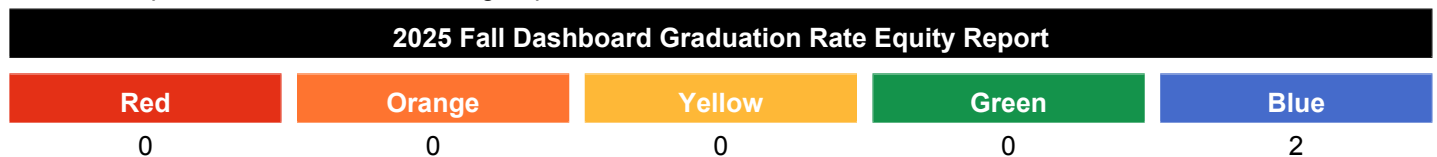
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group                                            |                                                                                                           |                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Blue<br>96.4% graduated<br>Increased 2%<br>83 Students                             | <b>English Learners</b><br><br>No Performance Color<br>100% graduated<br>Maintained 0%<br>17 Students     | <b>Long-Term English Learners</b><br><br>No Performance Color<br>100% graduated<br>Maintained 0%<br>14 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>Socioeconomically Disadvantaged</b><br><br>Blue<br>95.9% graduated<br>Increased 1.1%<br>74 Students          |

|                                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students                      | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students         | <b>Hispanic</b><br><br>Blue<br>96.6% graduated<br>Maintained -0.7%<br>58 Students                               |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>No Performance Color<br>92.9% graduated<br>Increased 8.9%<br>14 Students                    |

#### Conclusions based on this data:

- We experienced a significant increase in graduation rates from 88.3% to 94.4%, marking a difference of 6.1%. This growth underscores the importance of continuous evaluation and adjustment of our strategies to effectively address emerging challenges. We have diligently analyzed the factors contributing to previous declines and implemented targeted interventions that have better supported our students.

As a result of these efforts, we are proud to announce that our graduation rates reached 96.45% in the 2024/2025 academic year. Moving forward, we remain committed to maintaining high graduation rates while striving for further improvements. Our initiatives will continue to include enhancing academic support services, providing personalized counseling, and fostering an engaging learning environment to ensure that all students are equipped for successful graduation.
- We will support students by continuing to have them track using their individual learning plans and credit accrual totals using their Personal Credit Record. With the addition of a full-time counselor, we will perform quarterly credit checks. We have also added many parents on to their student's APEX account so they get an additional weekly progress report.
- To maintain the 96.4% graduation rate while addressing current data trends, we will implement the following action steps:

  - Focused Academic Intervention**  
Action: Mandate Exact Path for all students in Special Education and English Learners to close gaps in Math and Reading.

Action: All content area teachers will have tutoring hours.

## 2. Early Warning & Engagement

Action: If a student enters the 39.7% chronic absenteeism category, the Student Specialist immediately initiates a "Success Summit" to pivot the student between learning platforms or credit tracks.

Action: Track MTSS list with weekly parent-teacher meetings, ensuring the 87.6% socioeconomically disadvantaged population has a clear, week-by-week path to completion.

## 3. Holistic & Career Support

Action: Use the Counselor to manage a "Seniors-at-Risk" caseload, providing mental health resources to mitigate external stressors such as work or family transitions.

Action: Standardize Senior Plans to ensure students are equipped for post-secondary life.

## 4. Implementation Schedule

Daily: Attendance and login monitoring by the Student Specialist.

Weekly: Progress updates with parents and teachers.

Monthly: Data review of Exact Path progress to adjust individualized learning paths.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

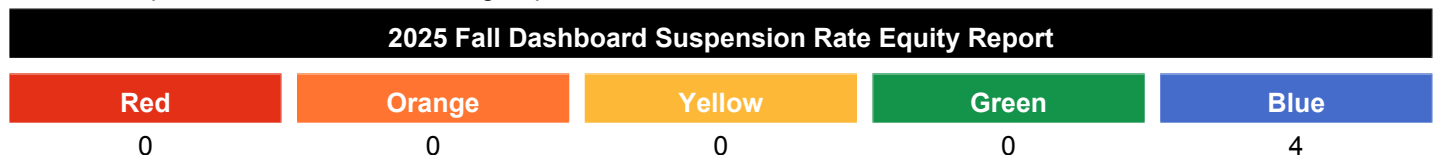
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                               |                                                                                                                                                                                                 |                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>262 Students             | <b>English Learners</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>35 Students         | <b>Long-Term English Learners</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>31 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>Homeless</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>18 Students | <b>Socioeconomically Disadvantaged</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>224 Students           |

|                                                                                                                                                                                                                 |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>19 Students | <b>African American</b><br><br>No Performance Color<br>0% suspended at least one day<br>13 Students               | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students                         | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students         | <b>Hispanic</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>181 Students                    |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students             | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>45 Students                        |

#### Conclusions based on this data:

1. There were zero suspensions at HOC in the 24/25 school year. Even though we are an online high school, students, our students are still held accountable for the same behavior expectations as every other student in the district. We pride ourselves on making connections with students and families. We also refer students to the district school psychologist, district social worker, district LMFT, and site counselor assistance for behavior and mental health support that could lead to suspendable behaviors.
2. As our population is transient from other schools, we will continue to develop ways to improve the non-compliance behaviors prevalent in a least restrictive learning environment to improve academic outcomes. Data representing suspensions reflects assertive discipline issues documented at the students' home sites, prior to transferring to HOC.
3. We will further develop interventions and supports for social/emotional needs using our district social worker, student specialist, and counseling staff.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Every student at HOC will have access to standards-aligned instructional materials and will be enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers. Additionally, the facilities will be maintained in good repair, ensuring a conducive environment for learning.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

HOC has developed this goal to:

1. To continue 100% sufficiency of materials for students
2. Maintain 100% of teachers being appropriately assigned and fully credentialed
2. Increase course completion rate
3. Increase English Learner progress
4. Increase the number of course offerings

