

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

AGENDA

The Hanford Joint Union High School District is an educational community committed to providing all students a competitive education with multiple learning opportunities in a safe, orderly environment fully equipped to teach 21st century skills. As a learning community, we strive to improve student achievement, to be responsive to community needs and to foster accountability for all.

BOARD OF TRUSTEES – Regular Meeting

Tuesday, May 12, 2026

5:30PM – Closed Session

6:00PM – Open Session

Hanford Joint Union High School District Office

300 W. 6th Street

Hanford, CA 93230

The public is welcome to attend HJUHSD 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)

B. STUDENT MATTERS

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

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

IV. REPORTS / BUSINESS

A. REPORT OF CLOSED SESSION

B. RECOGNITION

California State FFA Champion – California Water Competition

Lillian Camara (SPHS)

Neha Deepthy Clement (HWHS)

Frank Espinola (HHS)

Hunter Freitas (HWHS)

Leelah Leon (HWHS)

California State FFA Champion Novice Agriscience Fair Team

Bella Guevara (HHS)

Isabella Ibarra (HHS)

Timothy Werbicki (HHS)

California State FFA Champion Premier Chapter Award – Strengthening Agriculture

Isaiah Escalera (HHS)

Isabella Ibarra (HHS)

Goat Production California State Proficiency Winner

Sofia Sousa (SPHS)

California State FFA Treasurer

Caleb Najera (SPHS)

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. Student Readmissions: 07-15; 23-56; 24-12; 24-15; 24-19; 24-32; 24-46; 24-51; 24-52; 25-01; 25-02; 25-04; 25-07; 25-08; 25-11 | Whaley |
| 2. Student Expulsions: 25-29; 25-30; 25-31 | Whaley |
| 3. Warrants – Payment of Warrant Requests: 05/01/2026; 05/05/2026; 05/08/2026 | Creech |
| 4. Minutes of Regular Board Meeting: 04/28/2026 | Rosa |
| • Board Discussion/Consideration | |

H. SUPERINTENDENT’S REPORT

- | | | |
|-------------|---|------|
| Info Only | 1. Field Trips | Rosa |
| Information | 2. Board Policy Updates | Rosa |
| Information | 3. Resolution 26-06: Ordering the Governing Board Member Elections; Consolidation of Elections Specifications of the Election Order | Rosa |
| Info/Action | 4. Out of State Field Trip Request – FFA to Washington DC | Rosa |
| | • Board Discussion/Consideration | |
| Info/Action | 5. Candidates for Diploma of Graduation for 2026 – Hanford High School | Rosa |
| | • Board Discussion/Consideration | |
| Info/Action | 6. Candidates for Diploma of Graduation for 2026 – Hanford West High School | Rosa |
| | • Board Discussion/Consideration | |
| Info/Action | 7. Candidates for Diploma of Graduation for 2026 – Sierra Pacific High School | Rosa |
| | • Board Discussion/Consideration | |
| Info/Action | 8. Candidates for Diploma of Graduation for 2026 – Earl F Johnson High School | Rosa |
| | • Board Discussion/Consideration | |
| Info/Action | 9. Candidates for Diploma of Graduation for 2026 – Hanford Community Day School | Rosa |
| | • Board Discussion/Consideration | |
| Info/Action | 10. Candidates for Diploma of Graduation for 2026 – Hanford Online Charter | Rosa |
| | • Board Discussion/Consideration | |
| Info/Action | 11. Candidates for Diploma of Graduation for 2026 – Hanford Adult School | Rosa |
| | • Board Discussion/Consideration | |
| Info/Action | 12. Agreements Signed by Superintendent | Rosa |
| | ➤ Kit Carson Summer Swim School MOU | |
| | ➤ Point Loma Nazarene University | |
| | • Board Discussion/Consideration | |

I. FINANCIAL REPORT

- | | | |
|-------------|---|----------|
| Info Only | 1. Quarterly Portfolio Compliance Report | Fagundes |
| Info Only | 2. Bond Update | Fagundes |
| Info/Action | 3. Resolution 26-07: Authorizing the Issuance of Hanford Joint Union High School District (Kings and Tulare Counties, California) 2026 General Obligation Refunding Bonds | Creech |
| | • Board Discussion/Consideration | |

- | | | |
|-------------|---|--------|
| Info/Action | 4. HHS Exterior Painting Project – Change Order #1 – Proposal #526-050 | Creech |
| | • Board Discussion/Consideration | |
| Info/Action | 5. HWHS Exterior Painting Project – Change Order #1 – Proposal #526-051 | Creech |
| | • Board Discussion/Consideration | |
| Info/Action | 6. Resolution 26-08: Affirming Continued Enrollment in the Direct Access Energy Program, in Perpetuity, for Financial Stability and Environmental Stewardship | Creech |
| | • Board Discussion/Consideration | |

J. EDUCATIONAL SERVICES/SPECIAL PROGRAMS

- | | | |
|--------|---|--------|
| Action | 1. HJUHS 2025/2026 School Plan for Student Achievement (SPSA) | Peters |
| | ➤ Hanford High School | |
| | ➤ Hanford West High School | |
| | ➤ Sierra Pacific High School | |
| | ➤ Community Day School | |
| | ➤ Earl F. Johnson Continuation High School | |
| | ➤ Hanford Online Charter | |
| | • Board Discussion/Consideration | |

K. ADMINISTRATIVE SERVICES / HUMAN RESOURCES

- | | | |
|-------------|--|--------|
| Action | 1. Certificated Staff List for 2026/2027 | Whaley |
| | • Board Discussion/Consideration | |
| Info/Action | 2. Personnel Assignments | Whaley |
| | • Board Discussion/Consideration | |
| Info/Action | 3. Variable Term Waiver Request for Administrative Services Credential; Dustin Vasquez | Whaley |
| | • Board Discussion/Consideration | |

L. MAINTENANCE, OPERATIONS AND TRANSPORTATION REPORT

Stidman

V. BOARD CALENDAR

Rosa

VI. BOARD INFORMATION/DISCUSSIONS

Martella

A. BOARD COMMITTEE REPORTS AND UPDATES

VII. ADJOURNMENT

Martella

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

Consent Agenda #1

AGENDA: Action

TOPIC: Student Readmissions

DESCRIPTION: Consideration of Student Readmissions on Case Nos.:
07-15; 23-56; 24-12; 24-15; 24-19; 24-32; 24-46; 24-51; 24-52;
25-01; 25-02; 25-04; 25-07; 25-08; 25-11

RECOMMENDATION: Administration recommends approval of this item as presented.

Consent Agenda #2

AGENDA: Action

TOPIC: Student Expulsions

DESCRIPTION: Consideration of Student Expulsions on Case No.:
25-29; 25-30; 25-31

RECOMMENDATION: Administration recommends approval of this item as presented.

Consent Agenda #3

AGENDA: Action

TOPIC: Warrants

DESCRIPTION: Payment of Warrant Requests dated:
05/01/2026; 05/05/2026; 05/08/2026

RECOMMENDATION: Administration recommends approval of this item as presented.

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

4:13:06PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Tax
72 AMERICAN EAGLE ENTERPRISES								
	PO - 20261841	04 / 29 / 2026	9130	0100-8150-0-0000-81100-560000-043-0000	F	\$3,229.11	\$0.00	\$0.00
Total Amount for Warrant						\$3,229.11	\$0.00	\$0.00
Total Amount Per Vendor						\$3,229.11	\$0.00	\$0.00
10121 AMERICAN EXPRESS								
	CM - 260154	04 / 16 / 2026	REFUND INVOICE	0100-0000-0-3801-10000-430000-000-0000		-\$55.86	\$0.00	\$0.00
	CM - 260155	04 / 30 / 2026	RETURN FOR AI4II	0100-0000-0-0000-77000-440000-013-0000		-\$456.30	\$0.00	\$0.00
	PO - 20260089	04 / 13 / 2026	AI8TP1M	0100-0000-0-0000-74000-430000-024-0000	P	\$150.51	\$0.00	\$0.00
	PO - 20260089	04 / 16 / 2026	AI9BI1A	0100-0000-0-0000-74000-430000-024-0000	P	\$150.51	\$0.00	\$0.00
	PO - 20260089	04 / 16 / 2026	AI9BI5M	0100-0000-0-0000-74000-430000-024-0000	P	\$150.51	\$0.00	\$0.00
	PO - 20260656	04 / 03 / 2026	SQUARESPACE	0100-0000-0-0000-77000-580011-013-0000	P	\$15.00	\$0.00	\$0.00
	PO - 20261680	05 / 07 / 2026	AI74U1J	0100-0000-0-0000-77000-440000-013-0000	F	\$456.30	\$0.00	\$0.00
	PO - 20261690	04 / 03 / 2026	AI7QY8G	0100-0000-0-0000-77000-430000-013-0000	F	\$191.28	\$0.00	\$0.00
	PO - 20261764	04 / 12 / 2026	BEST WESTERN	0100-3550-0-3805-10000-520000-096-0000	P	\$600.03	\$0.00	\$0.00
	PO - 20261764	04 / 12 / 2026	BEST WESTER	0100-3550-0-3805-10000-520000-096-0000	P	\$600.03	\$0.00	\$0.00
	PO - 20261764	04 / 12 / 2026	BEST WESTERN	0100-3550-0-3805-10000-520000-096-0000	F	\$240.66	\$0.00	\$0.00
	PO - 20261764	04 / 12 / 2026	BEST WESTER	0100-3550-0-3806-10000-520000-096-0000	P	\$359.37	\$0.00	\$0.00
	PO - 20261764	04 / 12 / 2026	BEST WESTERN	0100-3550-0-3806-10000-520000-096-0000	F	\$600.03	\$0.00	\$0.00
	PO - 20261804	04 / 26 / 2026	MARRIOTT	0100-6385-0-1110-10000-520000-095-0000	F	\$642.12	\$0.00	\$0.00
	PO - 20261804	04 / 26 / 2026	MARRIOTT	0100-0000-0-1110-10000-520000-000-0000	F	\$642.12	\$0.00	\$0.00
	PO - 20261810	03 / 17 / 2026	SHERATON ONTAI	0100-0000-0-3801-10000-520000-000-0000	F	\$10,047.40	\$0.00	\$0.00
	PO - 20261810	03 / 17 / 2026	SHERATON ONTAI	0100-0000-0-0000-77000-520000-013-0000	F	\$114.17	\$0.00	\$0.00
	PO - 20261810	03 / 17 / 2026	SHERATON ONTAI	0100-8150-0-0000-81100-520000-043-0000	F	\$114.18	\$0.00	\$0.00
	PO - 20261849	04 / 03 / 2026	ATHLETIC NET	0100-0000-0-1135-10000-520000-000-0000	P	\$98.30	\$0.00	\$0.00
	PO - 20261855	03 / 30 / 2026	EMBASSY SUITES	0100-0000-0-0000-71500-520000-041-8341	F	\$3,703.72	\$0.00	\$0.00
	PO - 20261897	04 / 09 / 2026	SCHOOL SERVICE	0100-0000-0-0000-73000-520000-042-0000	F	\$365.00	\$0.00	\$0.00
	PO - 20261911	04 / 13 / 2026	AI8UZ2P	0100-0000-0-0000-77000-440000-013-0000	F	\$509.35	\$0.00	\$0.00
	PO - 20261945	04 / 08 / 2026	BON APPETIT	0900-6770-0-1133-10000-520000-000-0000	F	\$473.57	\$0.00	\$0.00
	PO - 20261953	04 / 09 / 2026	CANVA	0100-0000-0-3801-10000-430000-000-0000	F	\$55.86	\$0.00	\$0.00
	PO - 20261966	05 / 01 / 2026	MONTEREY AQUA	0100-0000-0-1110-27000-520000-096-0000	F	\$1,130.00	\$0.00	\$0.00
	PO - 20261972	04 / 16 / 2026	AI9DS2H	0100-1100-0-1110-10000-430000-096-0000	F	\$401.02	\$0.00	\$0.00
	PO - 20261983	04 / 24 / 2026	SIX FLAGS	0100-0000-0-1110-10000-520000-000-0000	F	\$2,046.00	\$0.00	\$0.00
	PO - 20262000	04 / 21 / 2026	AI9X55X	0100-0000-0-0000-77000-440000-013-0000	F	\$265.67	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

4:13:06PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
10121 AMERICAN EXPRESS								
	PO - 20262000	04 / 21 / 2026	AI9X55X	0100-0000-0-0000-77000-430000-013-0000	P	\$31.22	\$0.00	\$0.00
	PO - 20262011	04 / 22 / 2026	AI9461D	0100-1100-0-3300-10000-440000-020-0000	P	\$2,564.28	\$0.00	\$0.00
	PO - 20262013	04 / 21 / 2026	AI9X58S	0100-0308-0-1110-10000-430000-095-8109	P	\$1,566.32	\$0.00	\$0.00
	PO - 20262013	04 / 22 / 2026	AI9ZY2V	0100-0308-0-1110-10000-430000-095-8109	F	\$555.65	\$0.00	\$0.00
	PO - 20262014	04 / 21 / 2026	AI9X58M	0100-1100-0-1110-10000-430000-095-0000	F	\$587.60	\$0.00	\$0.00
	PO - 20262014	04 / 22 / 2026	AI9ZP6H	0100-1100-0-1110-10000-440000-095-0000	F	\$467.81	\$0.00	\$0.00
	PO - 20262014	04 / 22 / 2026	AI9ZP6H	0100-0000-0-1110-27000-440000-095-0000	F	\$467.82	\$0.00	\$0.00
	PO - 20262019	04 / 16 / 2026	VISTAPRINT	0100-0000-0-0000-72000-430000-000-0000	F	\$195.71	\$0.00	\$0.00
	PO - 20262019	04 / 16 / 2026	VISTAPRINT	0100-0000-0-0000-71500-430000-041-0000	F	\$195.71	\$0.00	\$0.00
	PO - 20262032	04 / 22 / 2026	AI9Z99X	0100-6762-0-1110-10000-440000-096-0000	F	\$581.30	\$0.00	\$0.00
	PO - 20262064	04 / 22 / 2026	TROPHY DEPOT	0100-0000-0-1110-10000-430000-000-0000	F	\$288.92	\$0.00	\$0.00
	PO - 20262109	04 / 28 / 2026	CANVA	0100-0000-0-3801-10000-430000-000-0000	F	\$76.84	\$0.00	\$0.00
	PO - 20262111	04 / 28 / 2026	SCHOOL SERVICE	0100-0000-0-0000-73000-520000-042-0000	F	\$205.00	\$0.00	\$0.00
	PV - 260935	04 / 01 / 2026	FUEL TAX/ 2025-20	0100-0333-0-0000-36000-430010-000-0000		\$78.00	\$0.00	\$0.00
	PV - 260935	04 / 01 / 2026	FUEL TAX ONLINE	0100-0333-0-0000-36000-430010-000-0000		\$1.79	\$0.00	\$0.00
	PV - 260936	04 / 03 / 2026	3/20/26 HESD FAST	0100-0000-0-1110-10000-520000-044-0801		\$11.75	\$0.00	\$0.00
	PV - 260937	04 / 02 / 2026	3/20/2026 HESD FA	0100-0000-0-1110-10000-520000-044-0801		\$13.60	\$0.00	\$0.00
	PV - 260938	03 / 24 / 2026	3/12/26 SP BAND F	0100-1100-0-1156-10000-520000-195-0000		\$8.50	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	0100-0000-0-0000-77000-590010-013-0000		\$126.14	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	0100-6546-0-5760-31200-590010-018-0000		\$166.72	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	0100-0000-0-0000-21300-590010-085-0000		\$57.96	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	0100-0332-0-1110-31400-590010-018-0000		\$29.74	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	0100-0307-0-0000-83000-590010-047-0000		\$311.74	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	0100-8150-0-0000-81100-590010-043-0000		\$101.82	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	0100-0000-0-0000-73000-590010-042-0000		\$97.90	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	0100-0000-0-0000-72000-590010-018-0000		\$47.76	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	0100-7435-0-1110-10000-590010-018-0000		\$278.46	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	1100-6391-0-0000-82000-590010-000-0000		\$29.74	\$0.00	\$0.00
	PV - 260939	03 / 22 / 2026	MONTHLY SERVIC	1300-5310-0-0000-82000-590010-018-0000		\$18.02	\$0.00	\$0.00
	PV - 260941	04 / 01 / 2026	SUBSCRIPTION	0100-0000-0-0000-77000-580011-018-0000		\$46.45	\$0.00	\$0.00
Total Amount for Warrant						\$32,820.82	\$0.00	\$0.00
Total Amount Per Vendor						\$32,820.82	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

4:13:06PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
11321 ARDENT GENERAL INC								
	PO - 20260843	04/30/2026	25-0906	3560-7710-0-0000-85000-620020-095-1365	P	\$2,122,804.39	\$0.00	\$0.00
Total Amount for Warrant						\$2,122,804.39	\$0.00	\$0.00
Total Amount Per Vendor						\$2,122,804.39	\$0.00	\$0.00
7226 AT&T								
	PV - 260921	04/20/2026	MONTHLY SERVIC	0100-0000-0-0000-82000-590010-033-0000		\$312.87	\$0.00	\$0.00
Total Amount for Warrant						\$312.87	\$0.00	\$0.00
Total Amount Per Vendor						\$312.87	\$0.00	\$0.00
11814 BANDING TOGETHER LLC								
	PO - 20261674	04/27/2026	00008419	4000-0026-0-0000-85000-430000-495-0000	F	\$3,070.98	\$3,070.98	\$253.36
Total Amount for Warrant						\$3,070.98	\$3,070.98	\$253.36
Total Amount Per Vendor						\$3,070.98	\$3,070.98	\$253.36
10456 BIMBO BAKERIES USA								
	PO - 20260092	04/13/2026	5302	1300-5310-0-0000-37000-470001-094-0000	P	\$288.15	\$0.00	\$0.00
	PO - 20260092	04/20/2026	5339	1300-5310-0-0000-37000-470001-094-0000	P	\$316.40	\$0.00	\$0.00
	PO - 20260108	04/13/2026	5303	1300-5310-0-0000-37000-470001-095-0000	P	\$192.70	\$0.00	\$0.00
	PO - 20260108	04/20/2026	5345	1300-5310-0-0000-37000-470001-095-0000	P	\$26.60	\$0.00	\$0.00
	PO - 20260109	04/14/2026	5307	1300-5310-0-0000-37000-470001-096-0000	P	\$268.60	\$0.00	\$0.00
	PO - 20260109	04/20/2026	5344	1300-5310-0-0000-37000-470001-096-0000	P	\$139.00	\$0.00	\$0.00
	PO - 20260110	04/21/2026	5351	1300-5310-0-0000-37000-470001-052-0000	P	\$38.00	\$0.00	\$0.00
Total Amount for Warrant						\$1,269.45	\$0.00	\$0.00
Total Amount Per Vendor						\$1,269.45	\$0.00	\$0.00
5709 BLAIR CHURCH & FLYNN INC								
	PO - 20261867	04/28/2026	88545	2140-0000-0-0000-85000-620030-094-1372	P	\$3,760.00	\$0.00	\$0.00
Total Amount for Warrant						\$3,760.00	\$0.00	\$0.00
Total Amount Per Vendor						\$3,760.00	\$0.00	\$0.00
299 BUS WEST								
	PO - 20260223	04/21/2026	XA410067415:01	0100-0333-0-0000-36000-430050-000-0000	P	\$394.73	\$0.00	\$0.00
Total Amount for Warrant						\$394.73	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

4:13:06PM

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						\$394.73	\$0.00	\$0.00
12336 CHEYENNE TENAYA SIDA								
	PO - 20262044	05/30/2026	WINTER GUARD	0100-0308-0-1163-10000-560000-096-8106	F	\$500.00	\$0.00	\$0.00
	PO - 20262044	05/30/2026	WINTER GUARD	0100-0308-0-1163-10000-580000-096-8106	F	\$1,500.00	\$0.00	\$0.00
Total Amount for Warrant						\$2,000.00	\$0.00	\$0.00
Total Amount Per Vendor						\$2,000.00	\$0.00	\$0.00
11791 CHRISTY WHITE								
	PV - 260940	04/27/2026	25/26 DISTRICT AL	0100-0000-0-0000-71900-580070-018-0000		\$15,841.35	\$0.00	\$0.00
Total Amount for Warrant						\$15,841.35	\$0.00	\$0.00
Total Amount Per Vendor						\$15,841.35	\$0.00	\$0.00
398 CITY OF HANFORD								
	PV - 260922	04/22/2026	SCHOOL RESOURC	0100-0307-0-0000-83000-580090-018-0000		\$9,666.94	\$0.00	\$0.00
Total Amount for Warrant						\$9,666.94	\$0.00	\$0.00
Total Amount Per Vendor						\$9,666.94	\$0.00	\$0.00
405 CLASSIC CHARTER INC.								
	PO - 20260892	04/16/2026	180999	0100-0333-0-0000-36000-560000-000-0000	F	\$2,844.00	\$0.00	\$0.00
Total Amount for Warrant						\$2,844.00	\$0.00	\$0.00
Total Amount Per Vendor						\$2,844.00	\$0.00	\$0.00
11948 CORNERSTONE CAFE								
	PO - 20262096	04/30/2026	NUTRITION SERVI	1300-5310-0-0000-37000-430000-018-0000	F	\$333.11	\$0.00	\$0.00
Total Amount for Warrant						\$333.11	\$0.00	\$0.00
Total Amount Per Vendor						\$333.11	\$0.00	\$0.00
5157 DARDEN ARCHITECTS INC								
	PV - 260923	04/13/2026	SP BUILDINGS J&M	3560-7710-0-0000-85000-620010-095-1365		\$16,950.00	\$0.00	\$0.00
	PV - 260923	04/13/2026	SP BUILDINGS J&M	3560-7710-0-0000-85000-620010-095-1365		\$417.38	\$0.00	\$0.00
Total Amount for Warrant						\$17,367.38	\$0.00	\$0.00
Total Amount Per Vendor						\$17,367.38	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