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                                   | Baseline/Actual Outcome                                                 | Expected Outcome                                                    |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------|
| Priority 1: Rate of teachers appropriately assigned                                                | 100%                                                                    | 100%                                                                |
| Priority 1: Percentage of Fully Credentialed Teachers                                              | 100%                                                                    | 100%                                                                |
| Priority 1: Sufficiency of Materials                                                               | 0% - No Williams Act compliance issues                                  | 0% - No Williams Act compliance issues                              |
| Priority 2: Implementation of State Adopted Curriculum in all core classes                         | 100%                                                                    | 100%                                                                |
| Priority 2: Professional Learning opportunities that align with teachers needs and district goals. | 100% of teachers are offered professional development opportunities     | 100% of teachers are offered professional development opportunities |
| Priority 2: English Learner Progress Dashboard Report                                              | Less than 11 students - data not displayed for privacy (2023 Dashboard) | 25%                                                                 |
| Priority 2: English Language Proficiency Assessments for California                                | HOC: 22/23 - Overall Performance Stats: 38.46%<br><br>Proficient        | 45% - LEVEL 4 (Well Developed)                                      |

|                                        |                                                                                                                                                                                                                                     |                 |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                        | <ul style="list-style-type: none"> <li>• 38.46% LEVEL 4 (Well Developed)</li> <li>• 23.08% LEVEL 3 (Moderately Developed)</li> <li>• 15.38% LEVEL 2 (Somewhat Developed)</li> <li>• 23.08% LEVEL 1 (Minimally Developed)</li> </ul> |                 |
| Priority 1: Facilities Inspection Tool | 97.22% - Good                                                                                                                                                                                                                       | 99% - Exemplary |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students to be Served | Proposed Expenditures                      |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------|
| 1.1                     | <p>HOC will continue participating in teacher recruitment fairs and provide new teachers with New Teacher Induction training in Classroom Management, Google Applications, Curriculum Management, and special needs support.</p> <p>Additional effectively trained and fully credentialed teachers will be added to the program for expansion, district recruitment efforts, and community needs to work with at-risk students.</p> <p>HOC will continue to provide new teachers and staff with Aeries and APEX professional development.</p> <p>In 2024/2025, this will be a district-funded action.</p>                                                                                                                                                                                                                                                                                                                                                                                   | All                   | 168,755.00<br>LCFF - Base                  |
| 1.2                     | <p>HOC will continue to provide digital and hands-on Common Core-aligned and supplemental course offerings. Include, but are not limited to, materials/resources, teacher training for APEX (22/23), and eDynamics (21/22) learning systems. Provide teacher training for APEX Learning to support at-risk students.</p> <p>HOC will continue to develop Visual and Performing Arts and Language courses, in addition to English courses, that support integrating the arts into education.</p> <p>HOC will continue to be fiscally responsible and monitor expenditures.</p> <p>In 2024/2025:</p> <ul style="list-style-type: none"> <li>• Edmentum - LCFF funded \$2341.66 per year for the three-year contract starting in 24/25.</li> <li>• EDynamics were funded (\$15,000.00) through A-G grant. (25/26 - \$15,750.00)</li> <li>• APEX Exact Path will be funded (\$14,250.00) Title 1 monies.</li> <li>• Ellevation will be funded (\$1,974.64) Title 1 monies for 25/26.</li> </ul> | All                   | 2,341.66<br>LCFF<br><br>1974.64<br>Title I |



| Strategy/<br>Activity # | Description                                                                                                                                                                                               | Students to be Served                                     | Proposed Expenditures |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------|
| 1.3                     | HOC will continue to provide safe and secure facilities.                                                                                                                                                  | All                                                       | 0.00                  |
| 1.4                     | HOC will continue to provide Internet access to staff and students. We will continue to provide Chromebooks, desktops, and Internet hot spots to low-income, foster youth, and English Language students. | Hot Spots: English Learners, Foster Youth, and Low Income | 0.00                  |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The school has implemented various strategies to address student achievement, engagement, and school climate. These include teacher recruitment and training, digital learning tools, and student support services. The strategies have been effective in maintaining strong student engagement, improving academic outcomes, and addressing areas of need, such as increasing access to technology and college readiness programs.

The effectiveness of these strategies is evident in measurable improvements, such as increased participation in parent engagement initiatives, stable or growing graduation rates, and the integration of online learning tools like APEX and Edmentum. Continuous professional development for educators has also played a crucial role in ensuring high-quality instruction.

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

### Implementation and Expenditure Review

Goal Analysis: There were no significant differences between the intended implementation of strategies and the actual activities conducted. All budgeted expenditures were utilized as planned to support student transitions, concurrent enrollment, and the development of the CCI indicator program

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

Following a thorough analysis, the following modifications will be implemented to enhance the effectiveness of our goals:

1. Increased Investment in Digital Learning: \*We will expand access to digital curriculum resources, including Edmentum, APEX, and Exact Path, while also providing additional training for educators in online instructional methodologies.
2. Enhanced Student Support Services: We will bolster our student counseling services, with a particular emphasis on career guidance, to ensure alignment with our college and career readiness objectives.
3. Revised Parent Engagement Metrics: We are adjusting our anticipated outcomes for parent participation in school meetings and engagement with the online portal to better reflect achievable growth targets.

These modifications are detailed in the School Plan for Student Achievement (SPSA), which outlines updates to budget allocations and revised performance indicators.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

HOC is committed to creating an engaging culture that prioritizes parent participation, equity, student safety, and school connectedness.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

HOC has developed this goal to:

1. Increase parent engagement and input
2. Decrease truancy and chronic absenteeism rates
3. Decrease dropout rates
4. Maintain graduation rates
5. Maintain connectedness to school and academic motivation