4:13:06PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
2950 DAVIS, BETTY								
	PV - 260924	04/24/2026	JAN-MARCH 2026	0100-0000-0-0000-72000-370100-018-0000		\$608.70	\$0.00	\$0.00
Total Amount for Warrant						\$608.70	\$0.00	\$0.00
Total Amount Per Vendor						\$608.70	\$0.00	\$0.00
530 DAVIS, ROBERT								
	PV - 260925	04/24/2026	JAN-MARCH 2026	0100-0000-0-0000-72000-370100-018-0000		\$608.70	\$0.00	\$0.00
Total Amount for Warrant						\$608.70	\$0.00	\$0.00
Total Amount Per Vendor						\$608.70	\$0.00	\$0.00
685 EWING IRRIGATION PRODUCTS INC								
*	PO - 20260134	04/21/2026	29945901	0100-0000-0-0000-82000-430000-043-0000	F	\$4,668.32	\$0.00	\$0.00
Total Amount of Payment						\$4,668.32	\$0.00	\$0.00
Total Amount Per Vendor						\$4,668.32	\$0.00	\$0.00
10098 FORKLIFTS GROUP WEST INC								
	PO - 20260215	04/23/2026	30080276	0100-8150-0-0000-81100-560000-043-0000	P	\$205.86	\$0.00	\$0.00
	PO - 20260215	04/23/2026	30080277	0100-8150-0-0000-81100-560000-043-0000	P	\$148.24	\$0.00	\$0.00
	PO - 20260215	04/23/2026	30080275	0100-8150-0-0000-81100-560000-043-0000	P	\$218.75	\$0.00	\$0.00
Total Amount for Warrant						\$572.85	\$0.00	\$0.00
Total Amount Per Vendor						\$572.85	\$0.00	\$0.00
11763 FRESNO COUNTY SUPERINTENDENT OF SCHOOLS								
	PO - 20261944	04/07/2026	262500	0100-4035-6-1110-10000-580000-018-0000	F	\$5,390.24	\$0.00	\$0.00
Total Amount for Warrant						\$5,390.24	\$0.00	\$0.00
Total Amount Per Vendor						\$5,390.24	\$0.00	\$0.00
11748 FRESNO STATE								
	PO - 20261926	04/22/2026	3036753	0100-0000-0-1110-27000-520000-095-0000	F	\$34.00	\$0.00	\$0.00
Total Amount for Warrant						\$34.00	\$0.00	\$0.00
Total Amount Per Vendor						\$34.00	\$0.00	\$0.00
10211 GOLD STAR FOODS INC.								
	PO - 20260093	04/14/2026	10278665	1300-5310-0-0000-37000-470001-094-0000	P	\$408.60	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Tax
10211 GOLD STAR FOODS INC.								
PO - 20260093		04 / 21 / 2026	10302634	1300-5310-0-0000-37000-470001-094-0000	P	\$405.30	\$0.00	\$0.00
PO - 20260093		04 / 14 / 2026	1028665	1300-5310-0-0000-37000-470002-094-0000	P	\$198.90	\$0.00	\$0.00
PO - 20260093		04 / 21 / 2026	10302634	1300-5310-0-0000-37000-470002-094-0000	P	\$241.50	\$0.00	\$0.00
PO - 20260093		04 / 25 / 2026	10376915	1300-5310-0-0000-37000-470002-094-0000	P	\$27.00	\$0.00	\$0.00
PO - 20260093		04 / 25 / 2026	10376915	1300-5310-0-0000-37000-470000-094-0000	P	\$6.25	\$0.00	\$0.00
PO - 20260093		01 / 30 / 2026	9949102	1300-5310-0-0000-37000-470000-094-0000	P	\$33.75	\$0.00	\$0.00
PO - 20260111		04 / 25 / 2026	10376915	1300-5310-0-0000-37000-470000-095-0000	P	\$6.25	\$0.00	\$0.00
PO - 20260111		01 / 30 / 2026	9949102	1300-5310-0-0000-37000-470000-095-0000	P	\$33.75	\$0.00	\$0.00
PO - 20260111		04 / 21 / 2026	10301569	1300-5310-0-0000-37000-470001-095-0000	P	\$437.71	\$0.00	\$0.00
PO - 20260111		04 / 21 / 2026	10271315	1300-5310-0-0000-37000-470001-095-0000	P	\$245.91	\$0.00	\$0.00
PO - 20260111		04 / 14 / 2026	10271317	1300-5310-0-0000-37000-470002-095-0000	P	\$352.00	\$0.00	\$0.00
PO - 20260111		04 / 14 / 2026	10243859	1300-5310-0-0000-37000-470002-095-0000	P	\$10.15	\$0.00	\$0.00
PO - 20260111		04 / 21 / 2026	10301569	1300-5310-0-0000-37000-470002-095-0000	P	\$163.80	\$0.00	\$0.00
PO - 20260111		04 / 21 / 2026	10271315	1300-5310-0-0000-37000-470002-095-0000	P	\$171.92	\$0.00	\$0.00
PO - 20260111		04 / 14 / 2026	10271317	1300-5310-0-0000-37000-470001-095-0000	P	\$93.75	\$0.00	\$0.00
PO - 20260111		04 / 14 / 2026	102243859	1300-5310-0-0000-37000-470001-095-0000	P	\$473.52	\$0.00	\$0.00
PO - 20260112		04 / 21 / 2026	10319226	1300-5310-0-0000-37000-470002-096-0000	P	\$27.00	\$0.00	\$0.00
PO - 20260112		04 / 21 / 2026	10279735	1300-5310-0-0000-37000-470002-096-0000	P	\$567.72	\$0.00	\$0.00
PO - 20260112		04 / 25 / 2026	10376915	1300-5310-0-0000-37000-470000-096-0000	P	\$6.25	\$0.00	\$0.00
PO - 20260112		01 / 30 / 2026	9949102	1300-5310-0-0000-37000-470000-096-0000	P	\$33.75	\$0.00	\$0.00
PO - 20260112		04 / 17 / 2026	10293862	1300-5310-0-0000-37000-470001-096-0000	P	\$197.07	\$0.00	\$0.00
PO - 20260112		04 / 25 / 2026	10279735	1300-5310-0-0000-37000-470001-096-0000	P	\$285.03	\$0.00	\$0.00
PO - 20260112		04 / 17 / 2026	10293862	1300-5310-0-0000-37000-470002-096-0000	P	\$751.10	\$0.00	\$0.00
PO - 20260113		01 / 30 / 2026	9949102	1300-5310-0-0000-37000-470000-052-0000	P	\$33.75	\$0.00	\$0.00
PO - 20260113		04 / 25 / 2026	10376915	1300-5310-0-0000-37000-470000-052-0000	P	\$6.25	\$0.00	\$0.00
Total Amount for Warrant						\$5,217.98	\$0.00	\$0.00
Total Amount Per Vendor						\$5,217.98	\$0.00	\$0.00
868 HANFORD JT UNION HS DISTRICT BENEFIT FD								
PV - 260926		04 / 30 / 2026	APRIL 2026 HEALT	6700-0000-0-0000-93000-761900-000-0000		\$496,119.25	\$0.00	\$0.00
Total Amount for Warrant						\$496,119.25	\$0.00	\$0.00
Total Amount Per Vendor						\$496,119.25	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
12269 HERNANDEZ & SONS								
	PO - 20261717	04/16/2026	14450	0100-0333-0-0000-36000-560000-000-0000	P	\$105.00	\$0.00	\$0.00
	PO - 20261717	04/17/2026	14451	0100-0333-0-0000-36000-560000-000-0000	P	\$105.00	\$0.00	\$0.00
	PO - 20261717	04/17/2026	14452	0100-0333-0-0000-36000-560000-000-0000	P	\$105.00	\$0.00	\$0.00
	PO - 20261717	04/17/2026	14453	0100-0333-0-0000-36000-560000-000-0000	P	\$105.00	\$0.00	\$0.00
Total Amount for Warrant						\$420.00	\$0.00	\$0.00
Total Amount Per Vendor						\$420.00	\$0.00	\$0.00
981 HORN SHOP								
	PO - 20262062	04/26/2026	27202	0100-1100-0-1156-10000-560000-195-0000	F	\$399.17	\$0.00	\$0.00
Total Amount for Warrant						\$399.17	\$0.00	\$0.00
Total Amount Per Vendor						\$399.17	\$0.00	\$0.00
5202 HUNTINGTON, SYLVIA								
	PV - 260929	04/24/2026	JAN-MARCH 2026	0100-0000-0-0000-72000-370100-018-0000		\$852.30	\$0.00	\$0.00
Total Amount for Warrant						\$852.30	\$0.00	\$0.00
Total Amount Per Vendor						\$852.30	\$0.00	\$0.00
9876 IMPERIAL BAG & PAPER LLC								
*	PO - 20260114	04/22/2026	41447713	1300-5310-0-0000-37000-430000-095-0000	P	\$68.80	\$0.00	\$0.00
*	PO - 20260114	04/22/2026	41447714	1300-5310-0-0000-37000-430000-095-0000	P	\$538.28	\$0.00	\$0.00
*	PV - 260920	04/22/2026	41447311	1300-5310-0-0000-37000-430000-096-0000		\$645.77	\$0.00	\$0.00
Total Amount of Payment						\$1,252.85	\$0.00	\$0.00
Total Amount Per Vendor						\$1,252.85	\$0.00	\$0.00
5440 J.W. PEPPER & SON INC.								
*	PO - 20260344	04/27/2026	368534519	0100-1100-0-1156-10000-430000-196-0000	P	\$52.80	\$0.00	\$0.00
*	PO - 20260344	04/27/2026	368534520	0100-1100-0-1156-10000-430000-196-0000	P	\$55.00	\$0.00	\$0.00
*	PO - 20260602	04/22/2026	368527743	0100-6770-0-1157-10000-430000-095-0000	P	\$35.00	\$0.00	\$0.00
*	PO - 20260602	04/23/2026	368529793	0100-6770-0-1157-10000-430000-095-0000	P	\$190.39	\$0.00	\$0.00
*	PO - 20260602	04/23/2026	368530299	0100-6770-0-1157-10000-430000-095-0000	P	\$91.98	\$0.00	\$0.00
*	PO - 20261688	03/20/2026	368436554	0100-1100-0-1156-10000-430000-194-0000	P	\$316.26	\$0.00	\$0.00
*	PO - 20261688	04/08/2026	368489830	0100-1100-0-1156-10000-430000-194-0000	P	\$8.12	\$0.00	\$0.00
*	PO - 20261688	04/22/2026	368527744	0100-1100-0-1156-10000-430000-194-0000	P	\$31.10	\$0.00	\$0.00

* = Credit Card Payment

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For Payments Due By 5/1/2026

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
5440 J.W. PEPPER & SON INC.								
Total Amount of Payment						\$780.65	\$0.00	\$0.00
Total Amount Per Vendor						\$780.65	\$0.00	\$0.00
11161 KEENAN & ASSOCIATES								
PV - 260927	04 / 17 / 2026 CLAIM ADMINIST			0100-0000-0-0000-72000-545000-018-0000		\$426.30	\$0.00	\$0.00
Total Amount for Warrant						\$426.30	\$0.00	\$0.00
Total Amount Per Vendor						\$426.30	\$0.00	\$0.00
1268 MAJOR SYSCO								
CM - 260149	04 / 11 / 2026 184A8461z			1300-5310-0-0000-37000-470001-096-0000		-\$28.52	\$0.00	\$0.00
CM - 260150	04 / 18 / 2026 484940461			1300-5310-0-0000-37000-470002-052-0000		-\$19.10	\$0.00	\$0.00
CM - 260150	04 / 18 / 2026 484940378			1300-5310-0-0000-37000-470001-052-0000		-\$51.10	\$0.00	\$0.00
PO - 20260095	04 / 06 / 2026 484924409			1300-5310-0-0000-37000-470001-094-0000	P	\$90.80	\$0.00	\$0.00
PO - 20260095	03 / 20 / 2026 484902750			1300-5310-0-0000-37000-430000-094-0000	P	\$59.43	\$0.00	\$0.00
PO - 20260095	03 / 20 / 2026 484902769			1300-5310-0-0000-37000-430000-094-0000	P	\$72.55	\$0.00	\$0.00
PO - 20260095	03 / 23 / 2026 484905499			1300-5310-0-0000-37000-430000-094-0000	P	\$306.50	\$0.00	\$0.00
PO - 20260095	03 / 30 / 2026 184A8274z			1300-5310-0-0000-37000-430000-094-0000	P	\$66.86	\$0.00	\$0.00
PO - 20260095	04 / 02 / 2026 184A8335z			1300-5310-0-0000-37000-430000-094-0000	P	\$81.15	\$0.00	\$0.00
PO - 20260095	04 / 23 / 2026 184A8706z			1300-5310-0-0000-37000-430000-094-0000	P	\$97.64	\$0.00	\$0.00
PO - 20260099	04 / 20 / 2026 484941642			1300-5310-0-0000-37000-470000-095-0000	P	\$327.19	\$0.00	\$0.00
PO - 20260099	04 / 20 / 2026 184A8601z			1300-5310-0-0000-37000-430000-095-0000	P	\$459.72	\$0.00	\$0.00
PO - 20260105	04 / 20 / 2026 484941754			1300-5310-0-0000-37000-470001-052-0000	F	\$187.54	\$0.00	\$0.00
PV - 260917	11 / 17 / 2026 NUTRITION SERVI			1300-5310-0-0000-37000-470001-095-0000		\$85.50	\$0.00	\$0.00
PV - 260917	04 / 20 / 2026 484941644			1300-5310-0-0000-37000-470002-095-0000		\$1,310.21	\$0.00	\$0.00
PV - 260917	04 / 23 / 2026 484946220			1300-5310-0-0000-37000-470002-095-0000		\$2,464.67	\$0.00	\$0.00
PV - 260917	04 / 20 / 2026 484941643			1300-5310-0-0000-37000-470001-095-0000		\$762.24	\$0.00	\$0.00
PV - 260917	04 / 23 / 2026 484946221			1300-5310-0-0000-37000-470001-095-0000		\$2,608.21	\$0.00	\$0.00
PV - 260918	04 / 20 / 2026 484941759			1300-5310-0-0000-37000-470001-096-0000		\$2,742.39	\$0.00	\$0.00
PV - 260918	04 / 23 / 2026 484946217			1300-5310-0-0000-37000-470001-096-0000		\$2,255.60	\$0.00	\$0.00
PV - 260918	04 / 20 / 2026 484941758			1300-5310-0-0000-37000-470002-096-0000		\$1,535.88	\$0.00	\$0.00
PV - 260918	04 / 23 / 2026 484946216			1300-5310-0-0000-37000-470002-096-0000		\$1,883.03	\$0.00	\$0.00
PV - 260918	03 / 28 / 2026 484911809			1300-5310-0-0000-37000-430000-096-0000		\$419.44	\$0.00	\$0.00
PV - 260918	04 / 07 / 2026 184A8395z			1300-5310-0-0000-37000-430000-096-0000		\$194.88	\$0.00	\$0.00

* = Credit Card Payment

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04/30/2026

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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								
	PV - 260918	04 / 10 / 2026	184A8445z	1300-5310-0-0000-37000-430000-096-0000		\$89.68	\$0.00	\$0.00
	PV - 260918	04 / 10 / 2026	184A8451z	1300-5310-0-0000-37000-430000-096-0000		\$44.09	\$0.00	\$0.00
	PV - 260918	04 / 11 / 2026	184A8498z	1300-5310-0-0000-37000-430000-096-0000		\$428.28	\$0.00	\$0.00
	PV - 260918	04 / 20 / 2026	184A8621z	1300-5310-0-0000-37000-430000-096-0000		\$181.95	\$0.00	\$0.00
	PV - 260918	04 / 22 / 2026	184A8669z	1300-5310-0-0000-37000-430000-096-0000		\$127.38	\$0.00	\$0.00
	PV - 260919	04 / 20 / 2026	484941754	1300-5310-0-0000-37000-470002-052-0000		\$90.19	\$0.00	\$0.00
Total Amount for Warrant						\$18,874.28	\$0.00	\$0.00
Total Amount Per Vendor						\$18,874.28	\$0.00	\$0.00
4082 MAYER, ART								
	PV - 260930	04 / 24 / 2026	JAN-MARCH 2026	0100-0000-0-0000-72000-370100-018-0000		\$608.70	\$0.00	\$0.00
Total Amount for Warrant						\$608.70	\$0.00	\$0.00
Total Amount Per Vendor						\$608.70	\$0.00	\$0.00
6562 MEDALLION SUPPLY INC								
*	PO - 20261550	04 / 23 / 2026	2877-1054355	0100-8150-0-0000-81100-430000-043-0000	P	\$56.32	\$0.00	\$0.00
Total Amount of Payment						\$56.32	\$0.00	\$0.00
Total Amount Per Vendor						\$56.32	\$0.00	\$0.00
8639 MERIDIAN STUDENT PLANNERS								
*	PO - 20262009	04 / 14 / 2026	146865	0100-7220-0-1110-10000-430000-094-0000	P	\$512.66	\$0.00	\$0.00
Total Amount of Payment						\$512.66	\$0.00	\$0.00
Total Amount Per Vendor						\$512.66	\$0.00	\$0.00
1363 MOBILE MODULAR MANAGEMENT CORP								
	PO - 20260799	04 / 14 / 2026	2895370	3560-7710-0-0000-85000-560000-095-1365	P	\$1,240.10	\$0.00	\$0.00
	PO - 20260799	04 / 14 / 2026	2895323	3560-7710-0-0000-85000-560000-095-1365	P	\$970.10	\$0.00	\$0.00
Total Amount for Warrant						\$2,210.20	\$0.00	\$0.00
Total Amount Per Vendor						\$2,210.20	\$0.00	\$0.00
1381 MORGAN & SLATES INC								
*	PO - 20261843	03 / 31 / 2026	20261843	0100-3550-0-3806-10000-430000-096-0000	F	\$215.22	\$0.00	\$0.00
*	PO - 20261907	04 / 22 / 2026	1869281	0100-3550-0-3801-10000-430000-095-0102	P	\$9.34	\$0.00	\$0.00

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
1381 MORGAN & SLATES INC								
*	PO - 20261907	04/20/2026	1868840	0100-3550-0-3801-10000-430000-095-0102	P	\$25.16	\$0.00	\$0.00
*	PO - 20261907	04/21/2026	1868983	0100-3550-0-3801-10000-430000-095-0102	P	\$201.63	\$0.00	\$0.00
*	PO - 20261907	03/18/2026	1864840	0100-3550-0-3801-10000-430000-095-0102	P	\$1,462.29	\$0.00	\$0.00
Total Amount of Payment						\$1,913.64	\$0.00	\$0.00
Total Amount Per Vendor						\$1,913.64	\$0.00	\$0.00
7999 MORPHY AWARDS AND APPAREL								
	PO - 20261644	03/24/2026	6162	0100-0000-0-1110-10000-430000-095-1806	F	\$6,584.31	\$0.00	\$0.00
Total Amount for Warrant						\$6,584.31	\$0.00	\$0.00
Total Amount Per Vendor						\$6,584.31	\$0.00	\$0.00
1384 MORRIS LEVIN & SON								
	PO - 20261659	03/24/2026	2603-114373	0100-8150-0-0000-81100-560000-043-0000	F	\$515.73	\$0.00	\$0.00
	PO - 20261862	04/02/2026	2604-117638	0100-8150-0-0000-81100-560000-043-0000	F	\$711.09	\$0.00	\$0.00
	PO - 20261866	04/02/2026	2604-117641	0100-8150-0-0000-81100-560000-043-0000	F	\$7,403.07	\$0.00	\$0.00
Total Amount for Warrant						\$8,629.89	\$0.00	\$0.00
Total Amount Per Vendor						\$8,629.89	\$0.00	\$0.00
9406 MOUNTAIN VALLEY PEST CONTROL								
	PO - 20260156	04/24/2026	024019362	0100-8150-0-0000-81100-550070-043-0000	F	\$660.00	\$0.00	\$0.00
Total Amount for Warrant						\$660.00	\$0.00	\$0.00
Total Amount Per Vendor						\$660.00	\$0.00	\$0.00
1400 MUSEUM OF TOLERANCE								
	PO - 20262045	03/04/2026	256429	0900-6762-0-1110-10000-520000-000-0000	F	\$348.00	\$0.00	\$0.00
Total Amount for Warrant						\$348.00	\$0.00	\$0.00
Total Amount Per Vendor						\$348.00	\$0.00	\$0.00
12245 ORCHID INTERPRETING INC								
	PO - 20261778	04/28/2026	12795	0100-6500-0-5760-11100-580000-018-0000	P	\$450.00	\$0.00	\$0.00
Total Amount for Warrant						\$450.00	\$0.00	\$0.00
Total Amount Per Vendor						\$450.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

4:13:06PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
5668 PANERA BREAD COMPANY								
	PO - 20262054	04 / 20 / 2026	601060260410905	0100-0000-0-1110-27000-430000-096-0000	P	\$172.49	\$0.00	\$0.00
Total Amount for Warrant						\$172.49	\$0.00	\$0.00
Total Amount Per Vendor						\$172.49	\$0.00	\$0.00
2236 PENN, VERNON								
	PV - 260931	04 / 24 / 2026	JAN-MARCH 2026	0100-0000-0-0000-72000-370100-018-0000		\$608.70	\$0.00	\$0.00
Total Amount for Warrant						\$608.70	\$0.00	\$0.00
Total Amount Per Vendor						\$608.70	\$0.00	\$0.00
1589 PRODUCERS DAIRY FOODS INC								
	PO - 20260097	04 / 10 / 2026	59582662	1300-5310-0-0000-37000-470001-094-0000	P	\$162.72	\$0.00	\$0.00
	PO - 20260097	04 / 14 / 2026	59586296	1300-5310-0-0000-37000-470001-094-0000	P	\$151.71	\$0.00	\$0.00
	PO - 20260097	04 / 17 / 2026	59589919	1300-5310-0-0000-37000-470001-094-0000	P	\$195.26	\$0.00	\$0.00
	PO - 20260097	04 / 21 / 2026	59594868	1300-5310-0-0000-37000-470001-094-0000	P	\$237.38	\$0.00	\$0.00
	PO - 20260097	04 / 08 / 2026	59570570	1300-5310-0-0000-37000-470002-094-0000	P	\$162.72	\$0.00	\$0.00
	PO - 20260097	04 / 10 / 2026	59582662	1300-5310-0-0000-37000-470002-094-0000	P	\$162.72	\$0.00	\$0.00
	PO - 20260097	04 / 14 / 2026	59586296	1300-5310-0-0000-37000-470002-094-0000	P	\$151.72	\$0.00	\$0.00
	PO - 20260097	04 / 17 / 2026	59589919	1300-5310-0-0000-37000-470002-094-0000	P	\$195.27	\$0.00	\$0.00
	PO - 20260097	04 / 21 / 2026	59594868	1300-5310-0-0000-37000-470002-094-0000	P	\$237.39	\$0.00	\$0.00
	PO - 20260097	04 / 08 / 2026	59570570	1300-5310-0-0000-37000-470001-094-0000	P	\$162.72	\$0.00	\$0.00
	PO - 20260100	04 / 08 / 2026	3422609847	1300-5310-0-0000-37000-470001-095-0000	P	\$130.17	\$0.00	\$0.00
	PO - 20260100	04 / 10 / 2026	59582671	1300-5310-0-0000-37000-470001-095-0000	P	\$162.72	\$0.00	\$0.00
	PO - 20260100	04 / 14 / 2026	59586307	1300-5310-0-0000-37000-470001-095-0000	P	\$64.61	\$0.00	\$0.00
	PO - 20260100	04 / 17 / 2026	59589927	1300-5310-0-0000-37000-470001-095-0000	P	\$129.70	\$0.00	\$0.00
	PO - 20260100	04 / 24 / 2026	59598512	1300-5310-0-0000-37000-470001-095-0000	P	\$162.72	\$0.00	\$0.00
	PO - 20260100	04 / 21 / 2026	59594878	1300-5310-0-0000-37000-470001-095-0000	P	\$141.66	\$0.00	\$0.00
	PO - 20260100	04 / 08 / 2026	3422609847	1300-5310-0-0000-37000-470002-095-0000	P	\$130.18	\$0.00	\$0.00
	PO - 20260100	04 / 10 / 2026	59582671	1300-5310-0-0000-37000-470002-095-0000	P	\$162.72	\$0.00	\$0.00
	PO - 20260100	04 / 14 / 2026	59586307	1300-5310-0-0000-37000-470002-095-0000	P	\$64.61	\$0.00	\$0.00
	PO - 20260100	04 / 17 / 2026	59589927	1300-5310-0-0000-37000-470002-095-0000	P	\$129.70	\$0.00	\$0.00
	PO - 20260100	04 / 24 / 2026	59598512	1300-5310-0-0000-37000-470002-095-0000	P	\$162.72	\$0.00	\$0.00
	PO - 20260100	04 / 21 / 2026	59594878	1300-5310-0-0000-37000-470002-095-0000	P	\$141.66	\$0.00	\$0.00
	PO - 20260103	04 / 10 / 2026	59582661	1300-5310-0-0000-37000-470002-096-0000	P	\$130.18	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

4:13:06PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1589 PRODUCERS DAIRY FOODS INC								
	PO - 20260103	04 / 14 / 2026	59586295	1300-5310-0-0000-37000-470002-096-0000	P	\$130.18	\$0.00	\$0.00
	PO - 20260103	04 / 17 / 2026	59589918	1300-5310-0-0000-37000-470002-096-0000	P	\$195.27	\$0.00	\$0.00
	PO - 20260103	04 / 21 / 2026	59594867	1300-5310-0-0000-37000-470002-096-0000	P	\$129.22	\$0.00	\$0.00
	PO - 20260103	04 / 24 / 2026	59598502	1300-5310-0-0000-37000-470002-096-0000	P	\$129.70	\$0.00	\$0.00
	PO - 20260103	03 / 27 / 2026	59566522	1300-5310-0-0000-37000-470001-096-0000	P	\$134.26	\$0.00	\$0.00
	PO - 20260103	04 / 08 / 2026	59570569	1300-5310-0-0000-37000-470001-096-0000	P	\$129.22	\$0.00	\$0.00
	PO - 20260103	04 / 10 / 2026	59582661	1300-5310-0-0000-37000-470001-096-0000	P	\$130.17	\$0.00	\$0.00
	PO - 20260103	04 / 17 / 2026	59589918	1300-5310-0-0000-37000-470001-096-0000	P	\$195.26	\$0.00	\$0.00
	PO - 20260103	04 / 14 / 2026	59586295	1300-5310-0-0000-37000-470001-096-0000	P	\$130.17	\$0.00	\$0.00
	PO - 20260103	04 / 21 / 2026	59594867	1300-5310-0-0000-37000-470001-096-0000	P	\$129.22	\$0.00	\$0.00
	PO - 20260103	04 / 24 / 2026	59598502	1300-5310-0-0000-37000-470001-096-0000	P	\$129.70	\$0.00	\$0.00
	PO - 20260103	03 / 27 / 2026	59566522	1300-5310-0-0000-37000-470002-096-0000	P	\$134.26	\$0.00	\$0.00
	PO - 20260103	04 / 08 / 2026	59570569	1300-5310-0-0000-37000-470002-096-0000	P	\$129.22	\$0.00	\$0.00
	PO - 20260106	04 / 09 / 2026	3552609942	1300-5310-0-0000-37000-470001-052-0000	P	\$32.54	\$0.00	\$0.00
	PO - 20260106	03 / 18 / 2026	59556290	1300-5310-0-0000-37000-470001-052-0000	P	\$31.21	\$0.00	\$0.00
	PO - 20260106	04 / 15 / 2026	59588089	1300-5310-0-0000-37000-470001-052-0000	P	\$32.54	\$0.00	\$0.00
	PO - 20260106	04 / 22 / 2026	59596359	1300-5310-0-0000-37000-470001-052-0000	P	\$32.54	\$0.00	\$0.00
	PO - 20260106	04 / 09 / 2026	3552609942	1300-5310-0-0000-37000-470002-052-0000	P	\$32.55	\$0.00	\$0.00
	PO - 20260106	03 / 18 / 2026	59556290	1300-5310-0-0000-37000-470002-052-0000	P	\$31.21	\$0.00	\$0.00
	PO - 20260106	04 / 15 / 2026	59588089	1300-5310-0-0000-37000-470002-052-0000	P	\$32.55	\$0.00	\$0.00
	PO - 20260106	04 / 22 / 2026	59596359	1300-5310-0-0000-37000-470002-052-0000	P	\$32.55	\$0.00	\$0.00
Total Amount for Warrant						\$5,616.50	\$0.00	\$0.00
Total Amount Per Vendor						\$5,616.50	\$0.00	\$0.00
1666 ROE OIL CO								
	PO - 20260303	04 / 27 / 2026	286075	0100-0333-0-0000-36000-430010-000-0000	P	\$1,020.33	\$0.00	\$0.00
	PO - 20260303	04 / 27 / 2026	286083	0100-0333-0-0000-36000-430010-000-0000	P	\$1,020.33	\$0.00	\$0.00
Total Amount for Warrant						\$2,040.66	\$0.00	\$0.00
Total Amount Per Vendor						\$2,040.66	\$0.00	\$0.00
1804 SO CALIF EDISON CO								
	PV - 260928	04 / 21 / 2026	MONTHLY UTILIT	0100-0000-0-0000-82000-550020-033-0000		\$261.56	\$0.00	\$0.00
Total Amount for Warrant						\$261.56	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