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                              | Baseline/Actual Outcome                                                                                                                                           | Expected Outcome                                                                                                                  |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Priority 3: Parent Response to Climate Survey | YouthTruth Survey - 13% (November 2023)                                                                                                                           | 25%                                                                                                                               |
| Priority 3: Parent Portal use                 | 97.39% - Aeries parent portal<br>99.4% Access to Parentsquare                                                                                                     | 100%                                                                                                                              |
| Priority 3: Parent Groups/Meetings            | Five meetings                                                                                                                                                     | Maintain five or more meetings                                                                                                    |
| Priority 3: IEP Parent Participation          | 100%                                                                                                                                                              | 100%                                                                                                                              |
| Priority 5: Increase Attendance Rates         | P2 - 88.67% (03/2024)                                                                                                                                             | 90%                                                                                                                               |
| Priority 5: Decrease Chronic Absenteeism Rate | 59.5% - HOC (DataQuest 2022-2023)<br>59.9% - Hispanic<br>64.3% - English Learners<br>70.6% - Student with Disabilities<br>60.9% - Socioeconomically Disadvantaged | 35% - HOC<br>34% - Hispanic<br>36% - English Learners<br>40% - Student with Disabilities<br>35% - Socioeconomically Disadvantaged |
| Priority 5: Increase Graduation Rates         | 88.3% (DataQuest 2022-2023)                                                                                                                                       | 95%                                                                                                                               |
| Priority 5: Decrease the Dropout Rate         | 8.2% (SARC)                                                                                                                                                       | 5%                                                                                                                                |

|                                                                  |                                                                                                                                                                 |                                                                                                                                                                   |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 6: Decrease the Suspension Rates                        | 0%                                                                                                                                                              | 0%                                                                                                                                                                |
| Priority 6: Decrease the Expulsion Rates                         | 0%                                                                                                                                                              | 0%                                                                                                                                                                |
| Priority 5 & 6: Academic Challenge and School Engagement/Culture | YouthTruth Survey (November 2023)<br><br>Students: Academic Challenge - 4.05/5<br>Engagement: 3.81/5<br>Parents: Academic Challenge - 4.11/5<br>Culture: 4.49/5 | YouthTruth Survey<br><br>Students: Academic Challenge - 4.5/5<br>Engagement: 4.0/5<br>Parents: Academic Challenge - 4.5/5<br>Culture: 4.49/5 - maintain or higher |
| Priority 6: Increase Safety                                      | YouthTruth Survey (November 2023)<br>Parents: 4.46/5<br>Staff: 4.41/5                                                                                           | YouthTruth Survey<br>Parents: 4.5/5<br>Staff - 4.5/5                                                                                                              |
| Priority 2: State Standards (Conditions of Learning)             | Exact Path participants - new baseline being established in 24/25.                                                                                              | 24/25 pilot year - 5%<br>25/26 - 10%<br>26/27 - 20%                                                                                                               |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Students to be Served | Proposed Expenditures                                                                                                                                                            |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.1</b>              | <p>HOC will continue to provide translated digital and print materials to all stakeholders, community members, and parents who speak a language other than English.</p> <p>HOC will provide parent information events to support partnerships that increase parent and community participation and input. Parentsquare - \$901.00 - Title I.</p> <p>HOC will provide outreach to feeder schools regarding the transition to high school.</p> <p>HOC will use the YouthTruth survey to engage parents and students regarding school climate. Cost: \$695.24 - 24/25</p> <p>HOC will add a student specialist to assess and define barriers that interfere with students' ability and potential to succeed at school. The Student Specialist works directly with other school site staff and families to plan/coordinate services that expand parent involvement in supporting students' education and social welfare from low-income families, English Learners, SPED students, homeless students, and Foster Youth. The Student Specialist works with students and functions as a personal advocate and an intermediary in seeking prevention and solutions to problems that get in the way of learning and personal growth.</p> <p>HOC will continue to provide individualized help to at-risk students. In 24/25, we will add a Spanish teacher to support our ESL students and tutor our</p> | All                   | <p>182,887.00<br/>LCFF - Base<br/>2000-2999: Classified<br/>Personnel Salaries</p> <p>695.24<br/>LCFF</p> <p>YouthTruth Survey</p> <p>901.00<br/>Title I</p> <p>Parentsquare</p> |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students to be Served | Proposed Expenditures                                                                                                                 |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                         | LOTE students. We are adding Edmentun's Exact Path to support all students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |                                                                                                                                       |
| 2.2                     | HOC will maintain and support the Student Information System (SIS) to house data to track student data to continue developing individual learning plans for all students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | All                   | 0.00<br>District Funded                                                                                                               |
| 2.3                     | <p>At HOC, we recognize that keeping students in school is critical to their long-term success. To this end, we will continue to provide comprehensive support services designed to address our students' unique challenges. This includes transportation options to ensure that students can get to and from school safely and reliably and incentives to encourage regular attendance and academic achievement. Additionally, we offer a range of support services such as tutoring, counseling, and mentoring to help students stay on track and overcome any obstacles they may encounter. HOC aims to create a supportive and inclusive learning environment by providing these resources.</p> <p>In 24/25, this action is district-funded.</p> | All                   | 0.00<br>District Funded<br><br>300.00<br>Title I<br><br>Homeless Reservation                                                          |
| 2.4                     | <p>HOC will reduce dropouts and increase graduates by providing targeted English &amp; Math intervention for ELD, Foster, SPED and low-incoming students, including but not limited to utilizing Exact Path".</p> <p>HOC will continue to refer students to summer school who are at risk of not graduating.</p> <p>APEX Exact Path will be funded (\$14,250.00, 24/25 - \$14,250.00, 25/26 - \$0 - 26/27) Title 1 monies. Pilot year one, 24/25.</p>                                                                                                                                                                                                                                                                                                | All                   | 48,770.36<br>Title I                                                                                                                  |
| 2.5                     | <p>HOC will continue to support the well-being and safety of students by supplying nurses, SRO's, Safety staff, LMFT's, School Psychologist, Social Worker, and school counselor.</p> <ul style="list-style-type: none"> <li>SEL supportive services supplied by HOC Counselor, - School Psychologist monitoring, HJUHS social worker referrals, Kings County mental health referrals</li> <li>Campus safety is responsible for maintaining a secure environment, implementing safety protocols, and addressing safety concerns to ensure the well-being of everyone on campus.</li> </ul>                                                                                                                                                           | All                   | 117,743.00<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br><br>36,378.00<br>LCFF<br>2000-2999: Classified Personnel Salaries |

## Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Planned Improvement at Hanford Online Charter School focused on fostering an inclusive and supportive school culture that enhances parent engagement, student equity, safety, and school connectedness. The school implemented the following strategies:

- **Parent Engagement Initiatives:** Increased communication through Aeries Parent Portal and ParentSquare, providing families with real-time updates on student progress and school events. This led to 97.39% of parents actively participating in the Aeries platform and a 99.4% access rate for Parentsquare, exceeding initial targets.
- **Attendance & Truancy Reduction Efforts:** Implemented targeted interventions for chronically absent students, including weekly check-ins, personalized outreach, and attendance contracts. Despite these efforts, absenteeism remains a concern, particularly among English Learners and socioeconomically disadvantaged students.
- **School Climate and Mental Health Initiatives:** Expanded access to counseling services, social-emotional learning (SEL) supports, and safety programs, resulting in zero expulsions and suspension rates. The availability of social-emotional support has been well received, with an increase in student participation in counseling services.
- **Graduation Rate Maintenance:** Continued focus on credit recovery programs, academic advising, and personalized learning plans, helping sustain a stable 88.3% graduation rate. Additional efforts will be needed to meet the long-term goal of 95% graduation by 2025.

Overall, these strategies have been effective in strengthening family engagement and student well-being, although some adjustments are necessary to improve attendance and expand student services.

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

#### Implementation and Expenditure Review

Goal Analysis: There were no significant differences between the intended implementation of strategies and the actual activities conducted.

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

Based on this analysis, the following changes will be implemented:

1. **Parent Engagement:** Shift metrics to focus on incremental annual growth goals for sustainable engagement improvements.
2. **Truancy and Dropout Prevention:** Expand support for Hispanic students, English learners, and socioeconomically disadvantaged students through additional programs and personalized learning strategies.
3. **Mental Health and Safety Enhancements:** Increase resources for social-emotional learning (SEL) and maintain access to counselors and mental health services.
4. **Graduation Rate Goals:** Revise targets to align with real-time student data and enhance credit recovery tracking.

These changes are documented in the SPSA revisions, particularly in the Annual Measurable Outcomes and Parent Engagement Strategy sections, along with updated budget allocations in the Resource Inequities and Attendance Intervention Plan. Hanford Online Charter School aims to improve student support, attendance, and create an equitable learning environment.

Next Steps:

1. Attendance: Launch outreach for English learner subgroups to reduce absenteeism.
2. Graduation: Use the 25/26 HOC Instructor/Student Sheet for early interventions for at-risk seniors.
3. Mental Health: Expand SEL participation tracking to assess the impact of counseling on student retention.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

At HOC, all students will achieve at grade level or higher, ensuring college and career readiness, and they will receive the necessary support to guarantee their success.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

HOC has developed this goal to:

1. Increase SBAC scores for Math and ELA
2. Increase the percentage of course completion
3. Increase the number of graduates transitioning into the CSU and UC system upon graduation
4. Establish a College & Career Indicator/CTE pathways

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                           | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Expected Outcome                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 4: Smarter Balanced Assessment Test Results: ELA & Math           | <p>HOC CAASPP 22/23: English - Met or Exceeded: 26.53%</p> <p>26% - Hispanic - 137.9 points below standard</p> <p>English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>8.16% Met or Exceeded Standard for Math (CAASPP 2022-23)</p> <p>6.45% - Hispanic - 204.2 points below standard</p> <p>English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>Foster Youth - To protect student privacy, data because fewer than 11 students tested.</p> <p>Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested is suppressed</p> | <p>HOC - English - Met or Exceeded: 40%</p> <p>Hispanic - 35%</p> <p>English Learners - 25%</p> <p>Foster Youth - 25%</p> <p>Homeless Youth - 25%</p> <p>Students With Disabilities - 25%</p> <p>HOC - Math - Met or Exceeded: 25%</p> <p>Hispanic - 15%</p> <p>English Learners - 10%</p> <p>Foster Youth - 10%</p> <p>Homeless Youth - 10%</p> <p>Students With Disabilities - 10%</p> |
| Priority 4: Smarter Balanced Assessment Test Results: Students Tested      | HOC, 22/23:<br>English - 68%<br>Math - 68%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | HOC:<br>English- 95%<br>Math 95%                                                                                                                                                                                                                                                                                                                                                         |
| Priority 4: Percentage of re-classified students (ELPAC)                   | 6/7 students reclassified - 86%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Maintain 80% or higher                                                                                                                                                                                                                                                                                                                                                                   |
| Priority 8: The percentage of 9th grade students participating in the PFT. | Spring 2023 - 73%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 85%                                                                                                                                                                                                                                                                                                                                                                                      |
| Priority 8: College Career Indicator                                       | 2.9% Prepared (DataQuest 2022-2023)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20%                                                                                                                                                                                                                                                                                                                                                                                      |
| Priority 4: Pupils Enrolled in Courses Required for UC/CSU Admission       | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 100%                                                                                                                                                                                                                                                                                                                                                                                     |



|                                                                                                     |                                               |     |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------|-----|
| Priority 4: 12th-grade graduates completing all courses required for UC and/or CSU entrance results | 10.45% (SARC 2021-2022)                       | 25% |
| Number of student participating in CTE                                                              | 47 (SARC 2023)                                | 55  |
| Priority 4: CTE Pathway Completers and Earned a High School Diploma                                 | Need to establish baseline data, 22/23 (SARC) | 20% |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students to be Served | Proposed Expenditures   |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|
| 3.1                     | HOC will continue to utilize Aeries data and Analytics to create reports and analyze data while maintaining the Student Information System (SIS).<br><br>In 24/25, this action is district-funded.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All                   | 0.00<br>District Funded |
| 3.2                     | HOC recognizes the importance of preparing students for success beyond high school. To this end, HOC will offer college and career-integrated instruction to help students explore future opportunities and develop the skills they need to succeed in the workforce. Additionally, HOC will provide college and career counseling options to guide students through college applications, including assistance with the FAFSA (Free Application for Federal Student Aid) and college applications. By providing these resources, HOC aims to ensure that students are equipped with the knowledge and tools they need to pursue their goals and achieve their aspirations. Whether students are interested in attending college, pursuing vocational training, or entering the workforce directly after high school, HOC is committed to supporting them every step of the way.<br><br>In 24/25, this action will be district-funded. | All                   | 0.00<br>District Funded |
| 3.3                     | HOC will continue to collaborate with the Work-Based Learning Coordinator to provide work permits at local businesses.<br><br>In 24/25, this action is district-funded.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | All                   | 0.00<br>District Funded |

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Implementation Status (24/25):

Data-Driven Intervention: Fully integrated Aeries Data and Analytics into the instructional workflow. This enabled real-time tracking of attendance and performance trends, allowing for proactive outreach to at-risk students.