4:13:06PM

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						\$261.56	\$0.00	\$0.00
5572 SOUTHWEST SCHOOL SUPPLY INC								
PO - 20260198		04/24/2026	6061757738	0100-0000-0-1110-10000-430000-095-0000	P	\$101.29	\$0.00	\$0.00
PO - 20261943		04/21/2026	6061531016	0100-0000-0-1110-10000-430000-096-0000	P	\$23.02	\$0.00	\$0.00
PO - 20261943		04/21/2026	6061531015	0100-0000-0-1110-10000-430000-096-0000	P	\$48.63	\$0.00	\$0.00
PO - 20261943		04/21/2026	6061531014	0100-0000-0-1110-10000-430000-096-0000	P	\$33.76	\$0.00	\$0.00
Total Amount for Warrant						\$206.70	\$0.00	\$0.00
Total Amount Per Vendor						\$206.70	\$0.00	\$0.00
12024 SUPERB LINE								
PO - 20261794		04/23/2026	503	0100-0333-0-0000-36000-560000-000-0000	F	\$3,508.00	\$0.00	\$0.00
PO - 20261919		04/22/2026	502	0100-0333-0-0000-36000-560000-000-0000	F	\$1,800.00	\$0.00	\$0.00
Total Amount for Warrant						\$5,308.00	\$0.00	\$0.00
Total Amount Per Vendor						\$5,308.00	\$0.00	\$0.00
10167 TIFCO INDUSTRIES INC								
PO - 20261428		04/22/2026	72191110	0100-0333-0-0000-36000-430000-000-0000	F	\$844.69	\$0.00	\$0.00
Total Amount for Warrant						\$844.69	\$0.00	\$0.00
Total Amount Per Vendor						\$844.69	\$0.00	\$0.00
11153 T-MOBILE								
PO - 20260465		04/21/2026	970712329	0100-7435-0-1110-10000-590020-018-0000	P	\$3,436.40	\$0.00	\$0.00
PO - 20260552		04/21/2026	970712329	0900-0000-0-1110-10000-590020-000-0000	P	\$670.00	\$0.00	\$0.00
Total Amount for Warrant						\$4,106.40	\$0.00	\$0.00
Total Amount Per Vendor						\$4,106.40	\$0.00	\$0.00
2626 Tulare County Office of Ed.								
PO - 20260043		04/14/2026	263057	0100-3010-0-1110-10000-580000-051-0000	P	\$180.00	\$0.00	\$0.00
PO - 20260043		04/14/2026	263057	0100-3010-0-1110-10000-580000-052-0000	P	\$180.00	\$0.00	\$0.00
PO - 20260043		04/14/2026	263057	0100-3010-0-1110-10000-580000-094-0000	P	\$1,530.00	\$0.00	\$0.00
PO - 20260043		04/14/2026	263057	0100-3010-0-1110-10000-580000-095-0000	P	\$1,305.00	\$0.00	\$0.00
PO - 20260043		04/14/2026	263057	0100-3010-0-1110-10000-580000-096-0000	P	\$1,305.00	\$0.00	\$0.00
Total Amount for Warrant						\$4,500.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

4:13:06PM

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						\$4,500.00	\$0.00	\$0.00
1986 UNITED REFRIGERATION INC.								
	PO - 20260164	04/22/2026	18736836	0100-8150-0-0000-81100-430000-043-0000	P	\$118.07	\$0.00	\$0.00
Total Amount for Warrant						\$118.07	\$0.00	\$0.00
Total Amount Per Vendor						\$118.07	\$0.00	\$0.00
3910 VILLANUEVA, DANIEL D.								
	PV - 260932	04/24/2026	FEB-APRIL 2026 RI	0100-0000-0-0000-72000-370100-018-0000		\$626.60	\$0.00	\$0.00
Total Amount for Warrant						\$626.60	\$0.00	\$0.00
Total Amount Per Vendor						\$626.60	\$0.00	\$0.00
2053 WALMART								
	PO - 20260510	04/22/2026	DB1CB88D	0100-1100-0-1167-10000-430000-094-0000	P	\$17.16	\$0.00	\$0.00
	PO - 20260510	04/22/2026	326D840A	0100-1100-0-1167-10000-430000-094-0000	P	\$21.14	\$0.00	\$0.00
	PO - 20260510	04/22/2026	738F4F0E	0100-1100-0-1167-10000-430000-094-0000	P	\$5.93	\$0.00	\$0.00
	PO - 20260510	04/23/2026	DDE752FE	0100-1100-0-1167-10000-430000-094-0000	P	\$13.65	\$0.00	\$0.00
	PO - 20260901	04/17/2026	83D7C1EB	0100-3010-0-1110-10000-430000-096-4000	P	\$143.09	\$0.00	\$0.00
	PO - 20261469	04/22/2026	D6881177	0100-0332-0-1110-10000-430000-094-0000	P	\$69.62	\$0.00	\$0.00
	PO - 20261932	04/14/2026	A9405740	0100-1100-0-1110-31600-430000-596-0000	F	\$49.61	\$0.00	\$0.00
	PO - 20261986	04/22/2026	94D1D682	0100-0332-0-0000-31400-430000-030-0000	P	\$176.13	\$0.00	\$0.00
Total Amount for Warrant						\$496.33	\$0.00	\$0.00
Total Amount Per Vendor						\$496.33	\$0.00	\$0.00
4857 WINN, ARTHUR								
	PV - 260933	04/24/2026	JAN-MARCH 2026	0100-0000-0-0000-72000-370100-018-0000		\$551.70	\$0.00	\$0.00
Total Amount for Warrant						\$551.70	\$0.00	\$0.00
Total Amount Per Vendor						\$551.70	\$0.00	\$0.00
4858 WINN, ELIZABETH								
	PV - 260934	04/24/2026	JAN-MARCH 2026	0100-0000-0-0000-72000-370100-018-0000		\$608.70	\$0.00	\$0.00
Total Amount for Warrant						\$608.70	\$0.00	\$0.00
Total Amount Per Vendor						\$608.70	\$0.00	\$0.00
11564 WIPEBOOK CORPORATION								

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 5/1/2026

04/30/2026

4:13:06PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--TY	P/F	Amount	Use Tax Taxable	Amount Tax
11564 WIPEBOOK CORPORATION								
PO - 20262041	04/24/2026	8812801		0100-3010-0-1110-10000-430000-095-0000	F	\$181.53	\$0.00	\$0.00
Total Amount for Warrant						\$181.53	\$0.00	\$0.00
Total Amount Per Vendor						\$181.53	\$0.00	\$0.00
Total Amount of all Payments							\$2,800,163.07	
Total Number of Checks to print:			49	\$2,790,978.63		Use Tax		
Total Number of Credit Card Payments:			6	\$9,184.44		Taxable Amount	Tax Amount	
Total Transfer for Use Tax						\$3,070.98	\$253.36	

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 5/5/2026

05/05/2026

1:27:09PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
10795 STEPHEN L. HAHN								
	PV - 260943	05/01/2026	DSA 02-123102	3560-7710-0-0000-85000-620030-095-1365		\$6,525.00	\$0.00	\$0.00
	Description: APRIL TESTING & INSPECTIONS FEES SP J&M PROJECT							
Total Amount for Warrant						\$6,525.00	\$0.00	\$0.00
Total Amount Per Vendor						\$6,525.00	\$0.00	\$0.00
9867 U.S. BANK								
	PV - 260944	04/03/2026	3200996	0100-0000-0-0000-91000-743800-018-0000		\$345,800.00	\$0.00	\$0.00
	Description: COP 2020 INTEREST PAYMENT							
	PV - 260944	04/03/2026	3200996	0100-0000-0-0000-91000-743900-018-0000		\$180,000.00	\$0.00	\$0.00
	Description: COP 2020 PRINCIPAL PAYMENT							
Total Amount for Warrant						\$525,800.00	\$0.00	\$0.00
Total Amount Per Vendor						\$525,800.00	\$0.00	\$0.00
Total Amount of all Payments							\$532,325.00	
Total Number of Checks to print:			2	\$532,325.00		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 5/8/2026

05/07/2026

4:27:13PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
7456 AIRGAS USA LLC								
	PO - 20261676	04/03/2026	9171603132	0100-3550-0-3806-10000-430000-096-0000	F	\$182.18	\$0.00	\$0.00
	Description: GAS HW							
Total Amount for Warrant						\$182.18	\$0.00	\$0.00
Total Amount Per Vendor						\$182.18	\$0.00	\$0.00
3160 AMAZON BUSINESS								
	CM - 260160	05/01/2026	1VV6-YN71-XW4K	0100-1100-0-1110-10000-430000-094-0000		-\$129.72	\$0.00	\$0.00
	Description: RETURN FOR 1YJH-FWWR-PH7K							
	CM - 260161	05/01/2026	1Q9D-9LMX-6JF6	0100-0000-0-0000-82000-430000-043-0000		-\$311.90	\$0.00	\$0.00
	Description: RETURN FOR 1HX9-CPN4-TJKV							
	CM - 260162	03/02/2026	1RVX-MPTLTPFN	0100-0000-0-1110-10000-430000-096-1822		-\$234.76	\$0.00	\$0.00
	Description: RETURN FOR 11DL-NDK6-QMCM							
	PO - 20260091	05/01/2026	1747-MC6W-VVJJ	1300-5310-0-0000-37000-430000-094-0000	P	\$75.76	\$0.00	\$0.00
	Description: SUPPLIES HH							
	PO - 20260172	05/01/2026	11PW-9K4J-MHVW	0100-0000-0-0000-71500-430000-041-0000	P	\$207.96	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20260310	05/01/2026	1FYW-N31Q-1QGF	0900-1100-0-1110-10000-430000-000-0000	P	\$202.71	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20261288	05/01/2026	1MM6-Y9F9-RTPF	1100-6391-0-4110-27000-430000-000-0000	P	\$138.01	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20261456	05/01/2026	1HX9-CPN4-TJKV	0100-0000-0-0000-82000-430000-043-0000	P	\$1,535.29	\$0.00	\$0.00
	Description: SUPPLIESM.O.T							
	PO - 20261827	05/01/2026	1QX9-9XP1-4QNF	0100-0000-0-1110-10000-430000-000-4140	F	\$319.57	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20261829	05/01/2026	11PW-9K4J-RLHD	1100-6015-0-4620-10000-430000-000-0000	F	\$403.53	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20261845	05/01/2026	1JK3-G4DT-QWH4	0100-6770-0-1110-10000-430000-051-0000	F	\$124.94	\$0.00	\$0.00
	Description: SUPPLIES CDS							
	PO - 20261850	05/01/2026	17TT-36FJ-LKCY	0100-3010-0-1110-10000-430000-094-0000	F	\$104.26	\$0.00	\$0.00
	Description: SUPPLIES HH							
	PO - 20261851	05/01/2026	1YPG-WQTY-XM7I	0100-0334-0-3200-27000-430000-052-0000	F	\$199.10	\$0.00	\$0.00
	Description: SUPPLIES EFJ							
	PO - 20261853	05/01/2026	1GXL-7CN3-1JQG	0100-0000-0-1167-10000-430000-095-0000	P	\$57.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 5/8/2026

05/07/2026

4:27:13PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
3160 AMAZON BUSINESS								
		Description:	SUPPLIES					
	PO - 20261863	05/01/2026	1KT9-76RC-D1KT	0100-1100-0-1110-10000-430000-096-0000	F	\$310.46	\$0.00	\$0.00
		Description:	SUPPLIES HW					
	PO - 20261900	05/01/2026	1VV6-YN71-QLCX	0100-3550-0-3808-10000-430000-094-0000	F	\$1,204.64	\$0.00	\$0.00
		Description:	SUPPLIES HH					
	PO - 20261901	05/01/2026	1YPG-WQTY-QNPF	0100-3550-0-3830-10000-430000-096-0000	F	\$1,097.73	\$0.00	\$0.00
		Description:	SUPPLIES HW					
	PO - 20261904	05/01/2026	19JY-GHRH-CWP3	0100-3550-0-3830-10000-430000-096-0000	F	\$868.44	\$0.00	\$0.00
		Description:	SUPPLIES HW					
	PO - 20261905	05/01/2026	1XLF-KQ1C-CPXM	0100-3550-0-3830-10000-430000-096-0000	F	\$308.55	\$0.00	\$0.00
		Description:	SUPPLIES HW					
	PO - 20261906	05/01/2026	19WM-LWY9-PFFW	0100-3550-0-3801-10000-430000-094-0000	F	\$302.25	\$0.00	\$0.00
		Description:	SUPPLIES HH					
	PO - 20261908	05/01/2026	19TF-MCPR-PMXH	0100-7435-0-1172-10000-430000-054-0000	F	\$1,853.83	\$0.00	\$0.00
		Description:	SUPPLIES					
	PO - 20261909	05/01/2026	1YJH-FWWR-PH7K	0100-1100-0-1110-10000-430000-094-0000	P	\$234.67	\$0.00	\$0.00
		Description:	SUPPLIES HH					
	PO - 20261909	05/01/2026	19TF-MCPR-XTFX	0100-1100-0-1110-10000-430000-094-0000	P	\$15.36	\$0.00	\$0.00
		Description:	SUPPLIES HH					
	PO - 20261927	05/01/2026	1GXL-7CN3-7RNX	0100-6762-0-1110-10000-430000-096-0000	F	\$235.68	\$0.00	\$0.00
		Description:	SUPPLIES HW					
	PO - 20261930	05/01/2026	1JK3-G4DT-VQW3	0100-1100-0-1110-10000-430000-096-0000	F	\$1,053.26	\$0.00	\$0.00
		Description:	SUPPLIES HW					
	PO - 20261933	05/01/2026	1VV6-YN71-YJH7	0100-6762-0-1110-10000-430000-094-0000	F	\$3,085.20	\$0.00	\$0.00
		Description:	SUPPLIES HH					
	PO - 20261935	05/01/2026	1NDN-Y3F1-R1W7	0100-0332-0-1110-10000-430000-018-8301	F	\$35.16	\$0.00	\$0.00
		Description:	SUPPLIES					
	PO - 20261938	05/01/2026	1YD7-VN13-VDCH	0100-1100-0-1156-10000-430000-194-0000	F	\$25.95	\$0.00	\$0.00
		Description:	SUPPLIES					
	PO - 20261947	05/01/2026	1MMJ-DWJG-744H	0100-0332-0-1110-10000-430000-051-0000	F	\$207.90	\$0.00	\$0.00
		Description:	SUPPLIES CDS					
	PO - 20261967	05/01/2026	1NL1-H4NR-FG7X	0100-3550-0-3809-10000-430000-096-0000	F	\$647.34	\$0.00	\$0.00
		Description:	SUPPLIES HW					

* = Credit Card Payment

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
3160 AMAZON BUSINESS								
	PO - 20261970	05/01/2026	19TF-MCPR-TVT7	0100-1100-0-1110-10000-430000-096-0000	F	\$55.20	\$0.00	\$0.00
	Description:	SUPPLIES HW						
	PO - 20261977	05/01/2026	19JY-GHRH-1LPW	0100-0000-0-1110-27000-430000-095-0000	F	\$159.12	\$0.00	\$0.00
	Description:	SUPPLIES SP						
	PO - 20261980	05/01/2026	1PMV-WH7K-7DC6	0100-0000-0-1145-10000-430000-094-0000	F	\$150.09	\$0.00	\$0.00
	Description:	SUPPLIES HH						
	PO - 20261981	05/01/2026	1N3K-GFF4-R464	0100-0000-0-1110-10000-430000-000-4140	F	\$508.67	\$0.00	\$0.00
	Description:	SUPPLIES						
	PO - 20261984	05/06/2026	1LW9-DFCL-WNJ7	0100-1100-0-1167-10000-430000-095-0000	F	\$77.05	\$0.00	\$0.00
	Description:	SUPPLIES SP						
	PO - 20261985	05/01/2026	1VJC-QMT1-WP6N	0100-0332-0-0000-31400-430000-030-0000	F	\$375.89	\$0.00	\$0.00
	Description:	SUPPLIES						
	PO - 20261997	05/01/2026	19JY-GHRH-CHCG	0100-0332-0-1110-10000-430000-018-0000	F	\$1,066.36	\$0.00	\$0.00
	Description:	SUPPLIES						
	PO - 20262004	05/01/2026	19JY-GHRH-6XYP	0100-0334-0-3200-27000-430000-052-0000	F	\$62.76	\$0.00	\$0.00
	Description:	SUPPLIES EFJ						
	PO - 20262005	05/01/2026	1CHM-V3QH-9436	0100-0302-0-3550-10000-430000-051-0000	F	\$102.22	\$0.00	\$0.00
	Description:	SUPPLIES						
	PO - 20262022	05/01/2026	13N9-P91R-XYL7	0100-0000-0-1160-10000-430000-095-0000	F	\$556.64	\$0.00	\$0.00
	Description:	SUPPLIES SP						
	PO - 20262024	05/01/2026	1YPG-WQTY-TXGJ	0100-0000-0-1167-10000-430000-095-0000	F	\$1,271.02	\$0.00	\$0.00
	Description:	SUPPLIES SP						
	PO - 20262025	05/01/2026	1R7V-VF73-PGNN	0100-1100-0-1156-10000-430000-094-0000	F	\$635.94	\$0.00	\$0.00
	Description:	SUPPLIES HH						
	PO - 20262027	05/01/2026	1JN9-R4KF-YRQW	0100-0334-0-3200-10000-430000-052-0000	F	\$130.62	\$0.00	\$0.00
	Description:	SUPPLIES EFJ						
	PO - 20262027	05/01/2026	1JN9-R4KF-YRQW	0100-0302-0-3550-10000-430000-051-0000	F	\$27.61	\$0.00	\$0.00
	Description:	SUPPLIES CDS						
	PO - 20262028	05/01/2026	13P7-R6MT-77M3	0100-0334-0-3200-10000-430000-052-0000	F	\$58.25	\$0.00	\$0.00
	Description:	SUPPLIES EFJ						
	PO - 20262030	05/01/2026	16XL-W7HL-WHW	0100-0000-0-1172-10000-430000-000-1883	F	\$1,169.78	\$0.00	\$0.00
	Description:	SUPPLIES						
	PO - 20262031	05/01/2026	1DQM-TKYF-77JV	0100-0000-0-1172-10000-430000-000-1882	F	\$833.84	\$0.00	\$0.00

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
3160 AMAZON BUSINESS								
	Description: SUPPLIES							
PO - 20262042	05/01/2026	1YJH-FWWR-XD4I	0100-3010-0-1110-10000-430000-095-0000		F	\$662.97	\$0.00	\$0.00
	Description: SUPPLIES SP							
PO - 20262043	05/01/2026	1KT9-76RC-61RN	0100-6385-0-1110-10000-430000-095-0000		F	\$471.62	\$0.00	\$0.00
	Description: SUPPLIES SP							
PO - 20262047	05/01/2026	1VV6-YN71-PW7V	0100-0000-0-1167-10000-430000-096-0000		F	\$282.38	\$0.00	\$0.00
	Description: SUPPLIES HW							
PO - 20262048	05/01/2026	1MMJ-DWJG-DYXI	0100-0000-0-0000-77000-430000-013-0000		F	\$1,749.12	\$0.00	\$0.00
	Description: SUPPLIES I.T							
PO - 20262051	05/01/2026	19JY-GHRH-933C	0100-3010-0-1110-10000-430000-051-4000		F	\$148.90	\$0.00	\$0.00
	Description: SUPPLIES CDS							
PO - 20262052	05/01/2026	1KT9-76RC-9W33	0100-3550-0-3830-10000-430000-096-0000		F	\$1,016.36	\$0.00	\$0.00
	Description: SUPPLIES HW							
PO - 20262053	05/01/2026	17YN-644Y-RTKH	0100-3550-0-3801-10000-430000-096-0101		F	\$374.91	\$0.00	\$0.00
	Description: SUPPLIES HW							
PO - 20262059	05/01/2026	16QX-T6DQ-Y7HK	0100-1100-0-3802-10000-430000-094-0000		F	\$127.77	\$0.00	\$0.00
	Description: SUPPLIES HH							
PO - 20262060	05/01/2026	1JPQ-JDMY-WHKV	0100-0000-0-1110-27000-430000-096-0000		F	\$279.38	\$0.00	\$0.00
	Description: SUPPLIES HW							
PO - 20262063	05/01/2026	1VKL-6XFH-4HR9	0100-0000-0-1110-10000-430000-000-4140		P	\$479.05	\$0.00	\$0.00
	Description: SUPPLIES							
PO - 20262090	05/01/2026	1JPQ-JDMY-VCWF	0100-0000-0-1110-27000-430000-096-0000		P	\$51.82	\$0.00	\$0.00
	Description: SUPPLIES HW							
Total Amount for Warrant						\$27,063.51	\$0.00	\$0.00
Total Amount Per Vendor						\$27,063.51	\$0.00	\$0.00
4492 AMERICAN INCORPORATED								
PO - 20262121	04/14/2026	5339039	0100-8150-0-0000-81100-560000-043-0000		F	\$5,898.30	\$0.00	\$0.00
	Description: REPAIRS SP							
Total Amount for Warrant						\$5,898.30	\$0.00	\$0.00
Total Amount Per Vendor						\$5,898.30	\$0.00	\$0.00
2163 AMERICAN RED CROSS								

* = Credit Card Payment

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
2163 AMERICAN RED CROSS								
	PO - 20262127	04/30/2026	23209409	0100-6385-0-1110-10000-430000-095-0000	F	\$1,596.00	\$0.00	\$0.00
	Description: CPR CERTIFICATIONS PARTNERSHIP							
Total Amount for Warrant						\$1,596.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,596.00	\$0.00	\$0.00
12338 ARBOR SCIENTIFIC								
	PO - 20262082	04/29/2026	503945	0100-6762-0-1110-10000-430000-096-0000	F	\$630.83	\$0.00	\$0.00
	Description: SPECTRUM ANALYSIS CLASSROOM BUNDLE							
Total Amount for Warrant						\$630.83	\$0.00	\$0.00
Total Amount Per Vendor						\$630.83	\$0.00	\$0.00
165 BEDARD CONTROLS INC.								
	PO - 20262122	04/17/2026	S2590	0100-8150-0-0000-81100-560000-043-0000	F	\$6,527.85	\$0.00	\$0.00
	Description: HVAC RESET M.O.T							
Total Amount for Warrant						\$6,527.85	\$0.00	\$0.00
Total Amount Per Vendor						\$6,527.85	\$0.00	\$0.00
10456 BIMBO BAKERIES USA								
	PO - 20260092	04/27/2026	5388	1300-5310-0-0000-37000-470001-094-0000	P	\$326.15	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260108	04/27/2026	5389	1300-5310-0-0000-37000-470001-095-0000	P	\$52.50	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260110	04/27/2026	5387	1300-5310-0-0000-37000-470001-052-0000	P	\$37.50	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount for Warrant						\$416.15	\$0.00	\$0.00
Total Amount Per Vendor						\$416.15	\$0.00	\$0.00
567 BLICK ART MATERIALS								
	PO - 20261969	04/21/2026	7886368	0100-0308-0-1110-10000-430000-094-8109	P	\$2,272.88	\$0.00	\$0.00
	Description: SUPPLIES HH							
	PO - 20261969	04/28/2026	7933129	0100-0308-0-1110-10000-430000-094-8109	F	\$117.98	\$0.00	\$0.00
	Description: SUPPLIES HH							
Total Amount for Warrant						\$2,390.86	\$0.00	\$0.00

* = Credit Card Payment

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$2,390.86	\$0.00	\$0.00
202 BOSTON HOUSE OF PIZZA								
PO - 20261610		04/30/2026	121028	0100-0332-0-1110-10000-430000-094-0000	P	\$92.28	\$0.00	\$0.00
Description: SUPPLIES HH								
Total Amount for Warrant						\$92.28	\$0.00	\$0.00
Total Amount Per Vendor						\$92.28	\$0.00	\$0.00
11241 BRADY INDUSTRIES								
PO - 20262123		04/10/2026	11561297	0100-0000-0-0000-82000-430000-043-0000	F	\$312.85	\$0.00	\$0.00
Description: REPAIRS M.O.T								
Total Amount for Warrant						\$312.85	\$0.00	\$0.00
Total Amount Per Vendor						\$312.85	\$0.00	\$0.00
11307 BRIGAUD LLC								
PO - 20261033		05/05/2026	1809	1300-5310-0-0000-37000-580000-018-0000	F	\$6,875.00	\$0.00	\$0.00
Description: NUTRITION SERVICES								
Total Amount for Warrant						\$6,875.00	\$0.00	\$0.00
Total Amount Per Vendor						\$6,875.00	\$0.00	\$0.00
11974 CAL Valley Security								
PO - 20260341		05/03/2026	53022	0100-0000-0-0000-82000-580000-018-0000	P	\$5,500.00	\$0.00	\$0.00
Description: SECURITY MAY SERVICES								
Total Amount for Warrant						\$5,500.00	\$0.00	\$0.00
Total Amount Per Vendor						\$5,500.00	\$0.00	\$0.00
11967 CANON FINANCIAL SERVICES INC								
PV - 260953		04/14/2026	43058428 & 430550	0100-0000-0-1110-27000-560000-094-0000		\$188.02	\$0.00	\$0.00
Description: HH COPIES								
PV - 260953		04/14/2026	43058428 & 430550	0100-0000-0-1110-10000-560000-094-0000		\$112.41	\$0.00	\$0.00
Description: HH COPIES								
PV - 260953		04/14/2026	43058428 & 430550	0100-1100-0-1143-10000-560000-094-0000		\$397.03	\$0.00	\$0.00
Description: HH ENGLISH COPIES								
PV - 260953		04/14/2026	43058428 & 430550	0100-7010-0-3801-10000-560000-000-0000		\$267.83	\$0.00	\$0.00

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
11967 CANON FINANCIAL SERVICES INC								
		Description: HH AG COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0000-0-1110-27000-560000-096-0000		\$95.82	\$0.00	\$0.00
		Description: HW COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-1100-0-1110-10000-560000-096-0000		\$350.44	\$0.00	\$0.00
		Description: HW COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0000-0-1110-24202-560000-096-0000		\$154.75	\$0.00	\$0.00
		Description: HW LIB COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0000-0-1110-27000-560000-095-0000		\$42.83	\$0.00	\$0.00
		Description: SP COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0000-0-1110-10000-560000-095-0000		\$1,129.17	\$0.00	\$0.00
		Description: SP COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0334-0-3200-10000-560000-052-0000		\$18.89	\$0.00	\$0.00
		Description: EFJ COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0334-0-3200-27000-560000-052-0000		\$24.52	\$0.00	\$0.00
		Description: EFJ COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0302-0-3550-10000-560000-051-0000		\$67.01	\$0.00	\$0.00
		Description: CDS COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0332-0-3300-10000-560000-020-0000		\$7.27	\$0.00	\$0.00
		Description: IS COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0000-0-0000-72000-560000-159-0000		\$124.27	\$0.00	\$0.00
		Description: DO COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0333-0-0000-36000-560000-000-0000		\$42.79	\$0.00	\$0.00
		Description: TRANS COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-8150-0-0000-81100-560000-043-0000		\$4.05	\$0.00	\$0.00
		Description: MAINT COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0100-0000-0-1110-24202-560000-095-0000		\$2.18	\$0.00	\$0.00
		Description: SP LIB COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	0900-0000-0-1110-10000-560000-000-0000		\$97.33	\$0.00	\$0.00
		Description: HOC COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	1100-6391-0-4110-10000-560000-000-0000		\$8.21	\$0.00	\$0.00
		Description: HAS COPIES						
PV - 260953		04/14/2026	43058428 & 4305500	1100-6391-0-4110-27000-560000-000-0000		\$251.02	\$0.00	\$0.00
		Description: HAS COPIES						