Postsecondary Pathways: Successfully deployed integrated College and Career Readiness counseling. Key achievements include streamlined FAFSA application workshops and comprehensive college admissions guidance.

The effectiveness of these initiatives is reflected in:

1. Higher engagement in career counseling services.
2. Increased participation in community-based internships.
3. Improved FAFSA completion rates compared to previous cycles.

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

#### Implementation and Expenditure Review

Goal Analysis: There were no significant differences between the intended implementation of strategies and the actual activities conducted.

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

Based on the analysis, the following changes will be implemented:

#### Next Steps & Strategic Priorities

While foundational success has been achieved in readiness and engagement, the focus for the next phase will shift toward academic rigor:

1. Targeted SBAC Support: Launch intensive intervention modules specifically designed to improve student performance in SBAC Math and ELA assessments.
2. Curriculum Alignment: Conduct a deep-dive audit of current online modules to ensure they align more closely with the specific standards measured by state assessments.
3. Data Refinement: Use Aeries analytics to identify specific learning gaps in Math and ELA earlier in the semester for personalized tutoring.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION                                                             | AMOUNT       |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$39,241.00  |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$560,745.90 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0.00       |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I          | \$51,946.00     |

Subtotal of additional federal funds included for this school: \$51,946.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|                         | \$0.00          |
| District Funded         | \$0.00          |
| LCFF                    | \$157,157.90    |
| LCFF - Base             | \$351,642.00    |

Subtotal of state or local funds included for this school: \$508,799.90

Total of federal, state, and/or local funds for this school: \$560,745.90

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source  | Amount     |
|-----------------|------------|
|                 | 0.00       |
| District Funded | 0.00       |
| LCFF            | 157,157.90 |
| LCFF - Base     | 351,642.00 |
| Title I         | 51,946.00  |

## Expenditures by Budget Reference

| Budget Reference                           | Amount     |
|--------------------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries | 117,743.00 |
| 2000-2999: Classified Personnel Salaries   | 219,265.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source  | Amount     |
|--------------------------------------------|-----------------|------------|
|                                            |                 | 0.00       |
|                                            | District Funded | 0.00       |
|                                            | LCFF            | 3,036.90   |
| 1000-1999: Certificated Personnel Salaries | LCFF            | 117,743.00 |
| 2000-2999: Classified Personnel Salaries   | LCFF            | 36,378.00  |
|                                            | LCFF - Base     | 168,755.00 |
| 2000-2999: Classified Personnel Salaries   | LCFF - Base     | 182,887.00 |
|                                            | Title I         | 51,946.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
|-------------|--------------------|

|        |            |
|--------|------------|
| Goal 1 | 173,071.30 |
| Goal 2 | 387,674.60 |
| Goal 3 | 0.00       |

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

| Name of Members  | Role                       |
|------------------|----------------------------|
| Heather Keran    | Principal                  |
| Gary Griffin     | Classroom Teacher          |
| Rebecca Golston  | Other School Staff         |
| Heather Garrison | Parent or Community Member |
| Karina Mascorro  | Parent or Community Member |
| Amelia Espinoza  | Secondary Student          |
| Jim Trejo        | Classroom Teacher          |
| Zachary Garrison | Secondary Student          |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|-----------|----------------------------------|
|-----------|----------------------------------|

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

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

This SPSA was adopted by the SSC at a public meeting on March 25, 2026.

Attested:

|                                                    |
|----------------------------------------------------|
| Principal, Heather Keran on March 25, 2026         |
| SSC Chairperson, Karina Mascorro on March 25, 2026 |

# Human Resources #1

**AGENDA:** New Business / Information

**TOPIC:** 2026-2027 Certificated Personnel

**DESCRIPTION:** Attached you will find a list of Certificated Personnel for the 2026-2027 school year.

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



# **HANFORD JOINT UNION HIGH SCHOOL DISTRICT – CERTIFICATED PERSONNEL 2026-27 (updated 4/20/2026)**

## **TEMPORARY**

1. Irving McNeil

## **ADULT SCHOOL**

1. Elizabeth Tolentino  
2. David Stahr +

## **ZERO YEAR**

### **PROBATIONARY**

#### **TEACHERS**

1. Fanisha Boyd (Intern)  
2. Ryan Cook (Intern)  
3. Emily Fuller (.51 FTE/HOC)  
4. Jesse Morales (Intern)  
5. Andres Mota (Intern)  
6. Tessa Smallwood (Intern)  
7. Jodi Veenendaal (.34 FTE/HOC)

## **FIRST YEAR**

### **PROBATIONARY**

#### **TEACHERS**

1. Dianna Alvarado Gutierrez  
2. Beau Felder  
3. Candice Grant  
4. Diego Lemus  
5. Vincent Prud'homme  
6. Amy Rivera  
7. Marislaysis Tello  
8. Dakota Vatcher  
9. Tyler West

## **SECOND YEAR**

### **PROBATIONARY**

#### **TEACHERS**

1. Carlee Chandler  
2. Justin Fukano  
3. Moises Garcia  
4. Kaden Lewis  
5. Brian Lohse  
6. Simon McGulpin  
7. Jordyn Montoya  
8. Daisy Morales  
9. Andrew Nakhla  
10. Joseph Pinheiro  
11. Sayra Ramirez  
12. Dustin Snyder  
13. Ernie Vargas

## **PERMANENT TEACHERS &**

### **COUNSELORS**

1. Celene Arellano  
2. Paul Arevalo  
3. Mark Ashworth  
4. **Saul Ayala-Padilla**  
5. Demi Balbina-Scott  
6. **Jordan Barba**  
7. Kirsten Barnes \*  
8. **Dustin Bear**  
9. **Tyler Beck**  
10. Ray Bejarano  
11. Vanessa Bejarano  
12. Kiara Benavides  
13. Gilbert Blanchard  
14. Shirley Blanchard @  
15. Michael Bonilla  
16. Rachel Bradley  
17. William Brauckman  
18. Allison Brum \*

19. Andrew Bunnell  
20. Christine Burke  
21. Coleen Bursiaga  
22. Joshua Butters  
23. **Jenay Calendar**  
24. Karina Campos \*  
25. Nancy Cardoso  
26. *Elizabeth Castillo*  
27. Timothy Caudillo  
28. Mercedes Cerrillos Sanchez  
29. William Chambers  
30. Carrieann Champlin  
31. Ryan Champlin (HOC)  
32. **John Clark**  
33. Cameron Clarno  
34. Brian Combes  
35. Stephanie Deckman  
36. Jeffrey Detlefsen  
37. Carla Dias  
38. Melissa Dominguez  
39. Brian Dull  
40. Jordan Dutra  
41. Karen Edwards  
42. Matthew Elizondo  
43. Sandra Espinola \*  
44. Gerardo Espinoza  
45. Adriane Faitel  
46. Jason Ferreira  
47. Wesley Forbes \*  
48. Genevieve Frenes (HOC)  
49. Luis Garcia  
50. Maria Garcia  
51. Luis Gomez  
52. Jeanette Gonsalves-Roach  
53. Rosendo Gonzales  
54. Ana Gonzalez  
55. **Javier Gonzalez**  
56. Jesus Gonzalez-Renteria  
57. Gary Griffin (HOC)  
58. Rachel Grzech  
59. **Jonathan Gutierrez**  
60. Mario Gutierrez \*  
61. Jeffrey Gyle  
62. Myndi Hardgrave  
63. Lorena Hayes  
64. Jeana Heriman  
65. Cameron Hernandez  
66. **Shadie Hernandez #**  
67. Marc Herron  
68. Sarah Hess \*  
69. James C. Hill  
70. Michele Himes \*  
71. Jack Holcomb III  
72. Ariana Iniguez  
73. Alaina Irwin  
74. Robert Isquierdo  
75. Jenell Jackson\*  
76. Randall Jacobsen  
77. Adam Jameson  
78. Kurt Jasso  
79. Shannon Johnson Dull  
80. Stanley Johnson  
81. Kathy Jones  
82. Rhonda Kane \*  
83. Mercedes Keath  
84. Lisa Keeney  
85. Christopher Kennedy  
86. Nicholas Kennedy

87. Michele King  
88. Edward Kotoian !  
89. Dawna Lantz  
90. *Trinidad Leon \**  
91. Tyler Lourenco (HOC)  
92. Taylor Lund  
93. Jim Macedo (CDS/EFJ)  
94. Jaime Macias  
95. Yecenia Madera \*  
96. Megan Masters  
97. Kim McCullough  
98. Jennifer McGill  
99. Joseph McMahon  
100. Christopher Mesa  
101. Whitney Metcalf  
102. Madison Milliorn  
103. Austin Moules  
104. Amanda Nelson  
105. Brian Neves (CDS/EFJ)  
106. Taylor Newkirk  
107. Joe Noronha  
108. Victor Ochoa  
109. **Joshua Palafox**  
110. Kristopher Paul  
111. Nikola Pavlina  
112. Ely Payoyo  
113. Marcy Payoyo  
114. Cynthia Perkins-Baysinger  
115. Jessica Pereirra  
116. John Pimentel  
117. **Joshua Pimentel**  
118. Kathryn Pimentel Δ  
119. Lilly Pimentel  
120. Xiomara Pineda Ayala  
121. Robert Piper III  
122. Douglas Pitkin  
123. Gaynl Potter  
124. Melanie Pulliam  
125. Emily Quassy Δ  
126. Mary Quintero  
127. Eric Ramirez  
128. **Marissa Ramirez**  
129. Ricardo Ramos-Camarillo  
130. Michael Remy  
131. Chad Revious  
132. Ricci Ribeiro  
133. **Micah Rice**  
134. **Isaac Rivera**  
135. Jordan Roberts  
136. Kalli Rocha Δ  
137. Albert Rodriguez  
138. Federico Rodriguez  
139. **Julia Rodriguez #**  
140. Darian Roeber  
141. Sarah Rook  
142. Alexandra Rowland  
143. Gladys Ruiz  
144. Kristy Sahagun  
145. Aileen Salazar-Pimentel  
146. David Sanchez  
147. **Sharon Santillan**  
148. Juana Santos (HOC)  
149. Vivian Santos  
150. Matthew Schellenberg (HOC)  
151. Kristina Seaman ^  
152. Clayton Sheehan  
153. Shannon Sill  
154. Christa Smith

155. Rhonda Smith  
156. Kristen Snyder \*  
157. Tommy Sowers  
158. Christy Stapleton  
159. Ethan Stewart  
160. Megan Stidman  
161. Andrew Swanson  
162. Dion Tate  
163. Brianna Thomas  
164. James Trejo  
165. Deborah Ulrich  
166. Samuel Underwood  
167. Sara Villines  
168. Heather Walkingstick  
169. Ralph Walsh \*  
170. Amy Weigel  
171. Brandon Weisser  
172. Kayla West  
173. Amy Wilkinson  
174. Amy Williams  
175. Keenan Wyand  
176. **Jocelyn Yanez-Romero**

## **PSYCHOLOGISTS/NURSE/**

### **SOCIAL WORKER**

1. Janene Bouse  
2. Hector Cabrera  
3. Mildred Dennis  
4. Heather Fortune  
5. Catherine Garman  
6. Cheryl Pemelton

## **ADMINISTRATIVE STAFF**

1. Yolanda Bell  
2. Dr. Katy Culver  
3. Steve Cunha  
4. Lance Dowd  
5. Janice Ede  
6. James Jay  
8. Heather Keran  
9. Yvonne King  
10. DJ Maciel  
11. KiAsha Maciel  
12. Nichole Mendes  
13. Dean Miller  
14. Clark D. Parson  
15. Bobby Peters  
16. Ernest Rodriguez  
17. Jamie Rogers  
18. Dr. Victor Rosa  
19. Rachel Salgado  
20. Patrick Snyder  
21. Dustin Vasquez  
22. Ward Whaley  
23. Josh Young