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
11967 CANON FINANCIAL SERVICES INC								
Total Amount for Warrant						\$3,385.84	\$0.00	\$0.00
Total Amount Per Vendor						\$3,385.84	\$0.00	\$0.00
327 CAROLINA BIOLOGICAL SUPPLY CO.								
PO - 20262010		04/22/2026	53400316	0100-3550-0-3801-10000-430000-094-0101	F	\$250.03	\$0.00	\$0.00
Description: MATERIALS HH								
PO - 20262077		04/29/2026	53414268	0100-6762-0-1110-10000-430000-096-0000	F	\$101.24	\$0.00	\$0.00
Description: MATERIALS HW								
Total Amount for Warrant						\$351.27	\$0.00	\$0.00
Total Amount Per Vendor						\$351.27	\$0.00	\$0.00
400 CITY OF HANFORD - UTILITIES								
PV - 260954		04/30/2026	03/31-04/30/26	0100-0000-0-0000-82000-550030-033-0000		\$30,167.14	\$0.00	\$0.00
Description: UTILITIES								
PV - 260954		04/30/2026	03/31-04/30/26	0100-0334-0-3200-82000-550030-033-0000		\$612.27	\$0.00	\$0.00
Description: UTILITIES EFJ								
PV - 260954		04/30/2026	03/31-04/30/26	1100-6391-0-0000-82000-550030-000-0000		\$548.83	\$0.00	\$0.00
Description: UTILITIES HAS								
Total Amount for Warrant						\$31,328.24	\$0.00	\$0.00
Total Amount Per Vendor						\$31,328.24	\$0.00	\$0.00
12034 CRISIS PREVENTION INSTITUTE INC								
PO - 20262126		04/16/2026	226063	0100-6385-0-1110-10000-430000-095-0000	F	\$1,704.46	\$0.00	\$0.00
Description: WORKBOOKS PARTNERSHIP ACADEMY SP								
Total Amount for Warrant						\$1,704.46	\$0.00	\$0.00
Total Amount Per Vendor						\$1,704.46	\$0.00	\$0.00
6198 CSU - FRESNO FOUNDATION								
PO - 20261949		04/08/2026	57108	0100-0000-0-1110-27000-520000-096-0000	F	\$1,250.00	\$0.00	\$0.00
Description: ROPES COURSE								
Total Amount for Warrant						\$1,250.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,250.00	\$0.00	\$0.00

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
666 EMPIRE SUPPLY CO INC								
	PO - 20261015	05/01/2026	1081079	0100-8150-0-0000-81100-430000-043-0000	P	\$116.33	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
	PO - 20261015	05/01/2026	1080980	0100-8150-0-0000-81100-430000-043-0000	P	\$848.68	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
	PO - 20261015	05/01/2026	1080168	0100-8150-0-0000-81100-430000-043-0000	F	\$263.40	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
Total Amount for Warrant						\$1,228.41	\$0.00	\$0.00
Total Amount Per Vendor						\$1,228.41	\$0.00	\$0.00
8212 FIGARO'S SOUTHWESTERN GRILL								
	PO - 20261931	05/01/2026	138	0100-0332-0-1110-10000-430000-094-0000	F	\$221.59	\$0.00	\$0.00
	Description: SUPPLIES HH							
Total Amount for Warrant						\$221.59	\$0.00	\$0.00
Total Amount Per Vendor						\$221.59	\$0.00	\$0.00
719 FLINN SCIENTIFIC INC.								
*	PO - 20262078	04/29/2026	3268503	0100-6762-0-1110-10000-430000-096-0000	F	\$162.40	\$0.00	\$0.00
	Description: SUPPLIES HW							
Total Amount of Payment						\$162.40	\$0.00	\$0.00
Total Amount Per Vendor						\$162.40	\$0.00	\$0.00
11565 FOLLETT CONTENT SOLUTIONS LLC								
	PO - 20261683	04/15/2026	719805F	0100-1100-0-1110-24202-420000-094-0000	F	\$23.75	\$0.00	\$0.00
	Description: BOOKS HH							
Total Amount for Warrant						\$23.75	\$0.00	\$0.00
Total Amount Per Vendor						\$23.75	\$0.00	\$0.00
8767 FOX INTERPRETING SERVICES								
	PO - 20262029	05/02/2026	15645	0100-6500-0-5760-11100-580000-018-0000	P	\$7,353.71	\$0.00	\$0.00
	Description: INTERPRETING SERVICES							
	PO - 20262029	05/02/2026	15646	0100-6500-0-5760-11100-580000-018-0000	P	\$7,511.79	\$0.00	\$0.00
	Description: INTERPRETING SERVICES							
Total Amount for Warrant						\$14,865.50	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 5/8/2026

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$14,865.50	\$0.00	\$0.00
10211 GOLD STAR FOODS INC.								
CM - 260157		04/29/2026	1629697	1300-5310-0-0000-37000-470001-096-0000		-\$7.97	\$0.00	\$0.00
Description: CM 1629697								
PO - 20260093		04/24/2026	10345433	1300-5310-0-0000-37000-470001-094-0000	P	\$85.02	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260093		04/28/2026	10343920	1300-5310-0-0000-37000-470001-094-0000	P	\$400.66	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260093		04/28/2026	10351494	1300-5310-0-0000-37000-470001-094-0000	P	\$1,168.65	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260093		04/28/2026	10367923	1300-5310-0-0000-37000-470001-094-0000	P	\$5.40	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260093		04/24/2026	10345433	1300-5310-0-0000-37000-470002-094-0000	P	\$644.40	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260093		04/28/2026	10343920	1300-5310-0-0000-37000-470002-094-0000	P	\$380.49	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260093		04/28/2026	10351494	1300-5310-0-0000-37000-470002-094-0000	P	\$504.36	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260111		04/28/2026	10367926	1300-5310-0-0000-37000-470001-095-0000	P	\$5.40	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260111		04/28/2026	10318106	1300-5310-0-0000-37000-470002-095-0000	P	\$608.50	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260111		04/28/2026	10335472	1300-5310-0-0000-37000-470002-095-0000	P	\$399.28	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260111		04/28/2026	10335472	1300-5310-0-0000-37000-470001-095-0000	P	\$158.45	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260111		04/28/2026	10345343	1300-5310-0-0000-37000-470001-095-0000	P	\$494.66	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260112		04/28/2026	10344620	1300-5310-0-0000-37000-470001-096-0000	P	\$296.96	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260112		04/28/2026	10345479	1300-5310-0-0000-37000-470001-096-0000	P	\$1,142.58	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260112		04/28/2026	10367924	1300-5310-0-0000-37000-470001-096-0000	P	\$5.40	\$0.00	\$0.00
Description: NUTRITION SERVICES								

* = Credit Card Payment

Requested By: cestanislao

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
10211 GOLD STAR FOODS INC.								
	PO - 20260112	04/28/2026	10344620	1300-5310-0-0000-37000-470002-096-0000	P	\$765.62	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260112	04/28/2026	10375329	1300-5310-0-0000-37000-470002-096-0000	P	\$1,318.92	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount for Warrant						\$8,376.78	\$0.00	\$0.00
Total Amount Per Vendor						\$8,376.78	\$0.00	\$0.00
3348 GRADUATE SERVICES LTD								
	PO - 20261224	05/04/2026	2026895	1100-6391-0-4138-10000-430000-000-0000	F	\$425.58	\$0.00	\$0.00
	Description: DIPLOMAS HAS							
Total Amount for Warrant						\$425.58	\$0.00	\$0.00
Total Amount Per Vendor						\$425.58	\$0.00	\$0.00
3727 HANFORD HIGH SCHOOL ASB								
	PO - 20262152	05/02/2026	SP PROM FLOWER	0100-0000-0-1110-10000-430000-000-4140	F	\$880.00	\$0.00	\$0.00
	Description: SP CLASS OF 2027 PROM FLOWERS							
Total Amount for Warrant						\$880.00	\$0.00	\$0.00
Total Amount Per Vendor						\$880.00	\$0.00	\$0.00
11365 HAWK ON HAND								
	PO - 20262120	05/06/2026	FFA2262	0100-8150-0-0000-81100-580000-043-0000	P	\$800.00	\$0.00	\$0.00
	Description: PIGEON CONTROL M.O.T							
	PO - 20262120	05/06/2026	HH2267	0100-8150-0-0000-81100-580000-043-0000	P	\$800.00	\$0.00	\$0.00
	Description: PIGEON CONTROL M.O.T							
	PO - 20262120	05/06/2026	HH2269	0100-8150-0-0000-81100-580000-043-0000	P	\$500.00	\$0.00	\$0.00
	Description: PIGEON CONTROL M.O.T							
Total Amount for Warrant						\$2,100.00	\$0.00	\$0.00
Total Amount Per Vendor						\$2,100.00	\$0.00	\$0.00
12269 HERNANDEZ & SONS								
	PO - 20262119	03/25/2026	14416	0100-0333-0-0000-36000-560000-000-0000	F	\$8,837.66	\$0.00	\$0.00
	Description: LABOR AND SUPPLIES							
Total Amount for Warrant						\$8,837.66	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 5/8/2026

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$8,837.66	\$0.00	\$0.00
973 HOLT LUMBER INC								
*	PO - 20261817	04/14/2026	539742	0100-3550-0-3806-10000-430000-096-0000	F	\$269.98	\$0.00	\$0.00
	Description: MATERIAL HW							
Total Amount of Payment						\$269.98	\$0.00	\$0.00
Total Amount Per Vendor						\$269.98	\$0.00	\$0.00
9876 IMPERIAL BAG & PAPER LLC								
*	CM - 260163	03/27/2026	41310813	1300-5310-0-0000-37000-430000-096-0000		-\$362.91	\$0.00	\$0.00
	Description: CM 41310813							
*	PO - 20260114	04/29/2026	41529089	1300-5310-0-0000-37000-430000-095-0000	P	\$190.28	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
*	PO - 20260114	12/17/2025	40065301b	1300-5310-0-0000-37000-430000-095-0000	P	\$570.76	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
*	PO - 20260116	04/29/2026	41530360	1300-5310-0-0000-37000-430000-052-0000	P	\$377.54	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
*	PV - 260945	04/29/2026	41529090	1300-5310-0-0000-37000-430000-096-0000		\$1,528.03	\$0.00	\$0.00
	Description: NS 41529090							
*	PV - 260945	04/29/2026	41529091	1300-5310-0-0000-37000-430000-096-0000		\$206.78	\$0.00	\$0.00
	Description: NS 41529091							
*	PV - 260945	12/17/2025	4065299b	1300-5310-0-0000-37000-430000-096-0000		\$987.30	\$0.00	\$0.00
	Description: NS 4065299							
*	PV - 260946	12/17/2025	40065296b	1300-5310-0-0000-37000-430000-094-0000		\$2,750.77	\$0.00	\$0.00
	Description: NS 40065296							
*	PV - 260946	04/22/2026	41447312	1300-5310-0-0000-37000-430000-094-0000		\$832.16	\$0.00	\$0.00
	Description: NS 41447312							
*	PV - 260946	04/29/2026	41530359	1300-5310-0-0000-37000-430000-094-0000		\$1,191.38	\$0.00	\$0.00
	Description: NS 41530359							
Total Amount of Payment						\$8,272.09	\$0.00	\$0.00
Total Amount Per Vendor						\$8,272.09	\$0.00	\$0.00
6540 INSTITUTE FOR CAMPUS SAFETY								
	PO - 20261915	05/01/2026	3656	0100-0307-0-0000-83000-520000-047-0000	P	\$90.00	\$0.00	\$0.00
	Description: ONLINE TRAINING CAMPUS SAFETY							

* = Credit Card Payment

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
6540 INSTITUTE FOR CAMPUS SAFETY								
Total Amount for Warrant						\$90.00	\$0.00	\$0.00
Total Amount Per Vendor						\$90.00	\$0.00	\$0.00
9495 ISOM ADVISORS								
PV - 260955		05/05/2026		DISCLOSURE 2025 0100-0000-0-0000-72000-580000-018-0000		\$1,250.00	\$0.00	\$0.00
Description: ANNUAL DEBT TRANSPERANCY REPORT & FILING 24/25								
Total Amount for Warrant						\$1,250.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,250.00	\$0.00	\$0.00
5440 J.W. PEPPER & SON INC.								
* PO - 20260602		04/08/2026	368492489	0100-6770-0-1157-10000-430000-095-0000	P	\$275.00	\$0.00	\$0.00
Description: MUSIC SP								
* PO - 20260602		04/09/2026	368496009	0100-6770-0-1157-10000-430000-095-0000	P	\$159.00	\$0.00	\$0.00
Description: MUSIC SP								
* PO - 20261688		04/30/2026	368543836	0100-1100-0-1156-10000-430000-194-0000	P	\$59.52	\$0.00	\$0.00
Description: MUSIC HH								
Total Amount of Payment						\$493.52	\$0.00	\$0.00
Total Amount Per Vendor						\$493.52	\$0.00	\$0.00
10297 JH TACKETT MARKETING								
PV - 260947		04/23/2026	902893	1300-5310-0-0000-37000-430000-094-0000		\$241.25	\$0.00	\$0.00
Description: NS 902893								
PV - 260948		04/14/2026	902813	1300-5310-0-0000-37000-430000-095-0000		\$226.09	\$0.00	\$0.00
Description: NS 902813								
Total Amount for Warrant						\$467.34	\$0.00	\$0.00
Total Amount Per Vendor						\$467.34	\$0.00	\$0.00
6176 KELLER MOTORS								
PO - 20260865		05/14/2026	75993	0100-0000-0-0000-36000-640000-044-0000	F	\$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
Total Amount Per Vendor						\$52,207.26	\$0.00	\$0.00

* = Credit Card Payment

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1140 KINGS COUNTY PIPE AND SUPPLY								
	PO - 20260144	05/01/2026	2035536	0100-8150-0-0000-81100-430000-043-0000	P	\$132.01	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
Total Amount for Warrant						\$132.01	\$0.00	\$0.00
Total Amount Per Vendor						\$132.01	\$0.00	\$0.00
1143 KINGS COUNTY TROPHY & ENGRAVING								
	PO - 20262083	04/22/2026	20845	0100-0332-0-1110-10000-430000-051-0000	F	\$25.98	\$0.00	\$0.00
	Description: TROPHY FOR GRADUATION AWARDS CDS							
	PO - 20262084	04/22/2026	20846	0100-0332-0-1110-10000-430000-052-0000	F	\$77.94	\$0.00	\$0.00
	Description: TROPHY FOR GRADUATION AWARDS EFJ							
Total Amount for Warrant						\$103.92	\$0.00	\$0.00
Total Amount Per Vendor						\$103.92	\$0.00	\$0.00
12048 KINGS DAIRY SUPPLY								
	PO - 20261964	04/17/2026	KINGS DAIRY	0100-7010-0-3801-10000-430000-000-0000	F	\$178.61	\$0.00	\$0.00
	Description: SUPPLIES							
Total Amount for Warrant						\$178.61	\$0.00	\$0.00
Total Amount Per Vendor						\$178.61	\$0.00	\$0.00
1152 KINGS WASTE & RECYCLING AUTH.								
	PO - 20261453	04/30/2026	272	0100-0000-0-0000-82000-580000-043-0000	P	\$912.70	\$0.00	\$0.00
	Description: WASTE M.O.T							
	PO - 20261453	04/30/2026	257	0100-0000-0-0000-82000-580000-043-0000	P	\$2,079.10	\$0.00	\$0.00
	Description: WASTE M.O.T							
Total Amount for Warrant						\$2,991.80	\$0.00	\$0.00
Total Amount Per Vendor						\$2,991.80	\$0.00	\$0.00
11115 LUNCH ASSIST, INC								
	PO - 20261913	04/30/2026	3373	1300-5310-0-0000-37000-580000-018-0000	F	\$15,995.00	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount for Warrant						\$15,995.00	\$0.00	\$0.00
Total Amount Per Vendor						\$15,995.00	\$0.00	\$0.00

* = Credit Card Payment

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For Payments Due By 5/8/2026

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1268 MAJOR SYSCO								
CM - 260158		04/29/2026	484952874	1300-5310-0-0000-37000-470001-094-0000		-\$48.17	\$0.00	\$0.00
		Description:	NS 484952874					
CM - 260158		04/18/2026	484940381	1300-5310-0-0000-37000-470001-094-0000		-\$306.60	\$0.00	\$0.00
		Description:	NS 484940381					
CM - 260159		11/18/2025	184A5777z	1300-5310-0-0000-37000-470002-095-0000		-\$328.02	\$0.00	\$0.00
		Description:	NS 184A5777z					
PO - 20260095		04/20/2026	484941753	1300-5310-0-0000-37000-470001-094-0000	P	\$646.84	\$0.00	\$0.00
		Description:	NUTRITION SERVICES					
PO - 20260095		04/30/2026	484955434	1300-5310-0-0000-37000-470001-094-0000	P	\$209.72	\$0.00	\$0.00
		Description:	NUTRITION SERVICES					
PO - 20260095		04/27/2026	484950781	1300-5310-0-0000-37000-470000-094-0000	P	\$355.62	\$0.00	\$0.00
		Description:	NUTRITION SERVICES					
PO - 20260095		04/23/2026	484946006	1300-5310-0-0000-37000-470001-094-0000	P	\$44.18	\$0.00	\$0.00
		Description:	NUTRITION SERVICES					
PO - 20260099		04/27/2026	484950662	1300-5310-0-0000-37000-470000-095-0000	P	\$314.45	\$0.00	\$0.00
		Description:	NUTRITION SERVICES					
PO - 20260102		04/28/2026	184A8799z	1300-5310-0-0000-37000-430000-096-0000	P	\$33.60	\$0.00	\$0.00
		Description:	NUTRITION SERVICES					
PV - 260949		04/20/2026	484941753	1300-5310-0-0000-37000-470001-094-0000		\$6,213.60	\$0.00	\$0.00
		Description:	NS 484941753					
PV - 260949		04/27/2026	484950780	1300-5310-0-0000-37000-470001-094-0000		\$7,913.93	\$0.00	\$0.00
		Description:	NS 484950780					
PV - 260949		04/30/2026	484954593	1300-5310-0-0000-37000-470001-094-0000		\$690.64	\$0.00	\$0.00
		Description:	NS 484954593					
PV - 260949		04/06/2026	484924408	1300-5310-0-0000-37000-470002-094-0000		\$92.56	\$0.00	\$0.00
		Description:	NS 484924408					
PV - 260949		04/20/2026	484941752	1300-5310-0-0000-37000-470002-094-0000		\$3,991.78	\$0.00	\$0.00
		Description:	NS 484941752					
PV - 260949		04/23/2026	484946007	1300-5310-0-0000-37000-470002-094-0000		\$541.10	\$0.00	\$0.00
		Description:	NS 484946007					
PV - 260949		04/27/2026	484950781	1300-5310-0-0000-37000-470002-094-0000		\$7,002.48	\$0.00	\$0.00
		Description:	NS 484950781					
PV - 260950		04/27/2026	484950663	1300-5310-0-0000-37000-470002-095-0000		\$1,722.38	\$0.00	\$0.00

* = Credit Card Payment

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1268 MAJOR SYSCO								
		Description: NS 484950663						
PV - 260950		04/30/2026 484954794		1300-5310-0-0000-37000-470002-095-0000		\$1,760.57	\$0.00	\$0.00
		Description: NS 484954794						
PV - 260950		04/27/2026 484950664		1300-5310-0-0000-37000-470001-095-0000		\$1,674.46	\$0.00	\$0.00
		Description: NS 484950664						
PV - 260950		04/30/2026 484954793		1300-5310-0-0000-37000-470002-095-0000		\$2,000.22	\$0.00	\$0.00
		Description: NS 484954793						
PV - 260951		04/30/2026 484954789		1300-5310-0-0000-37000-470001-096-0000		\$1,599.36	\$0.00	\$0.00
		Description: NS 484954789						
PV - 260951		04/30/2026 484954788		1300-5310-0-0000-37000-470002-096-0000		\$1,390.43	\$0.00	\$0.00
		Description: NS 484954788						
PV - 260951		04/27/2026 484950660		1300-5310-0-0000-37000-470002-096-0000		\$925.65	\$0.00	\$0.00
		Description: NS 484950660						
PV - 260951		04/28/2026 184A8819z		1300-5310-0-0000-37000-430000-096-0000		\$120.94	\$0.00	\$0.00
		Description: NS 184A8819z						
PV - 260951		04/27/2026 484950661		1300-5310-0-0000-37000-470001-096-0000		\$2,473.13	\$0.00	\$0.00
		Description: NS 484950661						
PV - 260952		04/27/2026 484950659		1300-5310-0-0000-37000-470001-052-0000		\$319.62	\$0.00	\$0.00
		Description: NS 484950659						
PV - 260952		04/27/2026 484950659		1300-5310-0-0000-37000-470002-052-0000		\$146.81	\$0.00	\$0.00
		Description: NS 484950659						
PV - 260952		04/30/2026 484954595		1300-5310-0-0000-37000-470001-052-0000		\$274.37	\$0.00	\$0.00
		Description: NS 484954595						
PV - 260952		04/30/2026 484954595		1300-5310-0-0000-37000-470002-052-0000		\$121.59	\$0.00	\$0.00
		Description: NS 484954595						
Total Amount for Warrant						\$41,897.24	\$0.00	\$0.00
Total Amount Per Vendor						\$41,897.24	\$0.00	\$0.00
9187 MARTELLA, ALICIA								
PV - 260962		11/10/2025 5/15-5/17/26		0100-0000-0-0000-71100-520000-087-0082		\$763.30	\$0.00	\$0.00
		Description: CSBA DELEGATE ASSEMBLY						
Total Amount for Warrant						\$763.30	\$0.00	\$0.00

* = Credit Card Payment

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$763.30	\$0.00	\$0.00
11448 MASTERLIBRARY.COM LLC								
	PO - 20262124	04/01/2026	25-16369	0100-8150-0-0000-81100-580011-043-0000	F	\$6,180.00	\$0.00	\$0.00
	Description: ML SCHEDULES AND WORK ORDERS M.O.T							
Total Amount for Warrant						\$6,180.00	\$0.00	\$0.00
Total Amount Per Vendor						\$6,180.00	\$0.00	\$0.00
9080 MID VALLEY DISPOSAL								
	PO - 20260282	05/01/2026	3503541	0100-8150-0-0000-81100-580000-043-0000	P	\$146.30	\$0.00	\$0.00
	Description: TRASH COLLECTION M.O.T							
	PO - 20260282	05/01/2026	63540000	0100-8150-0-0000-81100-580000-043-0000	P	\$236.50	\$0.00	\$0.00
	Description: TRASH COLLECTION M.O.T							
Total Amount for Warrant						\$382.80	\$0.00	\$0.00
Total Amount Per Vendor						\$382.80	\$0.00	\$0.00
1363 MOBILE MODULAR MANAGEMENT CORP								
	PO - 20260799	01/20/2026	2852509	3560-7710-0-0000-85000-560000-095-1365	P	\$1,108.00	\$0.00	\$0.00
	Description: MONTHLY RENT FOR CLASSROOM AND RAMP							
Total Amount for Warrant						\$1,108.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,108.00	\$0.00	\$0.00
8685 MONOPRICE INC								
	PO - 20262002	04/23/2026	24809707	0100-0000-0-0000-77000-430000-113-0000	F	\$1,962.42	\$0.00	\$0.00
	Description: CHARGERS I.T							
Total Amount for Warrant						\$1,962.42	\$0.00	\$0.00
Total Amount Per Vendor						\$1,962.42	\$0.00	\$0.00
1381 MORGAN & SLATES INC								
*	PO - 20261607	04/30/2026	1870168	0100-3550-0-3801-10000-430000-094-0102	P	\$122.92	\$0.00	\$0.00
	Description: SUPPLIES HH							
*	PO - 20261907	04/28/2026	1869916	0100-3550-0-3801-10000-430000-095-0102	P	\$92.69	\$0.00	\$0.00
	Description: SUPPLIES SP							
*	PO - 20262007	04/23/2026	1869345	0100-3550-0-3801-10000-430000-094-0102	P	\$1,679.16	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 5/8/2026

05/07/2026

4:27:13PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1381 MORGAN & SLATES INC								
		Description:	SUPPLIES HH					
Total Amount of Payment						\$1,894.77	\$0.00	\$0.00
Total Amount Per Vendor						\$1,894.77	\$0.00	\$0.00
12349 NAVARRO, MONICA								
	PV - 260956	05/05/2026	OUTLAWED WARE	0100-0199-0-0000-00000-869900-000-0000		\$323.22	\$0.00	\$0.00
		Description:	2ND ATTEMPT OUTLAWED WARRANT #10448656					
Total Amount for Warrant						\$323.22	\$0.00	\$0.00
Total Amount Per Vendor						\$323.22	\$0.00	\$0.00
11328 NORSTAR TECHNOLOGY GROUP LLC								
	PO - 20260036	05/01/2026	NTG007097	0100-0000-0-0000-82000-590010-033-0000	P	\$588.00	\$0.00	\$0.00
		Description:	MONTHLY PHONE SERVICE					
Total Amount for Warrant						\$588.00	\$0.00	\$0.00
Total Amount Per Vendor						\$588.00	\$0.00	\$0.00
5668 PANERA BREAD COMPANY								
	PO - 20262057	04/29/2026	601060260412978	0100-0000-0-1110-10000-430000-094-0000	P	\$153.67	\$0.00	\$0.00
		Description:	STAFF LUNCH FOR STUDENT SPEECH AUDITION HW					
Total Amount for Warrant						\$153.67	\$0.00	\$0.00
Total Amount Per Vendor						\$153.67	\$0.00	\$0.00
3390 PAXTON/PATTERSON LLC								
	PO - 20262049	04/27/2026	0014741	0100-3550-0-3830-10000-430000-096-0000	F	\$150.27	\$0.00	\$0.00
		Description:	MEDICAL MATH KIT HW					
Total Amount for Warrant						\$150.27	\$0.00	\$0.00
Total Amount Per Vendor						\$150.27	\$0.00	\$0.00
10259 Peter Pugger Manufacturing, INC.								
	PO - 20262056	04/30/2026	27296	0100-1100-0-3802-10000-430000-094-0000	F	\$115.62	\$0.00	\$0.00
		Description:	MATERIAL HH					
Total Amount for Warrant						\$115.62	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 5/8/2026

05/07/2026

4:27:13PM

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						\$115.62	\$0.00	\$0.00
12289 RICO, ISABELLA								
PV - 260957		05/06/2026	OUTLAWED WARF	0100-0199-0-0000-00000-869900-000-0000		\$192.56	\$0.00	\$0.00
Description: OUTLAWED WARRANT #10448656								
Total Amount for Warrant						\$192.56	\$0.00	\$0.00
Total Amount Per Vendor						\$192.56	\$0.00	\$0.00
9420 ROGUE FITNESS								
PO - 20261858		04/15/2026	14112042	0100-7399-0-1110-10000-440000-051-0000	F	\$4,965.97	\$0.00	\$0.00
Description: WORKOUT EQUIPMENT CDS								
PO - 20261858		04/15/2026	14112042	0100-7399-0-1110-10000-430000-051-0000	F	\$10,140.10	\$0.00	\$0.00
Description: WORKOUT EQUIPMENT CDS								
Total Amount for Warrant						\$15,106.07	\$0.00	\$0.00
Total Amount Per Vendor						\$15,106.07	\$0.00	\$0.00
9261 ROUND TABLE PIZZA								
PO - 20261598		04/29/2026	852510	0100-0000-0-1110-27000-430000-096-0000	P	\$97.39	\$0.00	\$0.00
Description: ADMIN HW								
Total Amount for Warrant						\$97.39	\$0.00	\$0.00
Total Amount Per Vendor						\$97.39	\$0.00	\$0.00
1710 SAVE MART								
PO - 20262105		05/05/2026	720821	0100-0000-0-1110-10000-430000-094-0000	F	\$127.98	\$0.00	\$0.00
Description: GRADUATION HH								
Total Amount for Warrant						\$127.98	\$0.00	\$0.00
Total Amount Per Vendor						\$127.98	\$0.00	\$0.00
1804 SO CALIF EDISON CO								
CM - 260164		04/27/2026	700053544852	0100-0000-0-0000-82000-550020-033-0000		-\$19.90	\$0.00	\$0.00
Description: CREDIT FOR SERVICE ACCOUNT 8000112481								
PV - 260958		04/21/2026	700053544852	0100-0000-0-0000-82000-550020-033-0000		\$46,607.69	\$0.00	\$0.00
Description: MONTHLY UTILITIES								
Total Amount for Warrant						\$46,587.79	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 5/8/2026

05/07/2026

4:27:13PM

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						\$46,587.79	\$0.00	\$0.00
1805 SO CALIF GAS CO								
PV - 260959		04/17/2026	062-815-8816-7	0100-0000-0-0000-82000-550010-033-0000		\$77.04	\$0.00	\$0.00
Description: MONTHLY UTILITIES								
PV - 260959		04/17/2026	201-515-5995-0	0100-0000-0-0000-82000-550010-033-0000		\$61.97	\$0.00	\$0.00
Description: MONTHLY UTILITIES								
PV - 260959		04/17/2026	140-515-8800-3	1100-6391-0-0000-82000-550010-000-0000		\$35.01	\$0.00	\$0.00
Description: MONTHLY UTILITIES								
Total Amount for Warrant						\$174.02	\$0.00	\$0.00
Total Amount Per Vendor						\$174.02	\$0.00	\$0.00
5572 SOUTHWEST SCHOOL SUPPLY INC								
PO - 20260198		05/01/2026	6062828207	0100-0000-0-1110-10000-430000-095-0000	P	\$25.38	\$0.00	\$0.00
Description: SUPPLIES SP								
PO - 20260198		05/01/2026	6062828206	0100-0000-0-1110-10000-430000-095-0000	P	\$23.19	\$0.00	\$0.00
Description: SUPPLIES SP								
PO - 20261942		04/29/2026	6062277361	0100-1100-0-1110-31600-430000-596-0000	P	\$62.56	\$0.00	\$0.00
Description: SUPPLIES								
PO - 20261942		04/29/2026	6062277360	0100-1100-0-1110-31600-430000-596-0000	P	\$1,808.16	\$0.00	\$0.00
Description: SUPPLIES								
Total Amount for Warrant						\$1,919.29	\$0.00	\$0.00
Total Amount Per Vendor						\$1,919.29	\$0.00	\$0.00
1834 SPORTS OFFICIATING SERVICES								
PV - 260960		05/05/2026	SPRING SPORTS 24	0100-0000-0-1135-10000-580000-000-0094		\$450.00	\$0.00	\$0.00
Description: SPRING SPORTS MILEAGE HH								
PV - 260960		05/05/2026	SPRING SPORTS 24	0100-0000-0-1135-10000-580000-000-0096		\$490.00	\$0.00	\$0.00
Description: SPRING SPORTS MILEAGE HW								
PV - 260960		05/05/2026	SPRING SPORTS 24	0100-0000-0-1135-10000-580000-000-0095		\$640.00	\$0.00	\$0.00
Description: SPRING SPORTS MILEAGE SP								
Total Amount for Warrant						\$1,580.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,580.00	\$0.00	\$0.00
1860 STEVE WEISS MUSIC INC								

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 5/8/2026

05/07/2026

4:27:13PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1860 STEVE WEISS MUSIC INC								
	PO - 20262021	04/22/2026	INV1447974.1	0100-1100-0-1156-10000-430000-194-0000	F	\$550.45	\$0.00	\$0.00
	Description: HH BAND							
Total Amount for Warrant						\$550.45	\$0.00	\$0.00
Total Amount Per Vendor						\$550.45	\$0.00	\$0.00
7237 SUBWAY								
	PO - 20262138	04/22/2026	649831	0100-0332-0-1110-10000-430000-095-0000	P	\$182.97	\$0.00	\$0.00
	Description: MISC. SP							
Total Amount for Warrant						\$182.97	\$0.00	\$0.00
Total Amount Per Vendor						\$182.97	\$0.00	\$0.00
11557 SUPERIOR SERVICE, CORP.								
	PO - 20261978	04/23/2026	256483R	1300-5310-0-0000-37000-560000-096-0000	F	\$1,452.82	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount for Warrant						\$1,452.82	\$0.00	\$0.00
Total Amount Per Vendor						\$1,452.82	\$0.00	\$0.00
7484 SWEETWATER SOUND INC.								
	PO - 20262075	04/28/2026	50073415	0100-6770-0-1157-10000-430000-096-0000	F	\$194.82	\$0.00	\$0.00
	Description: MICROPHONE STAND AND HOLDER HW							
Total Amount for Warrant						\$194.82	\$0.00	\$0.00
Total Amount Per Vendor						\$194.82	\$0.00	\$0.00
11326 UBEO BUSINESS SERVICES								
	PO - 20262036	04/28/2026	5246640	0900-1100-0-1110-10000-430000-000-0000	F	\$523.94	\$0.00	\$0.00
	Description: TONER HOC							
Total Amount for Warrant						\$523.94	\$0.00	\$0.00
Total Amount Per Vendor						\$523.94	\$0.00	\$0.00
10881 VALLEY GOPHER GUARD LLC								
*	PO - 20260382	05/04/2026	0000090	0100-8150-0-0000-81100-560000-043-0000	P	\$750.00	\$0.00	\$0.00
	Description: GOPHER CONTROL M.O.T							
Total Amount of Payment						\$750.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 5/8/2026

05/07/2026

4:27:13PM

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						\$750.00	\$0.00	\$0.00
2053 WALMART								
PO - 20261411	04/19/2026	1C1EFADA		0100-3550-0-3801-10000-430000-096-0101	P	\$136.96	\$0.00	\$0.00
Description:		SUPPLIES HW						
PO - 20261411	04/21/2026	77E3DDAB		0100-3550-0-3801-10000-430000-096-0101	P	\$23.05	\$0.00	\$0.00
Description:		SUPPLIES HW						
PO - 20261731	04/29/2026	9E4ECFA0		0100-0000-0-1110-27000-430000-094-0000	P	\$139.14	\$0.00	\$0.00
Description:		MATERIALS AND SUPPLIES HH						
PO - 20262079	04/29/2026	EE7E1C43		0100-6762-0-1110-10000-430000-096-0000	F	\$25.93	\$0.00	\$0.00
Description:		SUPPLIES HW						
Total Amount for Warrant						\$325.08	\$0.00	\$0.00
Total Amount Per Vendor						\$325.08	\$0.00	\$0.00
10740 WEST VALLEY SUPPLY, INC.								
PO - 20262125	04/30/2026	121830		0100-0000-0-0000-82000-430000-043-0000	P	\$651.92	\$0.00	\$0.00
Description:		SUPPLIES M.O.T						
PO - 20262125	04/29/2026	121821		0100-0000-0-0000-82000-430000-043-0000	P	\$128.38	\$0.00	\$0.00
Description:		SUPPLIES M.O.T						
PO - 20262125	04/21/2026	121704		0100-0000-0-0000-82000-430000-043-0000	P	\$266.59	\$0.00	\$0.00
Description:		SUPPLIES M.O.T						
Total Amount for Warrant						\$1,046.89	\$0.00	\$0.00
Total Amount Per Vendor						\$1,046.89	\$0.00	\$0.00
4159 WHALEY, WARD								
PV - 260961	05/05/2026	4/30-5/01/26		0100-0000-0-0000-74000-520000-024-0000		\$87.66	\$0.00	\$0.00
Description:		ANNUAL STATEWIDE RESIDENCY SYMPOSIUM						
Total Amount for Warrant						\$87.66	\$0.00	\$0.00
Total Amount Per Vendor						\$87.66	\$0.00	\$0.00
Total Amount of all Payments							\$341,497.86	
Total Number of Checks to print:			62	\$329,655.10		Use Tax		
Total Number of Credit Card Payments:			6	\$11,842.76		Taxable Amount Tax Amount		
Total Transfer for Use Tax						\$0.00	\$0.00	

* = Credit Card Payment

Consent Agenda #4

AGENDA: Action

TOPIC: Board Meeting Minutes

DESCRIPTION: Minutes of the Regular Meeting of April 28, 2026.

RECOMMENDATION: Administration recommends approval of this item as presented.

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEE
Meeting of April 28, 2026
Hanford Joint Union High School District Office
300 W. 6th St., Hanford, California
5:30PM Closed Session • 6:00PM Open Session**

MINUTES

I. CALL TO ORDER

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

A. COMMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS

No comments from the public.

II. ADJOURN TO CLOSED SESSION

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

Discussion took place regarding:

- ≈ Public Employee Appointment (Certificated) (GC 54957)
- ≈ Public Employee Appointment (Classified) (GC 54957)
- ≈ Public Employee Performance Evaluation (Superintendent) (GC 54957)

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

President Martella reconvened the open meeting at 6:00 PM. Trustees present: Barbeiro, Chavarin, Gillum, Martella, Robinson.

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

President Martella led the flag salute.

IV. REPORTS / BUSINESS

A. REPORT OF CLOSED SESSION

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

B. PRESENTATION

Sierra Pacific Education Pathway Presentation

The Sierra Pacific Education Pathway delivered a presentation highlighting its wide-ranging efforts and accomplishments. Student presenters included Zoey Booker, Cohen Dennis, Ariadna Figallo, Genesis Ochoa, Megan Pelton, Mariah Raygoza, Gabriella Salazar, Makayla Shanen, and Acelyn Warchol.

The Education Academy reported strong outcomes across multiple areas, including mentor sessions, targeted student interventions, and meaningful work-based learning opportunities. After-school coaches completed required training, managed time cards, and supported students through a nine-week program.

Students also contributed to the Jefferson reading project by creating bilingual (Spanish/English) books and sharing them with elementary students. The Academy hosted a well-attended Disney-themed field day that received positive feedback from families. Additionally, FCCLA competitors achieved an impressive success rate of over 80%, while gaining valuable leadership and teaching experience.

C. COMMENTS FROM THE STAFF

No comments from the staff.

D. COMMENTS FROM THE PUBLIC

No comments from the public.

E. CORRESPONDENCE

Superintendent Rosa shared the following correspondence to the Board.

1. Superintendent Rosa presented the annual letter from the Kings County Office of Education confirming the district's Second Interim Financial Report for the period ending January 31, 2026, which supports the board's positive certification of the district's financial condition and ability to meet its financial obligations.
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 HHS Exterior Painting Project to ensure that the vendor is in compliance with state law and bid specifications.

F. 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.

G. CONSENT AGENDA

1. Warrants – Payment of Warrant Requests: 04/15/2026; 04/17/2026; 04/24/2026
2. Minutes of Regular Board Meeting: 04/14/2026

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

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

H. SUPERINTENDENT'S REPORT

1. Field Trips

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

1. HWHS ASB – Ontario, CA
2. HJUHS 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. HJUHS FFA – Chico, CA

This item was presented for information only.

2. Board Policy Updates

The following CSBA recommended Board Policy Updates for February 2026 returned for approval as submitted.

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

Motion was made by Trustee Barbeiro seconded by Trustee Chavarin to approve the recommended Board Policy updates as presented.

Ayes: Barbeiro, Chavarin, Gillum, Martella, Robinson

No:	None
Abstain:	None
Absent:	None

3. District Focus Areas 2026/2027

Superintendent Rosa presented the 2026/2027 District Focus Areas for information and action.

Multi-Tiered System of Supports

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 targeted actions for 2026/2027 include the following:

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.

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:

1. Finalize development of Incident Command Protocols
2. Extend CrisisGo training to paid coaches
3. Implement "Clear Bag" policy at Neighbor Bowl, Presentation and school gymnasium events.

Communication & Marketing

HJUHSD will continue to focus on all facets of communication between all district staff, students, parents, and education partners:

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 and facilitate job-a-like Professional Learning Team meetings beyond the Data Team.

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:

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.

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.

1. Restroom and concession facilities added to multiple athletic fields at the comprehensive sites
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.

Motion was made by Trustee Gillum seconded by Trustee Robinson to approve the 2026/2027 District Focus Areas as presented.

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

4. Agreements Signed by Superintendent

- SignalPath Technology Advisors
- KCOE New Teacher Induction
- SJCOE Student Information System MOU

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

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

I. FINANCIAL REPORT

1. Financial Report

Director of Business Fagundes presented the Financial report for 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..

This item was presented for information only.

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 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 for action. Bids for this project were due by 2:00 PM on Wednesday, April 22, 2026. The bid results were as follows:

	Marko Construction Group, Inc	Holloway Construction Inc.
Hanford High School	\$690,300	\$650,274
Hanford West High School	\$1,454,488	\$1,313,615
Sierra pacific High School	\$688,510	\$662,624
Combined Base Bid	\$2,833,298	\$2,626,513

Administration recommends approval of the lowest responsive bid to Holloway Construction Inc, for a combined base bid of \$2,626,513

FISCAL IMPACT: 2,626,513 paid with Measure W Bond funds.

Motion was made by Trustee Chavarin seconded by Trustee Barbeiro to award the contract to the lowest responsive bid to Holloway Construction Inc, for a combined base bid of \$2,626,513 as presented.

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

3. Sierra Pacific High School Buildings J3 & M1 Project – Change Order #5

Assistant Superintendent Creech presented Sierra Pacific High School Buildings J3 & M1 Project – Change Order #5 for information and action.

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.

Motion was made by Trustee Gillum seconded by Trustee Robinson to approve Sierra Pacific High School Buildings J3 & M1 Project – Change Order #5 as presented.

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

J. EDUCATIONAL SERVICES/SPECIAL PROGRAMS

Comment on sp presentation

1. HJUHS Student P.E. Exemptions

Assistant Superintendent Peters presented HJUHS Student P.E. Exemptions for information and action.

Per HJUHS 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.

Motion was made by Trustee Gillum seconded by Trustee Robinson to approve the HJUHS Student P.E. Exemptions as presented.

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

2. HJUHS 2025/2026 School Plan for Student Achievement (SPSA)

- Hanford High School
- Hanford West High School

- Sierra Pacific High School
- Community Day School
- Earl F. Johnson Continuation High School
- Hanford Online Charter

Assistant Superintendent Peters presented the 2025/2026 School Plan for Student Achievement (SPSA) for information.

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.

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

K. ADMINISTRATIVE SERVICES / HUMAN RESOURCES

1. Certificated Staff List for 2026/2027

Assistant Superintendent Whaley presented the Certificated Staff List for 2026/2027 for information.

The list was included in the Board packet and includes all anticipated certificated staff for the 2026/2027 school year.

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

2. Personnel Assignments

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

Certificated Resignation:

Jenay Calendar, Science Teacher, HWHS, effective 06/05/2026

Classified Resignation:

Bethany Loera Temores, I.A. – Special Programs, SPHS, effective 04/17/2026

Classified Short-Term Employment:

David Furtado, 2026/2027 Varsity Head Girls Basketball Coach, HWHS

Certificated Summer School Employment:

Rhonda Kane, 2026 Summer School Counselor

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

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

Abstain: None
Absent: None

3. Proposed 2027/2028 HJUHS School Calendars

Mr. Whaley presented the Proposed 2027/2028 HJUHS School Calendars for information and action.

The proposed HJUHS calendars for the 2027-2028 school year were included in the Board packet. The Calendars reflects a three-week break during the winter holidays and a week break at Thanksgiving . These calendars have been approved by HSEA and reviewed by CSEA.

Motion was made by Trustee Robinson seconded by Trustee Chavarin to approve the Proposed 2027/2028 HJUHS School Calendars as presented .

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

L. MAINTENANCE, OPERATIONS AND TRANSPORTATION REPORT

Director of MOT Stidman gave the MOT report:

Good evening. Maintenance and Operations are currently in a brief lull before a very busy period. Summer programs and projects are well planned. For transportation, recent weeks have been especially demanding, with drivers covering both regular routes and numerous trips for athletics and other activities. Thanks to a strong team effort, all needs have been successfully met.

Dr. Rosa added a note regarding a few intentional changes made to graduation. Students will face the scoreboard to watch a graduation video, and after the ceremony, reunification with families will take place on Douty Field rather than on the main field. This adjustment, based on past feedback, is designed to improve safety by reducing crowding around equipment and seating. Details will be included in the upcoming communication to families.

V. BOARD CALENDAR

Superintendent Rosa presented the board calendar noting the regular meeting dates and student events through May 28, 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 Chavarin offered a big congratulations to Sierra Pacific for being named a

Distinguished School. Great job by Jamie Rogers and all the staff. She also shared that she attended the Excellence in Education awards ceremony and would encourage everyone to watch the videos that were made for that event.

VII. ADJOURNMENT

President Martella adjourned the meeting at 6:49 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. HHS Aerospace Club – Los Angeles, CA
2. HHS Senior Class – Valencia, CA
3. HHS Yearbook – Universal City, CA
4. SPHS Band & Color Guard – Pismo Beach, CA
5. HHS Yearbook – San Diego, 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: HHS	Transportation: ASB
Date: 05/14/2026	Lodging:
Group/Club: HHS Aerospace Club	Meals:
Event: Enrichment Trip	Substitutes:
Destination: Griffith Observatory	Admission: ASB
City: Los Angeles, CA	Other: ----

Site: HHS	Transportation: ASB
Date: 05/15/2026 – 05/16/2026	Lodging:
Group/Club: HHS Senior Class	Meals:
Event: Grad Night	Substitutes:
Destination: Six Flags Magic Mountain	Admission: ASB
City: Valencia, CA	Other: ----

Site: HHS	Transportation: ASB
Date: 05/16/2026	Lodging:
Group/Club: HHS Yearbook	Meals:
Event: Celebration Trip	Substitutes:
Destination: Universal Studios	Admission: ASB
City: Universal City, CA	Other:

Site: SPHS	Transportation: Program Funding
Date: 07/01/2026 – 07/03/2026	Lodging: Music Booster Club
Group/Club: SPHS Band & Color Guard	Meals: Music Booster Club
Event: Band Council Leadership Retreat	Substitutes:
Destination: Pismo Beach	Admission:
City: Pismo Beach, CA	Other: ----

Site: HHS	Transportation: ASB
Date: 07/20/2026 – 07/23/2026	Lodging: Included
Group/Club: HHS Yearbook	Meals: ASB
Event: National Yearbook Workshop	Substitutes:
Destination: UC San Diego	Admission: ASB
City: San Diego, CA	Other:

Superintendent Report #2

AGENDA: New Business / Information

TOPIC: Recommended Board Policy Updates

DESCRIPTION: Attached are the recommended Board Policy updates.

Administrative Regulation 1326.1 – Murals and Artwork on School Buildings and Property:

This regulation establishes clear guidelines and requirements for outdoor murals on school campuses. It is designed to promote consistency while supporting the overall cleanliness and upkeep of our facilities.

Board Policy 5141.21 – Administering Medication and Monitoring Health Conditions:

This policy is being updated to reflect revised terminology for epinephrine administration. The updated language will use “delivery system” in place of “auto-injector.”

Administrative Regulation 5141.21 – Administering Medication and Monitoring Health Conditions:

This regulation is being updated to reflect revised terminology for epinephrine administration. The updated language will use “delivery system” in place of “auto-injector.”

Policy Title List – April 2026	
AR 1326.1	Murals and Artwork on School Buildings and Property
BP 5141.21	Administering Medication and Monitoring Health Conditions
AR 5121.21	Administering Medication and Monitoring Health Conditions

FISCAL IMPACT: None

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

Regulation 1326.1: ^Murals And Art Work On School Buildings And Property

Status: DRAFT

Original Adopted Date: Pending

HJUHSD District and School Site Mural and Public Art Guidelines

Hanford Joint Union High School District, in an effort to ensure the aesthetic value of our campuses, consistency, and facility cleanliness and maintenance, applies a strict mural policy. The basic components of the policy are as follows.

1. No school site shall have more than five (5) outdoor murals.
2. All murals must be approved by the school site, district, and school board through the process outlined in this Administration Regulation.
3. All murals must be installed by a professional muralist, painting contractor, or signage contractor. These professionals may work with students on mural concepts and development.
4. All murals must serve the sole purpose of promoting/marketing the school or district itself and not any particular program, athletic team, club, etc. (i.e. the school name, logo, mascot, or common motto associated with that school)
 - a. Specific athletic teams, programs, academies, pathways, clubs, etc. are not allowed.
 - b. Political, cultural, or social statements or causes are not allowed.

The School Site and District reserve the right to reject any proposal for a Work of Art that:

- Does not comply with the design guidelines and requirements listed above or herein.
- Contains content that is libelous, obscene or is subject to copyright or trademark infringement unless the applicant provides documentation demonstrating the right to use such protected material.
- Advertises or promotes the sale of any product or service.
- Depicts violence or illegal activity
- Is political in nature, advocates for a specific political candidate, or takes a position on a ballot measure.
- Is consistent with the educational mission or community values of the District.
- Poses a threat to public safety or unduly restricts access to any District facility.
- May cause interference with the proper operation of the school.
- Imposes any direct or indirect costs for installation or maintenance.

Design Review Process

The Superintendent and School Board must review and approve all:

- Artwork to be placed upon Hanford Joint Union High School District property.
- Artwork for privately owned property financed in whole or in part by District funds.

Step 1: Site Administrator Submits Proposal to District:

A completed design detailing the artwork proposal must be submitted by the site administrator to the district superintendent.

Step 2: District Review

The district superintendent along with the facilities team will evaluate the proposal and determine whether it meets the district guidelines for approval before submitting it to the Board of Trustees.

Step 3: Board of Trustees Approval:

The HJUHSD Board of Trustees will approve or not approve the proposal. The Board's decision is final.

Policy 5141.21: Administering Medication And Monitoring Health Conditions

Status: DRAFT

Original Adopted Date: 02/28/2017 | **Last Revised Date:** 05/28/2024 | **Last Reviewed Date:** 05/28/2024

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine ~~auto-injectors~~ **delivery systems** available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

In accordance with law, the Superintendent or designee may make naloxone hydrochloride or another opioid antagonist and stock albuterol inhalers available at each school for providing emergency medical aid to any person suffering or reasonably believed to be suffering from opioid overdose or respiratory distress. (Education Code 49414.3, 49414.7)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

DRAFT

Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: DRAFT

Original Adopted Date: 02/28/2017 | Last Revised Date: 02/27/2024 | Last Reviewed Date: 02/27/2024

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector delivery system means a disposable delivery device system designed for the automatic injection delivery of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Albuterol means a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes. (Education Code 49414.7)

Inhaler means a device used for the delivery of prescribed asthma medication that is inhaled. (Education Code 49414.7)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or

Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)
3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in Items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription ~~auto-injectable epinephrine~~ **epinephrine delivery system** or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in Items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site

3. Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and maintain on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication

5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors Delivery Systems and Emergency Albuterol Inhalers

The Superintendent or designee shall provide epinephrine auto-injectors delivery systems to school nurses or other trained personnel who have volunteered to administer them in an emergency and have received training. The school nurse, or when a school nurse or physician is unavailable, a trained volunteer may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. A trained volunteer may include the holder of an Activity Supervisor Clearance Certificate who has received specified training. (Education Code 49414)

Additionally, the Superintendent or designee may make emergency stock albuterol inhalers available to school nurses and trained personnel who have volunteered to be used to provide medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress. (Education Code 49414.7)

At least once per school year, the Superintendent or designee shall distribute to all employees a notice requesting volunteers to be trained to administer epinephrine auto-injectors delivery systems and/or stock albuterol inhalers for emergency aid to individuals exhibiting signs of anaphylaxis reaction or respiratory distress. Such notice shall also describe the training that the volunteers will receive. (Education Code 49414, 49414.7)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 or 49414.7, and shall be based on the standards developed by the

Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414, 49414.7)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine **auto-injectors** **delivery system** or stock albuterol inhalers for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414, 49414.7)

Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

The district shall store emergency epinephrine **auto-injectors** **delivery systems** and stock albuterol inhalers in an accessible location, and shall specify such location in annual notices to staff.