## **KEY:**

Δ Academic Coach  
! College/Career Readiness Specialist  
\* Counselors  
# School Social Workers  
@ Work Experience/ Work Based Learning Coordinators(s)  
^ Instructional Technology Specialist  
+ New Teacher Induction  
**Gain Permanency in 2027-28 (names in Bold and Italicized Print)**

# Human Resources

## #2

**AGENDA:** New Business / Information / Action

**TOPIC:** Personnel Assignments

**DATE:** April 28, 2026

**SUPPORTING DATA:** NONE

**Classified Resignation:** Bethany Loera Temores, I.A.-Special Programs, SPSHS, effective 4/17/2026.

**Classified Short-Term Employment:**

| NAME           | POSITION                                       | SALARY          | SITE |
|----------------|------------------------------------------------|-----------------|------|
| Furtado, David | 2026/2027 Varsity Head Girls' Basketball Coach | \$5,200 stipend | HWHS |

**Certificated Summer School Employment:**

| NAME         | POSITION                                                                                  | SALARY           | SITE |
|--------------|-------------------------------------------------------------------------------------------|------------------|------|
| Kane, Rhonda | 2026 Summer School Counselor<br>June 9, 2026 - June 26, 2026<br>(No School June 19, 2026) | \$52.00 per hour | EFJ  |

**ADMINISTRATION'S RECOMMENDATION:** Administration recommends the employment and resignation of the individuals named above and acceptance as presented.

## Human Resources #3

**AGENDA:** New Business / Information / Action

**TOPIC:** Proposed 2027-2028 HJUHSD School Calendars

**DESCRIPTION:** Attached is the proposed HJUHSD calendars for the 2027-2028 school year. The Calendars reflects a three-week break during the winter holidays and a week break at Thanksgiving.

This calendar has been approved by HSEA and reviewed CSEA.

**FISCAL IMPACT:** None

**RECOMMENDATION:** Administration Recommends approval of this item as presented.

# HANFORD JOINT UNION HIGH SCHOOL DISTRICT

## 2027/2028 CALENDAR

|           | M                         | T                         | W                        | Th                          | F                         | Reg.<br>Mo. | Days<br>Taught | Significant<br>Dates           | EXPLANATION                                                                          |
|-----------|---------------------------|---------------------------|--------------------------|-----------------------------|---------------------------|-------------|----------------|--------------------------------|--------------------------------------------------------------------------------------|
| AUGUST    | 2<br>[{9}                 | 3<br><10                  | 4<br>11                  | {5}<br>12                   | {6}<br>13                 |             |                | Aug 5-9<br>Aug 10              | Teacher Workdays<br>First day of School                                              |
| SEPTEMBER | 16<br>23<br>30            | 17<br>24<br>31            | 18<br>25<br>1            | 19<br>26<br>2               | 20<br>27<br>3             | 1           | 19             |                                |                                                                                      |
|           | 6                         | 7                         | 8                        | 9                           | 10                        |             |                | Sept 6<br>Sept 17              | Labor Day<br>End of 1 <sup>st</sup> Grading Period                                   |
| OCTOBER   | 13<br>20<br>27            | 14<br>21<br>28            | 15<br>22<br>29           | 16<br>23<br>30              | 17<br>24<br>1             | 2           | 19             |                                |                                                                                      |
|           | 4<br>11<br>18<br>25       | 5<br>12<br>19<br>26       | 6<br>13<br>20<br>27      | 7<br>14<br>21<br>28         | 8<br>15<br>22<br>29       | 3           | 20             | Oct 29                         | End of 2 <sup>nd</sup> Grading Period                                                |
| NOVEMBER  | 1<br>8<br>15<br>22        | 2<br>9<br>16<br>23        | 3<br>10<br>17<br>24      | 4<br>11<br>18<br>25         | 5<br>{12}<br>19<br>26     | 4           | 13             | Nov 11<br>Nov. 12<br>Nov 22-26 | Veteran's Day<br>Prof Development Day<br>Thanksgiving Break                          |
| DECEMBER  | 29<br>6<br>13<br>20<br>27 | 30<br>7<br>14<br>21<br>28 | 1<br>8<br>15<br>22<br>29 | 2<br>9<br>16<br>23<br>30    | 3<br>10<br>17<br>24<br>31 | 5           | 15             | Dec 17<br>Dec 20 -<br>Jan 7    | End of First Semester<br>Winter Break                                                |
| JANUARY   | 3<br>10<br>17<br>24       | 4<br>11<br>18<br>25       | 5<br>12<br>19<br>26      | 6<br>13<br>20<br>27<br>{28} | 7<br>14<br>21             | 6           | 13             | Jan 17<br>Jan 28               | ML King Day<br>Prof Development Day                                                  |
| FEBRUARY  | 31<br>7<br>14<br>21       | 1<br>8<br>15<br>22        | 2<br>9<br>16<br>23       | 3<br>10<br>17<br>24         | 4<br>11<br>18<br>25       | 7           | 18             | Feb 14<br>Feb 21<br>Feb 25     | Lincoln's Birthday<br>Washington's Birthday<br>End of 1 <sup>st</sup> Grading Period |
| MARCH     | 28<br>6<br>13<br>20       | 29<br>7<br>14<br>21       | 1<br>8<br>15<br>22       | 2<br>9<br>16<br>23          | 3<br>10<br>17<br>24       | 8           | 20             |                                |                                                                                      |
| APRIL     | 27<br>3<br>10<br>17       | 28<br>4<br>11<br>18       | 29<br>5<br>12<br>19      | 30<br>6<br>13<br>20         | 31<br>7<br>14<br>21       | 9           | 14             | Apr 7<br>Apr 10 – 14<br>Apr 17 | End of 2 <sup>nd</sup> Grading Period<br>Spring Break<br>Floating Holiday            |
| MAY       | 24<br>1<br>8<br>15        | 25<br>2<br>9<br>16        | 26<br>3<br>10<br>17      | 27<br>4<br>11<br>18         | 28<br>5<br>12<br>19       | 10          | 20             | May 29                         | Memorial Day                                                                         |
| JUNE      | 22<br>29                  | 23<br>30                  | 24<br>31                 | 25<br>1                     | 26<br>2>]                 | 11          | 9              | June 2<br>June 2               | End of Second Semester<br>Last Day of School                                         |