If either medication is used, the school nurse or other qualified supervisor of health shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, all medications shall be restocked before their expiration date. (Education Code 49414, 49414.7)

Any volunteer or trained personnel who administers either medication shall initiate emergency medical services or other appropriate medical follow up in accordance with the training materials retained by the school. (Education Code 49414, 49414.7)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine **auto-injectors** **delivery systems** and/or stock albuterol inhalers shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414, 49414.7)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414 or 49414.7, including, but not limited to, the acceptance of epinephrine **auto-injectors** **delivery systems** and/or emergency albuterol inhalers from a manufacturer or wholesaler. (Education Code 49414, 49414.7)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of the described medications for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

Additionally, if the district accepts emergency naloxone hydrochloride or another opioid antagonist from the county office of education (COE), the Superintendent or designee shall maintain at least two units of the medication at each district middle, junior high, high, and adult school. (Education Code 49414.8)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee shall designate two or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3, 49414.8)

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist as specified in Education Code 49414.3 or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health's website. (Education Code 49414.8)

Any prescription for naloxone hydrochloride or another opioid antagonist shall be obtained by a school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3, 49414.8)

Employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct. (Health and Safety Code 1799.113)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer in writing and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a COE, manufacturer, or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Anti-Seizure Medication

A school nurse or, if a school nurse is not onsite or available, a volunteer designated by the district may administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from the student's health care provider and is suffering from a seizure. (Education Code 49468.2)

Upon receipt of a request from the parent/guardian of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed emergency anti-seizure medication, the Superintendent or designee may designate one or more volunteer(s) at the student's school to receive initial and annual refresher training regarding the emergency use of anti-seizure medication. (Education Code 49468.2)

In order to solicit volunteers, the district shall distribute a notice at least once, but no more than two times per

school year, to all staff that includes the following information: (Education Code 49468.2)

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure
2. A description of the training that the volunteer will receive
3. The right of an employee to rescind the offer to volunteer
4. A statement that there will be no retaliation against any individual for rescinding the offer to volunteer, including after receiving training

A volunteer may rescind the offer to administer emergency anti-seizure medication at any time, including after receipt of training. (Education Code 49468.2)

If a volunteer rescinds the offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, the district may distribute an additional two notices per school year to all staff. (Education Code 49468.2)

Volunteer employees shall receive initial and annual refresher training, based on standards adopted by the SPI, regarding the recognition and response to seizures and the administration of emergency anti-seizure medication. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49468.2)

Before administering emergency anti-seizure medication or therapy prescribed to treat seizures in a student diagnosed with seizures, a seizure disorder, or epilepsy, the district shall obtain from the student's parent/guardian a seizure action plan as specified in Education Code 49468.3. The school or district nurse shall collaborate with the parent/guardian of each student diagnosed with seizures, a seizure disorder, or epilepsy in the development of a plan if the student does not have an individualized education plan or Section 504 plan. (Education Code 49468.3)

If the school obtains written consent from the student's parent/guardian, in accordance with 34 CFR 99.30, the seizure action plan shall be distributed to any school staff or volunteers responsible for the supervision or care of the student. (Education Code 49468.3)

Upon receipt of a request from a parent/guardian of a student diagnosed with seizure, a seizure disorder, or epilepsy, the district shall notify the parent/guardian that the student may qualify for services or accommodations pursuant to Section 504 of the federal Rehabilitation Act of 1973 or an individualized education program and shall assist the parent/guardian with the exploration of that option. (Education Code 49468.2)

Additionally, if there are no volunteers at the student's school, the Superintendent or designee shall notify the student's parent/guardian of the student's right to be assessed for services and accommodations guaranteed under Section 504 of the federal Rehabilitation Act of 1973 and the federal Individuals with Disabilities Education Act, and may ask the parent/guardian to sign such notices. (Education Code 49468.2)

The principal or designee shall notify the school nurse assigned to the school, or if a school nurse is not assigned to the school or district, the Superintendent or designee, if an employee administers an emergency anti-seizure medication. (Education Code 49468.3)

The notification described above and the seizure action plan shall be kept on file in the office of the school nurse or a school administrator, in compliance with all applicable state and federal privacy laws. (Education Code 49468.3)

The district shall provide volunteers defense and indemnification for any and all civil liability, with information stating such being provided to the volunteer in writing and retained in the volunteer's personnel file. (Education Code 49468.5)

Trained volunteers who administer emergency anti-seizure medication or medication prescribed for seizure disorder symptoms to a student diagnosed with seizures, a seizure disorder, or epilepsy who appears to be experiencing a seizure shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for acts or omissions in administering the emergency anti-seizure medication. (Education Code 49468.5)

Superintendent Report #3

AGENDA: New Business / Information

TOPIC: Resolution #26-06; Ordering the Governing Board Member Elections; Consolidation of Elections Specifications of the Election Order

DESCRIPTION: Currently there are three (3) trustee areas of the HJUHSD governing board (Areas 1, 3 and 5) of this school district that will be up for election on November 3, 2026. In order to consolidate the governing board election with the statewide general election, a resolution ordering the Governing Board Member Elections to Consolidate must be enacted. This Resolution #26-06, when approved, will be forwarded to the County Superintendent of Schools to be forwarded to the Kings County Board of Supervisors for election consolidation.

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

**BEFORE THE GOVERNING BOARD OF THE
HANFORD JOINT UNION HIGH SCHOOL DISTRICT**

**Resolution Ordering Governing Board
Member Elections; Consolidation of Elections
Specifications of the Election Order**

)
) **Resolution No. 26-06**
)

WHEREAS, under Elections Code Sections 1302 and 10404.5 School Districts have established the election day for governing board members as the same day upon which a primary, municipal, or general election is held in the even numbered years; and

WHEREAS, the Board of Supervisors received a resolution from the Hanford Joint Union High School District whose boundaries are located, in whole or in part, within Kings County, establishing election of governing board members on the same day upon which the statewide general election is held; and

WHEREAS, other elections may be held in whole or in part of the territory of the school district and it is to the advantage of the district to consolidate therewith;

NOW, THEREFORE, IT IS ORDERED that an election be held within the territory included in the district on the 3th of November 2026, for the purpose of electing three (3) member{s} to the governing board of the said school district in accordance with the following specifications:

SPECIFICATIONS OF THE ELECTION ORDER

1. The election shall be held on Tuesday, the 3th day of November 2026. The purpose of the election is to choose three (3) member{s} of the governing board (Areas 1, 3, and 4) of this school district.
2. This governing board hereby requests and consents to the consolidation of this election with other elections which may be held in whole or in part of the territory of the district, as provided in Elections Code Section 10403.
3. The district has determined that the Candidate will pay for the Candidate's Statement. The Candidate's Statement will be limited to 200 words.
4. In the event of a tie vote, the winner of this election shall be determined by lot at a time and place designated by the governing board.

5. It is the wish of this board that the county superintendent of schools publish the notice of election in the following newspaper, which is a newspaper of general circulation that is regularly circulated in the territory: The Hanford Sentinel.

THE FOREGOING RESOLUTION WAS ADOPTED upon motion of Trustee _____, seconded by Trustee _____, at a regular meeting on this 26th day of May 2026, by the following vote:

AYES:

NOES:

ABSENT:

Alicia Martella, President of the Board

NOTICE TO COUNTY ELECTIONS OFFICIAL OF ELECTIVE OFFICES
TO BE FILLED AND TRANSMITTAL OF MAP AND BOUNDARIES

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

TO THE COUNTY CLERK OF KINGS COUNTY
NOTICE IS HEREBY GIVEN that the elective offices of the district to be filled as the
General District Election to be held Tuesday, November 3, 2026*-- are as follows:

NAME OF OFFICE	ELECTED BY DIVISION NO. OR AT-LARGE	NAME OF INCUMBENT OR APPOINTEE	ELECTED OR APPOINTED? MO. / YR.	TO BE ELECTED FOR A SHORT TERM (2YRS) OR A FULL TERM (4YRS)
Trustee	Division Area 1	Lisa Chavarin	Elected 11/2022	Full Term (4 years)
Trustee	Division Area 3	Melonie Robinson	Elected 11/2022	Full Term (4 years)
Trustee	Division Area 4	Alicia Martella	Elected 11/2022	Full Term (4 years)

(1) A map showing the boundaries of the district and boundaries of the division of the district, if any, within this county is attached hereto.

(2) The Candidate is to pay for the publication of a Candidates Statement of Qualification, pursuant to Elections Code Section 13307.

Dated: May 26, 2026

(Seal of the District)

Dr. Victor Rosa

District Board Secretary

300 W. 6th Street.

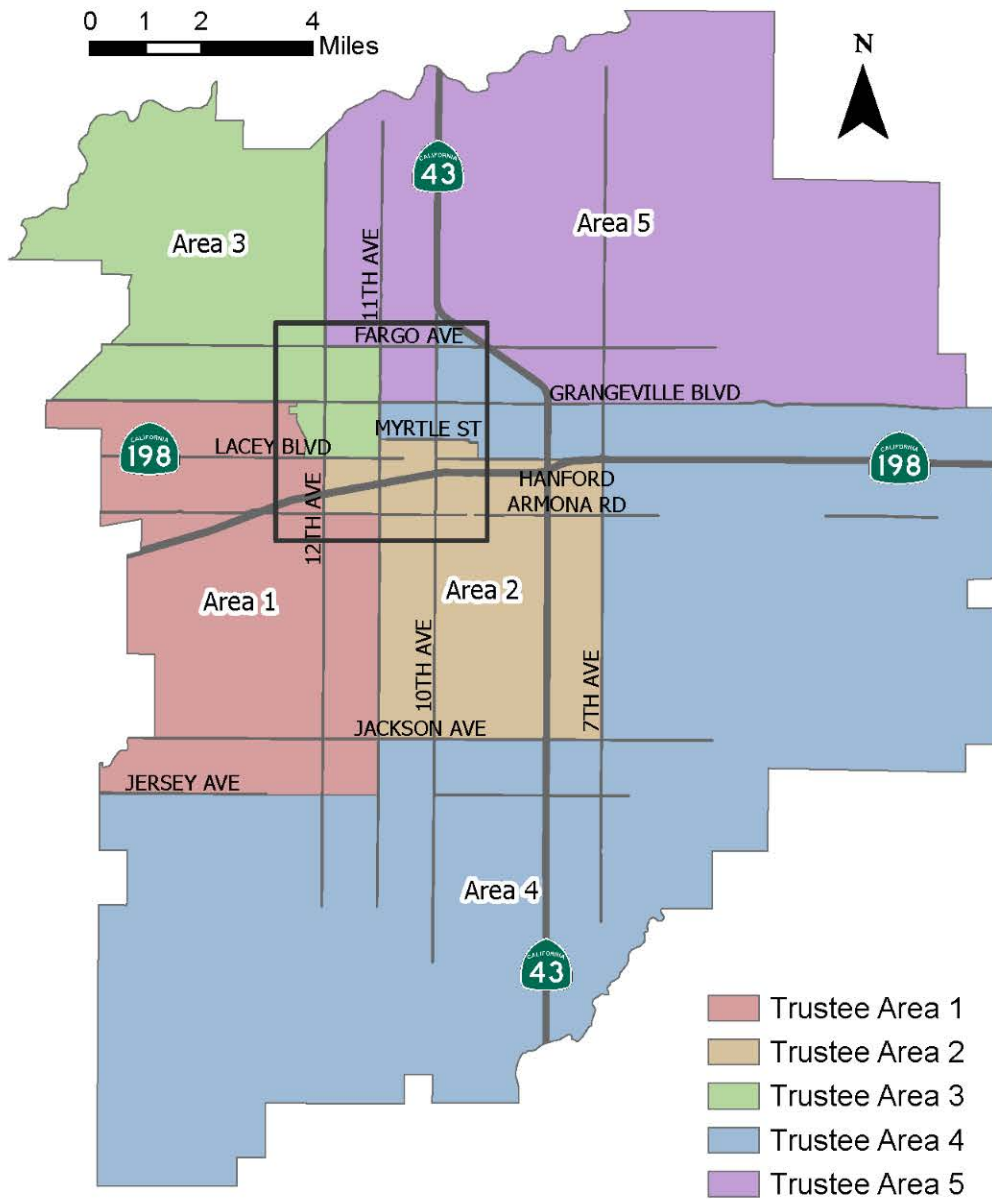
District Address

(559) 583-5901 ext. 3101

District Phone Number

NOTE: **THIS NOTICE AND TRANSMITTAL SHALL BE MADE AT LEAST 125 DAYS BEFORE THE GENERAL DISTRICT ELECTION** AND SHALL EITHER BE DELIVERED IN PERSON OR MAILED BY CERTIFIED MAIL IN TIME TO REACH THE KINGS COUNTY OFFICE OF EDUCATION, 1144 W. LACEY BLVD., HANFORD, CA 93230, **NO LATER THAN JUNE 27, 2026.**

(11-02Notice of Boundaries.doc)



- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5

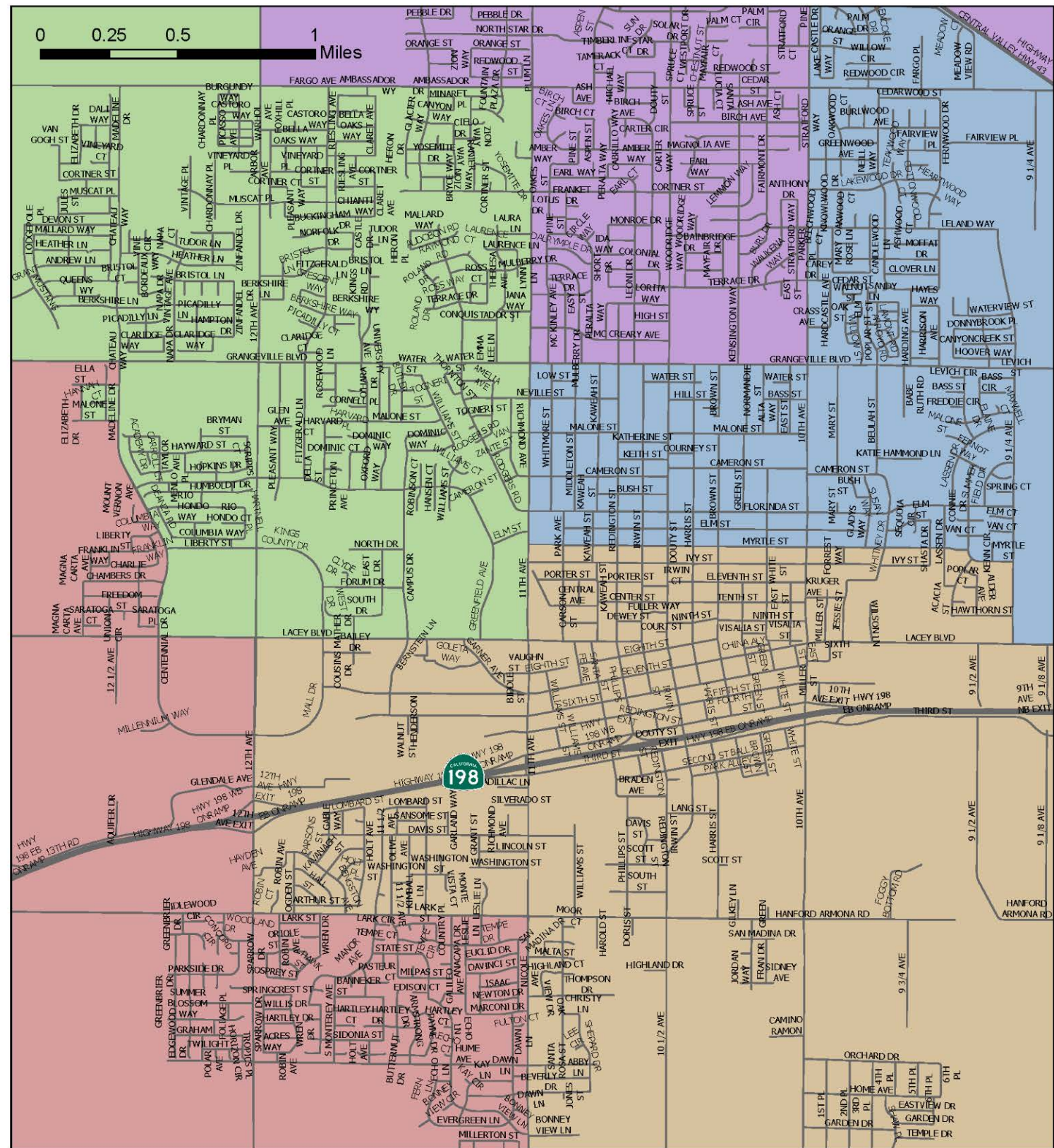
Hanford Joint Union High School District

Trustee Area Map

Adopted January 25, 2022



ODELL Planning & Research, Inc.



Superintendent Report #4

AGENDA: New Business / Information / Action

TOPIC: Out-of-State Travel Request

DESCRIPTION: HJUHSD FFA would like to travel to Washington DC from June 8, 2026 through June 13, 2026 to attend the Washington Leadership Conference (WLC). This conference exposes students to agriculture and leadership at our nations capitol and delivers an impactful community service based FFA leadership experience for student to learn about and see servant leadership across our nation and bring it back home to better serve their chapters.

FISCAL IMPACT: Approximately \$12,000 paid through FFA ASB

RECOMMENDATION: Administration recommends approval of this item as presented.

Washington Leadership Conference

Monday, June 8th - Saturday, June 13th, 2026

Omni Shoreham Hotel, Washington, DC
2500 Calvert St NW
Washington DC 20008

Monday, June 8th

2:00 pm Meet advisors to load van & leave Hanford at HJUHS Farm
3:00 pm Arrive to Fresno International Airport
5:00 pm Leave Fresno International Airport

Tuesday, June 9th

6:00 am Arrive to Washington DC

Saturday, June 13th

9:00 am Leave for Washington DC Airport
6:00 pm Arrive at Fresno International Airport
7:00pm Arrive back at HJUHS Farm

*see attached event schedule for additional details

2026 WLC STUDENT SCHEDULE

Dress	Tuesday	WE
Casual Dress	2:00-5:00 p.m.	Registration
	5:00-6:00 p.m.	Dinner
	6:30-7:45 p.m.	Session 1: Our Hope is in You! LG
	8:00-9:30 p.m.	Session 2: Community Matters CG
	9:30 – 9:45 p.m.	Reflections (LG)
	9:45 – 10:00 p.m.	Late Registration
	10:15 p.m.	Bed Checks
	10:30 p.m.	Lights Out
Dress	Wednesday	ME
Casual Dress	8:00 – 8:45 p.m.	Breakfast
	8:45 – 10:00 a.m.	Session 3: Why Are We Here? (CG)
	10:15 – 11:15 a.m.	Session 4: Preparing for Advocacy (LG)
	11:30 – 12:15 p.m.	Lunch
	1:00 - 2:00 p.m.	Session 5: Exploring Our Passions and Beliefs (CG)
WLC T-Shirt with Casual Bottoms	2:30 – 3:30 p.m.	Session 6: Understanding Needs Globally (LG)
	3:30 – 4:00 p.m.	Night Tour Preparation
	4:00 – 4:45 p.m.	Picnic Dinner w/ Entertainment
	5:00 – 10:00 p.m.	Night Tour of Washington, D.C.
	10:30 p.m.	Bed Checks
	10:45 p.m.	Lights Out

Dress	Thursday	DO
Official Dress	7:15-8:00 a.m.	Breakfast
	7:45-8:00 a.m.	Capitol Context
	8:15-9:15 a.m.	Travel to Capitol
	9:15-9:30 a.m.	Group Photo Capitol Steps (Time may vary based on metro travel)
	9:45-12:15 p.m.	U.S. Capitol experience (Time may vary based on metro travel)
	12:15-1:15 p.m.	Travel to Hotel
	1:30-2:30 p.m.	Lunch
Casual Dress	3:00 – 4:00 p.m.	Session 7: Charting Our Service Course (CG)
	4:15-5:15 p.m.	Session 8: Building our LTS Team and Reaching Our Goals (LG)
	5:30-7:00 p.m.	Session 9: Planning for Action (CG)
	7:15-8:00 p.m.	Dinner
	8:00 – 9:00 p.m.	Building Community (LG)
	9:00 – 9:45 p.m.	Community Group Time & Reflections (CG)
	10:00 p.m.	Bed Checks
	10:15 p.m.	Lights Out
Dress	Friday	SERVE
WLC T-Shirt with Casual Bottoms (closed-toed shoes required for service project)	8:15 – 9:00 a.m.	Breakfast
	9:15-11:00 a.m.	Service Project
	11:00-Noon	Lunch
	Noon-12:15 p.m.	Arlington Option: Context
	12:15-1:15 p.m.	Travel to Arlington Metro Stop
	1:15-3:15 p.m.	Arlington Experience
	3:15-3:45 p.m.	Travel to Smithsonian Metro Stop
	3:45-5:45 p.m.	Free Time in the City
	12:15-12:30 p.m.	Smithsonian Option: Context
	12:30-1:15 p.m.	Travel to Smithsonian Metro Stop
	1:15-3:15 p.m.	Smithsonian Museum Experience
	3:15-5:45 p.m.	Free Time in the City
	5:45-6:30 p.m.	Travel to Omni Hotel (whole conference)
	6:30-7:30 p.m.	Dinner
	7:45-9:15 p.m.	Session 10: Take the Chair CG
	9:30-10:15 p.m.	Session 11: We Will Celebration LG
	10:15-10:45 p.m.	Reflections LG
	10:45 p.m.	Bed Checks
	11:00 p.m.	Lights Out

Friday Schedule Note: On Friday afternoon, the entire conference will enjoy free time in the city. Participants will have the option to visit either Arlington National Cemetery or a selection of Smithsonian Museums. After these visits, all participants will have free time on the National Mall. Please note that participants choosing to visit Arlington National Cemetery will have slightly less free time on the National Mall due to travel time between locations.

LG – Large Group Session

CG – Community Group Session

Superintendent Report #5

AGENDA: New Business / Information / Action

TOPIC: Candidates for Diploma of Graduation for 2026
Hanford High School

DESCRIPTION: Graduates from Hanford High School and Independent
Study – 341.

These students, at the end of the second semester, will have completed all the requirements for graduation as established by the Board of Trustees of the Hanford Joint Union High School District and the State of California. They have maintained appropriate standards of scholastic achievement and conduct.

FISCAL IMPACT: None

RECOMMENDATION: Administration recommends approval of this item as presented.

HANFORD HIGH LIST OF GRADUATING CANDIDATES 2026

Aceves Hernandez, Juan Pablo
Agabashian, Kash Marco
Aguilar, Melody
Aguilera, Ayline
Alcala Lopez, Diana
Allord, Allielle M
Almaraz, Jesse J
Alvarez, Miguel Angel
Alvarez Lopez, Anderson Osbely
Alves, Justin James
Anderson, Kevin Michael
Andrews, Aleena Rebecca
Aquino, Ariana Angelique
Aranda, Jordan
Arellanes, Melissa
Arista Marufo, Cristian Alexander
Arizaga, Helena
Arriola, Mario A
Avila, Millie
Ayala, Daniel Alexander
Barba, David Michael
Barrera, Matthew Joseph
Benitez, Gabriella Marie Rose
Bertelsen, Connor Jayden
Bettencourt, Ev Lou
Bolen, Zoey J
Botelho, Analisa
Brieno, Jazzmin J
Browning, Rebekah
Bruce, Zoe Jane Serenity
Burkett, Cassidy Marie
Cabrera, Isaac Alexavier
Calderon, Leonardo
Candelaria, Arick Michael
Capers, Jaaylah Ra'nae
Carbajal, Audrey B
Cardoso, Asiah Anamya
Carnero, Angelina Yvette
Carrasco, Bryan Paul
Carrasco, Isaiah Emilio
Carrillo, Elias E
Cason, Eric Leon
Castellanos, Brayan
Castellanos, Jose
Castillo, Adam Josiah
Castillo, Mallory Roxanne
Castillo, Robert Leonard
Castorena, Brandon Issac
Castro, Avery Lane
Cavasos, Alic Xeven

Cawley, Oliver Everett
Cazares, Emily
Cervantes, Omar
Chamberlain, Cash Jonathan
Chavez, Joselyn Yaritza
Chavez, Louie Anthony
Chavez, Jimenez Evelyn
Clark, Justin Donnavin
Coelho, Ayden Dominic
Combes, Camden Wyatt
Correia, Katelin Danica
Cortez, Paul Raymond
Cruz-Hernandez, Benjamin
De La Cruz, Anthony Jose
Delgado, Karen
Diaz, Mariah Nicole
Diaz Nataren, Jeferson Javier
Diener, Jonothan Eric
Domen, Audrina Nicole
Domingo, McKayla
Drummond, Drake David
Dunback, Haley Marie
Echeveste, Mason
Elszy, Natalie Rachel
England, Brooklyn Analise
Equihua Echeverria, Yareli
Esparza, Rio Apolonio Dennis
Espinoza, Thomas
Estrada, Angelene Nariah
Fajardo, Mia Princessa
Fayerweather, Josiah Tyrek
Fellhauer, Arris B
Figueroa-Lane, Keyshaun A
Fitzgerald, Dredyn M
Fletes-Medina, Valeria Esmeralda
Flores, Javier
Flores, Masin Anthony
Freeman, Ayana I
Gallardo Garcia, Mauricio
Gallegos, Ani Elamarie
Garcia, Ashley Marie
Garcia, Braiden Anthony
Garcia, Davian Baltazar
Garcia, Deysi
Garcia, Gianna Grace
Garcia, Ivan
Garcia, Javier A
Garcia, Juan Rojelio
Garcia, Mason Aurik
Garcia, Morgan
Garduno, Ivan J

Garnica, Ezekiel
Goforth, Kenneth Bryan
Gomez, Andrea Esmeralda
Gomez, Kiera Nichole
Goncalves, Julia Alise
Gonzales, Andrew Isaac
Gonzales, Ashleigh Lauren
Gonzales, Jazlenne
Gonzalez, Alexander Victor
Gonzalez, David
Gonzalez, Gabriella
Gonzalez, Gannon Eric
Gonzalez, Jasmine Melisa
Gonzalez, Jorge Alberto
Gonzalez, Kevin Giovanny
Gonzalez, Roselyn
Guerrero, Aalyiah Janelle
Gutierrez, Adrian Isaiah
Gutierrez, Brayan Vargas
Guzman, Madelin A
Hall, Elijah Patrick Eugene
Hanson, Caleb James Thoai
Harley, Egypt Janiya
Harris, Benjamin Rashaun
Heninger, Jimmy R
Henshaw, Kevin Robert
Herman, Madison Kay Rose
Hernandez, Angelica
Hernandez, Eduardo Andrew
Hernandez, Jovanny
Hernandez, Kolton Lee
Hernandez, Valencia Victoria
Hernandez Llamas, Jose Bernave
Hillhouse, Draven Thomas
Homan, Jaelah G
Ingram, Ava
Jackson, Breighlyn Rose
James, Zemmiyah D
Jaureguizar, Gabriella Emma
Jennings, Zecharia L
Jimenez, Albert B
Jimenez Figueroa, Margarito
Jimmeye, Andrew N
Johnston, Samuel Patrick
Keeney Hayden, Andrew
Kinney, Hope Lana
Knight, Darrel James
Landry, Riley Wade
Larue, Alyssa Madison
Laughter, Dylan Christopher
Lee, Edden Ka Chung
Leiva, Julian Ramiro
Lemus, Serena Monet
Leon, Alejandro

Leon, Emily Grace
Lepe Lopez, Luis Enrique
Leskanic, Cole M
Lewis, Casen Blake
Lomeli Hernandez, Sara Sofia
Long, Nathaniel Donavon
Loogman, Kallie Marie
Lopez, Alondra
Lopez, Analisa Renee
Lopez, Christopher
Lopez, DamienLouie
Lopez, Fernando
Lopez, Zully Zoey
Lopez Martinez, Luna Esmeralda
Lopez-Arellano, Aaron
Lua, Kailey Angel
Luera, Alexis Mariah
Luera, Aubree Nykole
Lupercio, Brianna Alexandra
Macias, Joel Lex
Magana, Ivane Victor
Marable, Porsche Mercedes
Martin, Aidan Alexander
Martinez, Adam Pierson
Martinez, Aidan Philip
Martinez, Gabriel Martin
Martinez, Gabriella Elizabeth
Martinez, Liliana Kari Rose
Martinez Vasquez, Nevaeh
Marzett, Damone D
Masuda-Gange, Avalynn Sue
Mata, Haven Armani
McCollister, Brayden Michael
Mccoy, Channelle Nevaeh
McDowell, Nikura Ammerice
Melendez, Felicianno Rico
Mendoza, Annaiz Guadalupe
Mendoza Martinez, Julissa Jeannette
Michel Carrillo, Josue Reyes
Mireles-Reyes, Felipe
Moncayo, Jayden Denis
Montalvo Olivera, Demian Emanuel
Morales, John Jesus
Moreno, Alicia Ygnacia
Moreno, Itzel Bella
Morgan, Sophia Dayanely
Muir, Carter John
Munguia, Jacob J
Munoz, Antonio P
Munoz, Estefani
Naranjo, Sofia Teresa
Nava, Sevanah
Navarro, Anthony
Neely, Cedelia Rosalva Torres

Negrete, Alexen Narali
Negrete, Fabrizio
Nelson, Kade Donovan
Noble, Daniel L
Nunes, Chase Joaquin
Nunez, Isaiah Joel
Ochoa, Cecilia
Ochoa, John Gilbert
Ojeda, Seth
Ordaz, Francisco
Ordonez, Savanna
Orozco, Nadia A
Orozco, Octabio Aurelio
Orozco, Villegas Fidel Jr
Ortiz, Adrian Rieley
Ortizdevillate, Damian J
Oseguera Meza, Martha Alexa
Pacheco, Gladis Onely
Pacheco, Ivan Fidel
Pacheco, Mercedes Analee
Pacheco Tinoco, Maria Belen
Palomo, Agripina Suri
Parreira, Canon Joseph
Parreira, Dalton James
Parrish, Meiah Jade
Patino, Sara Carolina
Patterson, Taveon Samuel
Paul, Aeva Louise
Paul, Aiden Daniel
Paul, Austin Michael
Paz Aguilar, Sergia
Perez, Julissa Nayeli
Perez, Yetzaira
Ponce Chavez, Fatima Adamariz
Powell, Aubriana P
Puga, Bryson Joseph
Puga Navarro, Brissia Emely
Quezada, Jose Francisco
Quezada, Marlenne G
Quinn, Aiden James
Quintero Patron, Carlos
Radcliff, Bree Lynne
Ramirez Lepez, Eduardo
Ramos, Maria Guadalupe
Raygoza, Sage Michael
Reaves, Joseph Roman Lopez
Revious, Chelby Lynn
Revious, Cole Matthew
Reyes, Noah R
Reyes Juarez, Izabela Sophia
Richards, Kylee Arinette
Rios, Bernarda Rachell
Rios, Emily Aguniga
Rios, Natalie Janelle

Rocha Alvarez, Genesis Alexandria
Rodriguez, Alexandra Marie
Rodriguez, Denisse
Rodriguez, Fernando Esteban
Rodriguez, Yaretzy Isabel
Rodriguez Medina, Elizabeth Katherine
Rojas Cleary, Maxwell George
Romeiro, Hunter Reed
Romero, Karla Thais
Rose, Kate Patricia-Michelle
Rose, Noah Dane
Rossel, Rayannah Desirae
Rubalcava, Mekiah Paul
Rubio, Jesse Gabino
Ruiz, Chrystal
Sain, Julius Jahmaal
Sanchez, Matthew Marcelle
Sanchez, Sergio
Sanchez Cruz, Edith
Sanchez Farias, Jesus David
Sandoval, Jaiden A
Sandoval Medel, Andrea
Saunders, Bridgid Riann
Saville, Lincoln Bradly
Sequeira, Seth Ray
Serna, Aleena M
Servin-Iniguez, Cristo Jilberto
Sifuentes Ponce, Elizabeth Alanah
Silva, Devin Fernando
Silva-Donaldson, Elijah Manuel
Silveira, Charlotte Louise
Smith, Aiden Lee
Smith, Demiahiss Eugene
Smith, Patrice Camille
Smith, Rowen Gracilou Eris
Smith, Ryan David
Solorzano, Keven Cruz
Stanley, Abby Lyn
Stevens, Sean James
Stewart, Lea Caydence
Sur, Oliver Zen
Swanger, Logan V
Swigart, Donovan Reed Kingston
Tafolla, Sergio Juarez
Tafolla, Summer Rose
Taylor, Xavier Charles
Temores, Leydi Joanna
Tesoriere, Marieanna Rose
Thomas, Ava Givonna
Ting, Gabriel Angelo Cruz
Torres, Mauricio Angel
Torres, Nathaniel N
Torres, Roman Michael
Torrez, Jamari Esai

Trejo, Jayah Sally
Uhlik, Tyler Jacob
Urrutia, Brittaney
Valadez, Ariana Valerie
Valadez, Carlos
Valdez, Cali Kathleen
Valdez, Valeria
Varela, Carly Danielle
Vargas, Santiago
Vasquez, Gideon Q
Velazco, Nathaly Saraith
Ventura, Sergio A
Villafan, Valentin Alonso
Villalobos Villegas, Jose Luis
Villanueva, Daniel
Vital, Xion Rashon
Welch, Claire Marie
Williams, Zyen Leaf
Zamora Torres, Emmanuel
Zamora Torres, Samuel
Zendejas, Nefertity
Zepeda, Dani Charlize
Zuniga, Zoe Elaine
Zuniga Rodriguez, Alfonso Alejandro

Superintendent Report

#6

AGENDA:	New Business / Information / Action
TOPIC:	Candidates for Diploma of Graduation for 2026 Hanford West High School
DESCRIPTION:	<p>Graduates from Hanford West High School and Independent Study – 289.</p> <p>These students, at the end of the second semester, will have completed all the requirements for graduation as established by the Board of Trustees of the Hanford Joint Union High School District and the State of California. They have maintained appropriate standards of scholastic achievement and conduct.</p>
FISCAL IMPACT:	None
RECOMMENDATION:	Administration recommends approval of this item as presented.

Hanford West High School

Candidates for Diploma- 2026

Mykle Jaden Abarca
Annalisse Ava Jolee Aguilar
Ean Joseph Aguilar
Salma Maria Alatorre
Emmanuel Alatorre-Andrade
Hector Kevin Albizo
Enrique Aldaco Rodriguez
Daniela Alfaro
Alexia Alvarez
Lorraine Kate Guevarra Alzola
Lizbeth Jocelyn Amaya Huerta
CaiElize Jazlynn Angel
Vivian Azucena Anguiano
Isabel Arellano
Teresa Cecilia Arredondo
Jacob James Arruda
Tallan Benjamin Atteberry
Jose Alfredo Avila
Ashlee Marie Ayala
Dre Aaron Balderas
Jonathan Jaredt Balderrama
Angelica Barajas
Laura Vanessa Barajas
Gage David Barnes
Sophie Marie Barreiro
Ivan Bautista
Grace Elizabeth Bracamonte
LaNiece Nevaeh Brinston
Aliya Denise Brito
Abigail Lynn Brown
Addison Taylor Brown
Aliese Nicole Buchanan
Anyssa Angelica Bustos
Gisel Cabrera
Jacen Davon Camacho
Odalys Camarena
Osvaldo Campos-Ortiz
Angel Cana Leyva
Lexie Yolanda Cardenas
Jorge Luis Cardoso
Gabriella Claire Carrico
Kira Le Castillo
Sofia Brianne Castorena
Yaretzy Ceja-Canchola
Alexis Marie Chaires
Izabella Maire Chavez

<i>Fortino JR Cisneros</i>
Andres Ignacio Cobian
Eli William Cobine
Hannah Leigh Coleman
Matthew Coy Collins
David Joseph Cordero
Aaliyah Grace Corona
Jaydon Devin Corona
Juan Pablo Correa
Adrian Roman Cortez
Isiah Angel Cortez
Reyna Sunshine Cortez
Vanessa Diamond Munoz Cortez
Justin Allen Cox
Marcus Omarion Crowell
Case Patrick Cubillas
Horacio Cuellar Hidalgo
Orlando Huizar De La Paz
America Gelena DeDios
Gerardo Diaz Acosta
Pedro Daniel Diaz Morales
Xaret Diaz-Zacarias
Adrian Duenaz-Vazquez
Evangeline Grace Dugger-Banuelos
Nathan Everett Durbin
Amelia Jane Escola
Deiben Ruben Esquer Reyes
Angel Joseph Etcheverria
Evee Madison Fields
Jorge Flores
Hannah Elizabeth Fonseca
Scarlett Sophia Fontenot
Rebeca Maria Fortin Teruel
Payton Reed Frank
Bryan Gallo
Areanna Faith Garcia
Hudson Christopher Garcia
Jace Nathanael Garcia
Johnathan Angel Garcia
Josiah Angel Garcia
Melissa Garcia
Mia Amor Garcia
Cristian Garcia Medina
Maritza Garcia Pina
Maria Lucina Garcia Rodriguez
Adrian Gage Garza

Hanford West High School

Candidates for Diploma- 2026

Elia Monique Garza
<i>Jonas Francis Gibbs</i>
Dayanara Giselle Gil
Elly Aurora Giron
Malachi Tarvon Glass
Elias Maximus Gonzales
Daniel Gonzalez Jr.
Leonardo Daniel Gonzalez Valdez
Gabrielle Julia Grijalva
Aaron Guardado Ramirez
Janelly Lisset Guillen
Ezmerelda Doreen Gurrola
Kiara Suyai Gutierrez
Hector Rosalio Gutierrez-Ornelas
Ramon Junior Harris-Gonzalez
Peyton Faith Hastings
Angela Solorio Hernandez
Ava Marie Hernandez
Hailei Madalyne Hernandez
Jazmin Hernandez
Mariah Celene Hernandez
Azul Herrera
Jesse Hidalgo
Kaimana Sunni Hosman
Sydnee Lane Huff
Elijzah Louis Humphrey
Kailin Harvey Hwang
Faith Juliet Jacobo
Jaydon Laroy Jenkins-Sims
Phelan Cormac Jones
Melony Dianna Karabian
Kimyah Jane'e Keel
Joslyn Marie Kraemer
Hunter Paul Lacavera
Tyler Jean LaMattino
Draven Curtis Lancaster
Jocelynn Andrea Leanos
David Leber
Ashly Jyleah Lee
Marlee Rae Lininger
David Michael Lloyd
Xabreena Michael Lloyd
Thomas Michael Looney
Violet Michelle Looney
Angel Julian Lopez Coronado
Ingri Esmeralda Lopez Velasquez

Che D'Arcy Lyday
Rodolfo Macedo
<i>Uriel Macias</i>
Israel Roman Magana
Natalie Alani Magnia
Ryan Gavin Martella
Benjamin Daniel Martin
Danica Joelle Alanzo Martin
Devin Adrian Martin
Jason Martin Sigala
Leonel Martinez
Loulita Matar
Ryan Thomas McDaniel
Shannon Denise McKrell
Branden Xavier Lee Medina
Audrina Nevaeh Mendez
Aundrea Tiffany Mendez
Vanessa Mendoza Zuniga
Danelle Angel Marie Meza
Nathalia Meza
Ramon Alejandro Meza
Victor Hugo Minutti Jr.
Lam Mollik
Rohan Mollik
Daniel Montejano
Sophia Nicole Montes
America Anahi Morales
Christopher Guadalupe Morales
Ayden Josiah Morra
Kaelynn Mahealani Moura
Kaydynce Lauren Orosco Moyers
Jacquelin Munoz Navarro
Adrian Alexander Navarette
Harley Presley Nelson
Jaxson Martin Nuhfer
Audrey Paige Nunez
Nevaeh Faith Nunez
Hans Immanuel Sadumiano Oaquera
Gabriel Ochoa Cruz
Elizabeth Lynn Ogle
Nayeli Ojeda
Maurilio Ojeda Suarez
Alex Olguin
Ayden Orozco
Melanie Orozco
Romeo Orozco Barajas

Hanford West High School

Candidates for Diploma- 2026

Brian Alejandro Orozco Hernandez
Angel Ortega
Rigoberto Ortega Ojeda
<i>Adyson Nicole Owens</i>
Aniah Marie Pacheco Esparza
Jolene Meca Parker
Angielidia Parra
Franco Alfonso Pasos Osuna
Ethan Holcomb Patrick
Imanol Pena
Jaslene Pena
Andres Juan Perez
Angelique Melody Perez
Ariana Fernanda Perez
Jenelle Precious Perez
Samantha Perez
Aiden Shane Peterson
Rocky Nicholas Pinon
Jonathan Jadan Pulido
Jeremiah Quezada
Mathew James Ramber
Daniella Valarie Ramirez
Kayden Raymond Ramirez
Kimberly Ramirez Loza
Jorge Ramirez Ortega
Jordan Ciera Ramos
Rogelio Rafael Ramos
Vincent Daniel Ramos
Matthew Sebastian Rayburn
Yvette Karen Resendez
McKenzie Lynn Rickman
Michael Dewan Nekki Ritchie
Evelin Paolet Rivera Coronado
Jay'Shawn Jermiah Roddy
Aaron Rodriguez
Corinna Lizette Rodriguez
Devin Nicholas Rodriguez
Zoe Leann Rodriguez
Fatima Rodriguez-Mosqueda
Israel Ruben Romo
Isaac Aron Rosa
Dayanara Rosas
Karisma Mia Rosas
Liam Michael Rose
Jeremiah Gabriel Ruiz
Ashley Michell Ruiz-Bernal

Krystalynn Adrianna Ruttlen
Melody Cean Ryan
Arturo Salazar
Diego Sanchez
<i>Raymond George Sanchez</i>
Yamna Yanira Sanchez
Marcelino Sandoval Jr
Samuel Alex Sandoval
Valerie Fatima Sandoval
Kasey Lynn Ruperta Santana
Ramon Alberto Santos
Unica Hope Sapinoso
McKynzee Evandene-Lynn Scruggs
Aiden Richard-Giles Senner
Cecilia Sigala Davalos
Bryce Ezekiel Smith
Donnovan Zander Smith
Isaias Solorio Iniguez
Reign Mia Bueno Somera
Ami Danielle Soriano
Nathan Louis Squire
Paulina Ines Stevens
Felipe Suarez
Natalia Marie Suarez
Jasmine Nicole Tapia
Ruben Alexander Toledo
Javier Jesus Trujillo
Amber Nicole Underwood
Miles Lee Underwood
Isaiah Samuel Urquidez
Alexander Urrutia
Jade Valadez
Adrian Valdez
Lilly Sophia Valdez
Angeline Valencia
Mariana Mia Vallejo
Emily Jesus Valtierra Hernandez
Austin Rudy VandenBroek
Jeremiah Mateo Varela
Lilley Nevaeh Vargas
Karmen Alaina Vazquez
Nailyn Vega
Sophia Monique Vega
Amy Milagros Venegas
Andrea Venegas
Leah Micheal Vidal

Hanford West High School
Candidates for Diploma- 2026

Lytzy Jade Villa Perez
Sydney Raylynne Villagran
Emma Monique Villalobos
Leticia Anaii Villanueva
Diego Villasenor
<i>Julianna Ejade Villasenor</i>
Alayna Julianne Weber
Kiran Donaley Weber
Perseus Alexander Westfall
Kane Kue Yang
Tim Jin Tian Yao
Jayda Diane Yecny
Marvin Bryan Zepeda

Superintendent Report

#7

AGENDA: New Business / Information / Action

TOPIC: Candidates for Diploma of Graduation for 2026
Sierra Pacific High School

DESCRIPTION: Graduates from Sierra Pacific High School and Independent
Study – 265
Certificate of Completion - 1

These students, at the end of the second semester, will have completed all the requirements for graduation as established by the Board of Trustees of the Hanford Joint Union High School District and the State of California. They have maintained appropriate standards of scholastic achievement and conduct.

FISCAL IMPACT: None

RECOMMENDATION: Administration recommends approval of this item as presented.

Sierra Pacific High School

Candidates for Graduation 2026

Kiana Adams	Terrence Canales
Adrian Aguilar	Olivia Cano
Justen Aguilar	Mareli Carriedo
Jasmine Aguillon	Marissa Castro
Hind Ahmed	Dayanna Cervantes
Alfredo Alcala	Nathan Chavez
Lizbeth Alcala	Mariana Chavez Diaz
Dayana Alcaraz Campos	Tamara Colbert
Jesus Alcaraz Jimenez	Bryce Costa
Brianna Almaraz	Adan Covarrubias
Miranda Alvarado	Genesis Cruz Reyes
Miguel Alvarez	Maggie Daugherty
Iycis Amaral	Isabella Davis
Vanessa Andrade	Armand De Loza
Anaiya Arcoren	Parneet Dhillon
Karina Arellano	Ernesto Diaz
Katelenn Arellano	Michael Diaz
Jaidyn Ayala	Carina Diaz Garcia
Apajok Ayuen	Tanya Diaz Gomez
Nyang Ayuen	Kylee Dinnoo
Makayla Baker	Dominic Dobbs
Triskelle Ballard	Dominic Dollar
Nicolas Banuelos	Jesus Dominguez
Wryden Barajas	Abigel Dooley
Sebastian Barba	Ivan Duarte
Eric Barboza	Lexi Duarte
Austin Barcellos	Emma Dudley
Alinna Barocio	Zoe Ekk
Gavin Bean	Brody Engen
William Bekedam	Michelle Enriquez
Xavier Belk	Teivin Enriquez Loza
Thomas Benavides	Christian Espinola
Mikayla Benitez	Jezel Farias
Karly Benitez Solorio	Alexis Farias Barragan
Dawson Berna	Oscar Fernandez
Sarah Blackwell	Mylee Figueroa
Pennelope Botelho	Zamirah Figueroa Rodriguez
Payal Brar	Atziri Fletes
Jasmine Briano	Michael Flores
Brody Budge	Anthony Florez
Kayden Bullard	Paloma Florian
Genessis Cabrera Lemus	Jayden Fourie
Gerardo Callejas II	Anthony Franco Cisco
Alberto Camacho	Alena Fuentez
Jaynee Campos	Deanna Furtado

Renata Xiomara Galeana
Lily Gamble
Andrew Garcia III
Benjamin Garcia
Sergio Garcia
Miriam Garcia Bocanegra
Shaaban Ghatas
Brody Gillio
Gabriel Godinho
Kaiden Gomez
Yoselin Gomez
David Gonzalez
Natalie Gonzalez
Savannah Goulart
William Griffin
Jeffrey Groth
Brianna Gutierrez
Natalie Guzman
Kelsee Hanson
Tori Harp
Kyler Hendricks
Alexis Hendrickson
Allisson Hernandez
Mia Hernandez
Alexander Hernandez-Duran
Brynlee Herrera
Nataly Higuera
Tenerick Higuera Moreno
Tabitha Hitchman
Gavin Hoover
Jackson Howze
Julian Isquierdo
Kordell Jackson
Omega James
Ilyas Jebbanema
Gabriel Jimenez
Allysa Mari Johnson
Morgan Jones
Jasmine Juarez Rivera
Jacob Kane
Kaleb Koelewyn
Justin Le
Jensen Lemons
Allyson Leon
Karina Leon
Dante Lewis
Levi Libby
Natalie Linares
Karlee Lippincott
Viktoria Liwag

Makayla Llamas
Alena Lopes
Graysen Lopes
Jacob Lopez
Jonathan Lopez
Quinn Lowe
Aiden Lugo
Joseph Lugo
Haylie Maciel
Janessa Maciel
Brian Martinez
Josue Martinez
Zoe Martinez
Jolie Maxwell
Drake Mendoza
Yetsi Mendoza Tello
Kylie Messer
Anthony Mondino
Ashley Montesdeoca
Avery Mora
Adamaris Moreno Lopez
Miriam Mosleh
Jonathan Munoz
Gunner Musgrave
Caleb Najera
Genesis Ochoa
Fernando Ojeda
Cash Oliveira
Keoni Oliveira
Joseph Ordonez
Montserrat Orozco Gutierrez
Nathan Ortega
Anessa Ortiz
Aneesa Perez
Ayden Perez
George Perez Jr.
Jasmine Perez
Miley Perez
Sara Perez
Jaslene Piceno
Cohen Qualls
Bryanna Ramirez
Isabella Ramirez
Sarai Ramirez
Timothy Ramirez
Yulissa Ramirez
Hunter Reaves
Lilly Regalbuto
Kaylee Reggler
Devin Reitsma

Daniel Renteria
Nicolas Reynoso
Olivia Rioux
Elizabeth Rocha
Christopher Rodriguez
Marc Rodriguez
Samuel Rodriguez
Jonathan Salazar-Martinez
Diego Saldana Sandoval
Juliana Saldivar
Oscar Salgado Martinez
Raymond Salyer
Adrian Sanchez
Gissel Sanchez
Marissa Sanchez
Jose Sanchez Lopez
Caycee Santos
Ghosai Scaggs
Enzo Schick
Jesse Scott
Lilly Scruggs
Zepplyn Segars
Sarah Segura
Mateo Serpas
Ammar Shaie
Avery Silvester
Carson Smith
Jedaiya Smith
Angel Solorio
Audrey Soto
Sofia Sousa
Olivia Strock
Kloey Sturgeon
Kurita Suggs
Victoria Tafolla
Seth Tahim
Elijah Talley
Ximena Tapia

Sadie Taylor
Makii Thompson
Ethan Tidwell
Harrison Todd
Jaslene Torres
Mario Torres
Daphne Tran
Vu Truong
Noah Tweed
Jadin Uchi
John Umscheid
Taylor Usher
Henisy Valtierra
Henry Van Gemert V
Yazmin Vazquez Valentin
Anilah Vega
Jennedy Vega Mendoza
Carolina Ventura
Stacey Vieyra Castro
Alonzo Villasenor
Nicolas Vizier
Drake Vryhof
Kendall Walker
Sidney Walker
Brooklyn Webb
Sway Wesley
Weston Whisenant
Alijah Whiting
Dawsyn Wilding
Nathan Wiltshire
Karly Wise
Carlos Yanes
Madison Yang
Joshua Yates
Alyssa Yniguez
Khloe Zamora
Anaya Zaragoza
Jaslyn Zaragoza

Superintendent Report #8

AGENDA:	New Business / Information / Action
TOPIC:	Candidates for Diploma of Graduation for 2026 Earl F. Johnson Continuation High School
DESCRIPTION:	<p>Potential graduates from Earl F. Johnson High School – 29.</p> <p>These students have the potential to complete all the requirements for graduation as established by the Board of Trustees of the Hanford Joint Union High School District and the State of California.</p>
FISCAL IMPACT:	None
RECOMMENDATION:	Administration recommends approval of this item as presented.

Earl F. Johnson

Potential Candidates for Diploma – 2026

Jamie Acosta
Israel Alvidrez
Alvino Arriola
Luis Baeza
Israel Barrera
Anthony Bravo
Noadys Camacho Vizcarrando
Alexandra Caparuolo
Xavier Castro
Valentina Chavez
Isai Cobarrubias Pasillas
Christopher Cox
Matthew Cox
Nayeli Esteves
Aamira Estrada
Giovanni Galvan Mendoza
Blake Gear
John Hinojosa
Dylan Leasure
Simon Martinez
Dallas Minnix
Omayannie Oliver
Yuliana Pacheco
Kalany Ramirez
Angelo Ronquillo
Jesus Salazar Ruiz
Cristian Spindola Estrada
Ethan Urquidez
Alexis Vasquez

Superintendent Report #9

AGENDA:	New Business / Information / Action
TOPIC:	Candidates for Diploma of Graduation for 2026 Community Day School
DESCRIPTION:	<p>Potential graduates from Community Day School - 3.</p> <p>These students have the potential to complete all the requirements for graduation as established by the Board of Trustees of the Hanford Joint Union High School District and the State of California.</p>
FISCAL IMPACT:	None
RECOMMENDATION:	Administration recommends approval of this item as presented.