{ } Teacher Workdays

<> Student Year

[ ] Teacher Work Year

Holidays

**School Improvement Days - Every Wednesday with classes beginning at 8:55 am**

Testing dates to be determined

BOARD APPROVED:



# HANFORD JOINT UNION HIGH SCHOOL DISTRICT

## 2027/2028 HANFORD ADULT SCHOOL CALENDAR

|           | M        | T        | W        | Th        | F         | Reg.<br>Mo. | Days<br>Taught | Significant<br>Dates | EXPLANATION                                           |
|-----------|----------|----------|----------|-----------|-----------|-------------|----------------|----------------------|-------------------------------------------------------|
| AUGUST    | 2<br>[9] | 3<br><10 | 4<br>11  | {5}<br>12 | {6}<br>13 |             |                | Aug 5-9<br>Aug 10    | Teacher Workdays<br>First day of School               |
| SEPTEMBER | 16<br>23 | 17<br>24 | 18<br>25 | 19<br>26  | 20<br>27  | 1           | 19             |                      |                                                       |
|           | 30       | 31       | 1        | 2         | 3         |             |                | Sept 6<br>Sept 17    | Labor Day<br>End of 1 <sup>st</sup> Grading Period    |
| OCTOBER   | 6        | 7        | 8        | 9         | 10        |             |                |                      |                                                       |
|           | 13       | 14       | 15       | 16        | 17        |             |                |                      |                                                       |
|           | 20       | 21       | 22       | 23        | 24        |             |                |                      |                                                       |
| OCTOBER   | 27       | 28       | 29       | 30        | 1         | 2           | 19             |                      |                                                       |
|           | 4        | 5        | 6        | 7         | 8         |             |                |                      |                                                       |
|           | 11       | 12       | 13       | 14        | 15        |             |                |                      |                                                       |
| NOVEMBER  | 18       | 19       | 20       | 21        | 22        |             |                |                      |                                                       |
|           | 25       | 26       | 27       | 28        | 29        | 3           | 20             | Oct 29               | End of 2 <sup>nd</sup> Grading Period                 |
|           | 1        | 2        | 3        | 4         | 5         |             |                |                      |                                                       |
|           | 8        | 9        | 10       | 11        | {12}      |             |                | Nov 11<br>Nov 12     | Veteran's Day<br>Prof Development Day                 |
|           | 15       | 16       | 17       | 18        | 19        |             |                | Nov 19-30            | Thanksgiving Break                                    |
| DECEMBER  | 22       | 23       | 24       | 25        | 26        | 4           | 12             |                      |                                                       |
|           | 29       | 30       | 1        | 2         | 3         |             |                |                      |                                                       |
|           | 6        | 7        | 8        | 9         | 10        |             |                |                      |                                                       |
|           | 13       | 14       | 15       | 16        | 17        |             |                | Dec 15<br>Dec 16 -   | End of First Semester                                 |
| JANUARY   | 20       | 21       | 22       | 23        | 24        |             |                | Jan 7                | Winter Break                                          |
|           | 27       | 28       | 29       | 30        | 31        | 5           | 11             |                      |                                                       |
|           | 3        | 4        | 5        | 6         | 7         |             |                |                      |                                                       |
|           | 10       | 11       | 12       | 13        | 14        |             |                |                      |                                                       |
|           | 17       | 18       | 19       | 20        | 21        |             |                | Jan 17<br>Jan 28     | ML King Day<br>Prof Development Day                   |
| FEBRUARY  | 24       | 25       | 26       | 27        | {28}      | 6           | 13             |                      |                                                       |
|           | 31       | 1        | 2        | 3         | 4         |             |                |                      |                                                       |
|           | 7        | 8        | 9        | 10        | 11        |             |                |                      |                                                       |
|           | 14       | 15       | 16       | 17        | 18        |             |                | Feb 14<br>Feb 21     | Lincoln's Birthday<br>Washington's Birthday           |
| MARCH     | 21       | 22       | 23       | 24        | 25        | 7           | 18             | Feb 25               | End of 1 <sup>st</sup> Grading Period                 |
|           | 28       | 29       | 1        | 2         | 3         |             |                |                      |                                                       |
|           | 6        | 7        | 8        | 9         | 10        |             |                |                      |                                                       |
|           | 13       | 14       | 15       | 16        | 17        |             |                |                      |                                                       |
|           | 20       | 21       | 22       | 23        | 24        | 8           | 20             |                      |                                                       |
| APRIL     | 27       | 28       | 29       | 30        | 31        |             |                |                      |                                                       |
|           | 3        | 4        | 5        | 6         | 7         |             |                | Apr 4<br>Apr 5 - 19  | End of 2 <sup>nd</sup> Grading Period<br>Spring Break |
|           | 10       | 11       | 12       | 13        | 14        |             |                | Apr 17               | Floating Holiday                                      |
|           | 17       | 18       | 19       | 20        | 21        | 9           | 9              |                      |                                                       |
|           | 24       | 25       | 26       | 27        | 28        |             |                |                      |                                                       |
| MAY       | 1        | 2        | 3        | 4         | 5         |             |                |                      |                                                       |
|           | 8        | 9        | 10       | 11        | 12        |             |                |                      |                                                       |
|           | 15       | 16       | 17       | 18        | 19        | 10          | 20             | May 29               | Memorial Day                                          |
|           | 22       | 23       | 24       | 25        | 26        |             |                | June 2               | End of Second Semester                                |
| JUNE      | 29       | 30       | 31       | 1         | 2>]       | 11          | 9              | June 2               | Last Day of School                                    |

{ } Teacher Workdays

<> Student Year

[ ] Teacher Work Year

Holidays

**School Improvement Days - Every Wednesday with classes beginning at 8:55 am**

Testing dates to be determined

**BOARD APPROVED:**