Community Day School

Potential Candidates for Diploma – 2026

Elvis Ajin Del Cid

Serenity Mata

Audrina Mota

Superintendent Report #10

AGENDA: New Business / Information / Action

TOPIC: Candidates for Diploma of Graduation for 2026
Hanford Online Charter

DESCRIPTION: Graduates from Hanford Online Charter – 133

These students, at the end of the second semester will have completed all the requirements for graduation as established by the Board of Trustees of the Hanford Joint Union High School District and the State of California. They have maintained appropriate standards of scholastic achievement and conduct.

FISCAL IMPACT: None

RECOMMENDATION: Administration Recommends Approval of this item as presented.

Hanford Online Charter

Candidates for Diploma - 2026

Everardo Giovanni Acevedo
Rose Agnew
Paul Aguayo
Alliyah Yolanda Aguilar
Shefa Abdulsalam Alamri
Xavier Aldama
Anthony Aldama Vazquez
Ragged Nawaf Almontaser
Citlaly Alvarez
Vincent Ray Amescua
John Carlo Arcidiacono
Jonathan Ventura Bacio
Tyler Barragan
Joshua Andrew Bautista
Samyrah Sylvia Bautista
Alexis Christine Beaton
Amaris Ulyisa Brewer
Thomas Brown
Tyler Joshua Brown
London Ryan Burcham
Katelynn Ann Cabrera
Collette Ellysetta Camila
Ashley Crystal Carvajal
Adriana Eva Castaneda
Nariah Castaneda
Brianna Marie Cerda
Marilee Cervantes Canchola
Nathan Ramiro Cisneros
Sergio Raul Cisneros
Micaela Corona
Jesus Cruz
Fatima Abigail Enriquez
Amelia Kianna Espinoza
Natalie Aaliyah Faldon
Amariah Marie Fernando
Eyder Hulisses Flores
Justice Galaviz
Annika Lucia Garcia
Connie N. Garcia
Zachary Chase Garrison
Shaylee Marie Godinez

Mario Eduardo Guadarrama
Ernesto Gutierrez Jr
Maziyah Nashay Harris
Dolores Cecelia Hernandez
Felipe Junior Hernandez
Xavier Hernandez
Emiliano Enrique Hernandez Ramirez
Erick Cristo Hidalgo
Robert Jr Iniguez
Stephanie Vickie Marie Jaramillo
Madison Mae Jones
Maria Aundrea Lacrue
Mireya Leon Martinez
Lily Anne Lewis
Emma Leeann Lopez
Julian Javier Lopez
Abigail Grace Loya
Diana Anaiz Lucas Bernabe
Brevin T. Lugo
Johnny Paul Madrid
Osvaldo Manuel Martinez
Jesse Ryan McCuiston
Kylie Dawn McKeown
Joseph Logan Mendez
Geronimo Mercado
Jaylah Mitchell
Abdulla Mohamed
Zavion Moon
German Munoz-Torres
Blythe Newell
Donia H Numi
Saul Nuno
Alex Ochoa
Jaziel Olea
Ailyn Valeria Orduno Berumen
Uriel De Jesus Palomera Alencastro
Elijah Parker
Manuel Florentino Parra Villa
Jose Emmanuel Perez
Nathanal Paulo Perez
Niah Istvana Perkins

Hanford Online Charter Candidates for Diploma - 2026

Bryan John Perry Jr
Nellie Piceno Perez
Savanna Joanne Pina
Gabriel Saturn Puga
Elizabeth Faith Purser
Aml Ahmed Qasem
Jayden Bryan Quintana
Alvaro Lorenzo Ramirez
Audrina Monique Ramirez
Marlen Reyes
Eber Reyes Gonzalez Jr
Itzel Alexandra Rodriguez
Jocelyn Denali Rodriguez Galvan
Payton Leanne Rivera
Victoria D. Roberts
Lilee Lavern Rohrs
Tima Amaya Rubio
Tulachi Avani Rubio
Edwin Ronald Rush
Maya Isela Salas
Gabriela Salazar
Isabel Marie Salazar
Lesly Laura Sanchez
Marco Antonio Sanchez
Jayden Jahmier Sanders
Josiah Sandoval
Eduardo Santiago
Sophia Sarandos- Martinez
Adisyn Hope Saucedo-Korte
Riley Marie Shanen
Cassandra Smith
Mariah Alexis Soliz
Melissa Abigail Linda Soliz
Nevaeh Leeann Soto
Steven Noah Soto
Dina Esther Tamayo
Savannah Rose Tarin
Mia Sue Taylor
Lashay S Thomas
Rylee Torrez
Mekhi Azzim Marquie Upshaw

Johana Dolores Valerio Ledesma
Jose Javier Vargas Chavez
Edwin Jose Venegas
Gaven Villagran
Celeste Maree Laveau Villalpando
Kyla R Wharry
Mekhi Stanley Williams
Quinton Theodore Williams
Karmyn Wilridge
Aliza Yvonne Zamora-White

Superintendent Report #11

AGENDA: New Business / Information / Action

TOPIC: Candidates for Diploma of Graduation for 2026
Hanford Adult School

DESCRIPTION: Graduates from Hanford Adult School – 112

These students, at the end of the second semester will have completed all the requirements for graduation as established by the Board of Trustees of the Hanford Joint Union High School District and the State of California. They have maintained appropriate standards of scholastic achievement and conduct.

FISCAL IMPACT: None

RECOMMENDATION: Administration recommends approval of this item as presented.

Hanford Adult School

2026 Candidates for Graduation

America Abarca
Alvaro Acevedo
Crystal Alaniz
Sarai Alvarez
Miguel Angulo Echegaray
Elaina Armeida
Sierra Avilez
Jeffery Tyler Bassett
Makbule Bilvado
Jacob David Blair
Maria Dolores Bravo de Sanchez
Cassandra Cadena DeLaMora
Dylan Christopher Camara Lusk
Brian Campos
Yanet Carrillo Martinez
Josiah Miles Castillo
Raymond Castillo Jr.
Sonya Coronado
Anthony Cortez
Kassandra Cortez
John Couto
Diandra Cruz
Sevina Cruz
Branden Delgado
Kimberly Desa
Isaac Edward Desales
Kassandra Diaz DeLeon
Gavin Dillon
Daniela Duran
Michael Echeveste
Hilda Enriquez
Cendy Gricel Escalante Carrillo
Denisse Garcia
Yovani Garcia Leon
Rocio Garcia Leon
Jeanette Jasil Garibay
Sara BreAnn Gee
Daniela Gilpin
Antonio Gomez
Joseph Gonzales
Isaiah Gonzales-Perez
Trinity Gonzales-Perez
Alejandra Gonzalez
Erik Gonzalez
Robert J. Gonzalez
Ramiro Guzman Sanchez
Adrianna Marie Hammond
Thomas Henegar
Angelica Hernandez
Angelida Rachel Hernandez
Arturo Hernandez
Emily Elizabeth Hernandez
Steven Anthony Hernandez
Ruth Emily Hinojosa
Maria Huerta Garcia
Amber L. Ivey

Ryan Fitzgerald Jones Jr.
Jazmin Juarez
Esteban David Lara
Owen Joe Ledesma
Leslie J. Lewis
Destiny Jade Lisalda
Megan Livesey McDaniel
Brady Logan
Benny Angel Longoria
Edgar Casares Macias
Ramon Macias
Allison Yanina Maltez Sanchez
Rodolfo Marquez
Erika Diaz Marshall
Amorette Martinez
Daniel Martinez
Leticia Ann Martinez
Alejandro Medina Estevez
Alexander Ramon Mendez
Alva Marina Montedesca
Marcelina M. Nolasco
Jorge Ochoa
Rogelio Torrez Alexander Ornelas Jr
Magdelisha Perez
Raul Pimentel
Jeremiah Jermaine Prigett
Alejandro Contreras Ramirez
Juan Pablo Ramirez
Kelsey Amaris Reyes
Breya Marie Reynolds
Edgar Robledo
Gabriel Luis Robledo
Adriana Rubie Rocha
Denavee Ariana Rodriguez
Virginia Rodriguez
Jovani Rojas
Jorge Alberto Saldana Rodriguez Jr.
Florentino Saucedo
Javier Edward Segura
Valeria Sarahi Segura
Andre Smith
Ashley Smith
Margarita Solorio
Jose Solorzano
Robert A. Sotelo
Owen Stockton
Karla Suazo
Emely Judith Valdez
Joe Valencia III
Raymond Valero
Aldair Vazquez
Gonzalo Venegas Bravo
Katerina Victoria
Susana Villalobos
Skye Watson
Jacob Zamarripa

Superintendent Report #12

AGENDA: New Business/Information/Action

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

DESCRIPTION: **Kit Carson Summer Swim School MOU**–
This Memorandum of Understanding This MOU with Kit Carson Union Elementary School District (KCUESD) allows the District to provide staffing and facilities to operate a summer swim school for students in the KCUESD summer program. The swim school will be held at the Sierra Pacific High School Pool and will be run by Sierra Pacific staff and students and in conjunction with their Education Pathway. The Certificated staff directing the swim school are properly trained in running aquatics programs. Student workers will all be trained in CPR and First Aid and will be properly trained in the aspects of their particular position. KCUESD will pay HJUHS \$18,000 for the Summer Swim School

Point Loma Nazarene University – These agreements with Point Loma pertain to Internships and Fieldwork for teaching and credential programs. There is no cost to the District due to these agreements; however, there is a level of supervision required for each intern and fieldwork.

FISCAL IMPACT: As noted in description.

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

**MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN KIT CARSON UNION
ELEMENTARY SCHOOL DISTRICT AND HANFORD JOINT UNION HIGH SCHOOL
DISTRICT REGARDING SUMMER SWIM SCHOOL 2026**

This Memorandum of Understanding (hereinafter “MOU”) is made and entered this 27th day of April, 2026, by and between the Kit Carson Union Elementary School District (hereinafter “KCUESD”) and the Hanford Joint Union High School (hereinafter “HJUHS”).

RECITALS:

- A. KCUESD maintains a Summer youth program and is seeking services for a summer swim program.
- B. HJUHS maintains a workforce that is trained and properly certified to provide said services.

Accordingly, KCUESD and HJUHS hereby agree to the following:

- 1. Term. This MOU is a one (1) year agreement for the term June 1, 2026 through May 31, 2027, or until there is no further need.
- 2. Swim School Services and Schedule:
 - a. Summer Swim School will operate as per the schedule in Exhibit A.
 - b. Trained Student Swim Instructors will provide swim instruction for the designated session.
- 3. HJUHS Responsibility:
 - a. Hire all staff to appropriately run the Summer Swim School.
 - 1) Swim School Director(s) will be credentialed employees and have appropriate water safety training.
 - 2) Assistant Swim School Director and Student Swim Instructors will be trained in water safety and proper swim instruction techniques.
 - 3) Lifeguards will be properly certified as lifeguards through the American Red Cross.
 - 4) All positions will be CPR/First Aid/AED certified.
 - b. Provide pool and restroom facilities.
- 4. KCUESD Responsibility:
 - a. Transportation of KCUESD students to and from KCUESD location and the Sierra Pacific High School Pool.
 - b. Provide an adequate number of KCUESD employees that will travel and remain with the KCUESD students the entire time of the session.
 - c. Certify that all KCUESD employees coming to the Swim School have fingerprint clearance through the Department of Justice (DOJ).
 - d. General Liability Insurance: Throughout the term of this Agreement, KCUESD, at its sole cost and expense, shall maintain in full force and effect comprehensive or commercial general liability insurance covering bodily injury (including death), personal injury, and property damage, including loss of use. KCUESD shall provide HJUHS with a certificate of insurance

indicating the aforementioned provisions are in effect and naming HJUHS as additional insured and including a provision for thirty (30) calendar days' notice prior to cancellation or a material change in coverage. This insurance shall be written for not less than One Million Dollars (\$1,000,000) per person, Three Million Dollars (\$3,000,000) per occurrence and Three Million Dollars (\$3,000,000) for all damages or liability arising out of injury to or destruction of property.

5. Compensation.

- a. KCUESD will pay HJUHS \$13,500 for the Summer Swim School 2026.

6. Indemnification.

- a. General Indemnification for KCUESD. HJUHS shall hold KCUESD, its elected officials, agents, officers, employees, and volunteers harmless from, save, indemnify, and defend the same against, any and all claims, and damages for injury to person or property, and related costs and expenses (including reasonable attorney's fees), arising out of any act or omission of HJUHS, its agents, officers, employees, or volunteers, during the performance of its obligations under this MOU.
- b. General Indemnification for HJUHS. KCUESD shall hold HJUHS, its elected officials, agents, officers, employees, and volunteers harmless from, save, indemnify, and defend the same against, any and all claims, and damages for injury to person or property, and related costs and expenses (including reasonable attorney's fees), arising out of any act or omission of KUESD, its agents, officers, employees, or volunteers, during the performance of its obligations under this MOU.
- c. Indemnification obligations shall survive termination until expiration of statute of limitations or unless sooner terminated by mutual written agreement of the parties.

7. Binding Effect. This agreement shall inure to the benefit of and shall be binding upon the KCUESD and HJUHS and their respective successors and assigns.

8. Severability. If any provision of the Agreement shall be held invalid or unenforceable by a court of competence jurisdiction, such holding shall not invalidate or render unenforceable any other provisions hereof.

9. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever, except by written agreement signed by KCUESD and HJUHS.

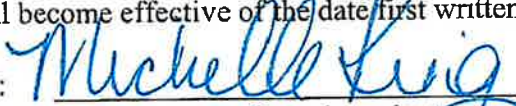
10. Termination. HJUHS and KCUESD agree that a minimum of a thirty (30) day verbal or written notice of cancellation of this contract by either party is required, unless a lesser amount of notice is agreed to by both parties.

11. Anti-Discrimination. It is the policy of HJUHS and KCUESD that there shall be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, sex or religious creed. Therefore,

both parties agree to comply with all applicable Federal and state laws regarding discrimination.

IN WITNESS WHEREOF, the parties have executed this MOU hereto, upon the date indicated next to their respective signatures and this MOU shall become effective of the date first written above.

Dated: 4-28-26

By: 
Michelle King, Superintendent
Kit Carson Union Elementary School District

Dated: 4/28/26

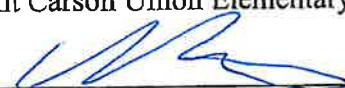
By: 
Victor Rosa, Superintendent
Hanford Joint Union High School District

Exhibit A

Dates: June 15-18, 2026

Times: 9:30-12:30 a.m.

Location: Sierra Pacific High School Pool
1259 N 13th Avenue
Hanford, CA 93230

**POINT LOMA NAZARENE UNIVERSITY
SCHOOL OF EDUCATION**

**Teaching Internship Agreement with Cooperating School
District**

This Internship Agreement ("Agreement") is entered into between Point Loma Nazarene University ("PLNU" or "University") and **Hanford Joint Union High School District** (the "District").

Whereas, the University's intern curriculum requires candidates to complete an internship working under the supervision of a District provided coach ("Internship"); and

Whereas, the District wishes to aid in the educational development of the University's students and is willing to employ and support Internships by providing designated and qualified District personnel as support ("District Provided Coach(es)"); and

Whereas, the parties wish to document the guidelines, policies, and procedures for the placement of University students in Internships within the District;

Now, therefore, the parties agree as follows:

I. Duties of the District

- A. The District will hire University students for Internships (an "Intern" or "Teaching Intern"). The District reserves the right to hire only the number of Interns it deems to be feasible and is able to support at any given time.
- B. The District will assign Interns to positions that are authorized to be performed by holders of multiple subject, single subject and special education, with a load that is appropriate for a beginning teacher, and that will enable the adequate time necessary to complete concurrent credential coursework.
- C. The District will place each Intern with a District Provided Coach preferably at the same site as the Intern and with experience in the curricular area, grade level, or services area assigned to the Intern.
- D. The District will compensate Interns with a salary that is not less than the minimum salary required by California law and applicable credentialing agencies, including the California Commission on Teacher Credentialing ("CTC").
- E. The District may reduce Intern pay by up to 1/8 of its total to pay for District personnel to supervise Intern, provided that Intern salaries prior to any reduction are equal to or exceed the minimum base salary paid to a regular certificated employee. If the District reduces Intern salaries in accordance with this section, no

provide leadership for its Internship program, support to its Interns, and to coordinate and communicate with the District as a main point of contact on behalf of the University ("University Supervisor"). This shall be done at the University's sole expense.

B. The University will ensure that its Teaching Interns meet the following requirements necessary to acquire an intern teaching credential:

1. Bachelors' degree from an accredited school of higher education
2. Subject matter competency
3. Passage of California Basic Educational Skills Test ("CBEST")
4. Demonstrate knowledge of the United States Constitution by completing a college level course, or a college level examination in the subject
5. Completion of 120 pre-service hours

The University will make application for the intern credential for those meeting the requirements.

C. The University will enhance the Intern's growth and development by providing quality coursework, seminars, and experiences to complete the preliminary credential.

D. During the term of each University quad, the University Supervisor will make four (4) visits to the Intern's designated classroom to assist and support the Teaching Intern.

E. The University will ensure the quality of the Internship experience through the providing of professional development. University Supervisors will work with the Teaching Intern and their District Provided Coach in designing appropriate activities that support the Intern's work with students who require specialized or modified instruction in both the English language and their academic courses ("English Learners").

F. The University will notify the District in the event that an Intern is not maintaining enrollment and/or responsibilities in courses necessary to complete the Teaching Internship requirements.

G. The University will provide advising and transitional assistance to Teaching Interns preparing to enter the Induction program.

III. Removal of Interns

The District will notify the University in writing, prior to taking any action against an Intern regarding any concerns or complaints about the Intern's performance or unsatisfactory conduct in the Internship. In such cases, the District will cooperate with the University to address the issues, including without limitation steps to further support the Intern and remediate the concerns. Except in circumstances where an Intern presents an immediate threat to the health and safety of the District's students or personnel, the District shall not remove an Intern from its facilities or Internship without engaging in the process described

IX. Applicable Law

This Agreement shall be governed by and construed in accordance with the law of the State of California.

X. Severability

In the event any provision of this Agreement is held by a court to be illegal, void, or otherwise unenforceable, all other provisions of this Agreement shall continue in full force and effect to the maximum extent permitted by law.

XI. Term/Termination

The initial term of this Agreement will be for three (3) academic years and shall extend from **April 1, 2026 through April 30, 2029**. This Agreement may be extended for successive one (year) academic year periods by mutual written consent of the parties.

Either party may terminate this Agreement, with or without cause, by providing 60 days' written notice to the other party. However, in the event either party terminates the Agreement, Teaching Interns that have already been placed shall be permitted to complete their placement unless the candidate is otherwise removed pursuant to Section III of this Agreement.

XII. Additional Terms

- A. This Agreement is not intended to create any rights or interests for any other person or entity other than the University or District.
- B. Neither party may assign this Agreement, nor the duties and responsibilities contained herein, without the prior written consent of the other party.
- C. The University and District are independent entities and neither shall have, nor exercise, any control over the means, manner, or method by which the other performs its obligations under this Agreement. Nothing in this Agreement is intended or shall be construed to create an agency relationship, employment relationship, or joint venture between the parties. Neither party may use the other's name in a manner that is reasonably likely to suggest that the two are related without first obtaining the written consent of the other party. Furthermore, neither party intends for this Agreement to alter in any way their respective rights or their legal obligations.
- D. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof, and supersedes all prior or contemporaneous communications, negotiations, and agreements, written or oral, regarding the subject matter hereto. No modification of or amendment or waiver to this Agreement will be effective unless in writing and signed by each of the parties.
- E. Failure by either party at any time to require strict performance of any provision of this Agreement shall not constitute a waiver of that provision nor in any way

For Point Loma Nazarene University:

Name: G. James Daichendt, Ed.D.
Title: Provost and Chief Academic Officer
Address: Point Loma Nazarene University
3900 Lomaland Dr.
San Diego, CA 92106

Authorized Signature Date: _____

PLNU Contact:

Name: Deborah E. Erickson, Ed.D.
Title: Dean, School of Education
Address: Point Loma Nazarene University
4007 Camino Del Rio South, Suite 400
San Diego, CA 92108

For the District:

Name (Print): Dr. Victor Rosa
Address (Print): 300 W. 6th Street, Hanford, CA 93230
Title: Superintendent

Authorized Signature Date 05-05-2026

**POINT LOMA NAZARENE UNIVERSITY
SCHOOL OF EDUCATION**

**Student Teaching/Clinical Practice Partnership Agreement with Cooperating School
District**

This Student Teaching/Clinical Practice Agreement ("Agreement") is entered into between Point Loma Nazarene University ("PLNU" or "University") and **Hanford Joint Union High School District** (the "District").

Whereas, the University's curriculum requires teaching program candidates to complete a student teaching experience working under the supervision of a certified teacher ("Student Teaching/Clinical Practice"); and

Whereas, the District wishes to aid in the educational development of the University's students and is willing to make its premises and certified teachers available for Student Teaching/Clinical Practice; and

Whereas, the parties wish to document the guidelines, policies, and procedures for the placement of University students in Student Teaching/Clinical Practice within the District;

Now, therefore, the parties agree as follows:

I. General Terms

- A. The District will validate the completion of California Teacher requirements at a proficient level for candidates seeking graduate course credit for meeting formative assessment and induction standards.
- B. The District will accept University students for Student Teaching/Clinical Practice (a "Student Teaching/Clinical Practice Candidate") for the times and durations set forth by the University and agreed to by the District. The District reserves the right to accept only the number of Student Teaching/Clinical Practice Candidates it deems to be feasible at any given time.
- C. A Student Teaching/Clinical Practice Candidate's normal teaching load shall be the same as the certified teacher to whom the candidate is assigned. The Student Teaching/Clinical Practice Candidate's other duties shall include, but are not limited to, classroom observation, classroom teaching, development of unit and daily lesson plans, diagnosis of student learning problems, tutoring of students, grading and recording of student assignments, and assistance with record keeping. Additional assignments outside of the confines of the classroom may include, but are not limited to, lunchroom supervision, playground supervision, hallway duty, bus duty, faculty meetings, Individualized Education Program (IEP) meetings, professional development meetings, and parent-teacher conferences.
- D. The University will inform the District of the length of placement when making requests for placement.
- E. Student Teaching/Clinical Practice Candidates are required to follow the academic calendar of the District.

F. The District shall appoint a certified teacher to supervise each Student Teaching/Clinical Practice Candidate (a "Cooperating Teacher"). Cooperating Teachers shall meet the following criteria:

1. The Cooperating Teacher shall be a full-time member of the District's faculty.
2. The Cooperating Teacher must have taught for a minimum of three (3) years and have been employed by the District for at least one year.
3. The Cooperating Teacher must hold credentials in the field in which he/she is teaching.
4. The Cooperating Teacher must approve of having a Student Teaching/Clinical Practice Candidate assigned to them.
5. The Cooperating Teacher must meet all requirements of applicable credentialing agencies, including the California Commission on Teacher Credentialing ("CTC").

G. The Dean of the School of Education shall designate an appropriate person to supervise the Student Teaching/Clinical Practice Candidate (the "University Supervisor") in accordance with all CTC requirements. The University Supervisor will guide, counsel, instruct, and supervise Student Teaching/Clinical Practice Candidates. The University Supervisor's major responsibilities include, but are not limited to:

1. Conferencing with Cooperating Teachers to whom the Student Teaching/Clinical Practice Candidates are assigned about the expectations of the University and District.
2. Providing the Cooperating Teacher with University resources for supervising a Student Teaching/Clinical Practice Candidate.
3. Serving as the first point of contact for the University.
4. Monitoring the Student Teaching/Clinical Practice Candidate's progress.
5. Observing, critiquing, and conferencing with the Student Teaching/Clinical Practice Candidate at least three times during the Student Teaching/Clinical Practice placement.
6. Providing frequent feedback to the Student Teaching/Clinical Practice Candidate and Cooperating Teacher regarding progress, problems, and recommendations.
7. Being available to address the needs of both the Student Teaching/Clinical Practice Candidate and the Cooperating Teacher.
8. Following consultation with the Cooperating Teacher, issuing a final grade to the Student Teaching/Clinical Practice Candidate.

H. To the extent permitted by Federal, State, and local laws and regulations, and in a manner consistent with the District's confidentiality requirements and policies, the District shall

allow the Student Teaching/Clinical Practice Candidate access to information, including relevant documentation and reports.

- I. University Students shall not be considered employees of the District and are not covered by any District compensation program or other insurance.

II. Removal of Student Teaching/Clinical Practice Candidates

The District will notify the University in writing, prior to taking any action against a Student Teaching/Clinical Practice Candidate regarding any concerns or complaints about a Student's performance or unsatisfactory conduct in the Student Teaching/Clinical Practice. In such cases, the District will cooperate with the University to address the issues, including without limitation steps to further train the Student and remediate the concerns. Except in circumstances where a Student presents an immediate threat to the health and safety of the District's students or personnel, the District shall not remove a Student from its facilities or Student Teaching/Clinical Practice without engaging in the process described above.

III. FERPA

Prior to the start of their placement, the University shall provide training to Student Teaching/Clinical Practice Candidates concerning the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") and its implementing regulations. As part of this training, the University shall instruct candidates about their legal obligation to comply with FERPA and its implementing regulations with respect to confidential information the candidate encounters during his/her Student Teaching/Clinical Practice.

IV. Background Checks

For each Student Teaching/Clinical Practice Candidate, the University shall cause to be performed a criminal background check that complies with the minimum requirements set by the State of California. Prior to a Student Teaching/Clinical Practice Candidate beginning their student teaching experience, the University shall review the results and exclude from participation any candidate whose background check would preclude the candidate from serving in the planned student teaching experience. Additionally, all Student Teaching/Clinical Practice candidates will be required to obtain and maintain a valid and current Certificate of Clearance from the CTC before beginning their student teaching experience and for the duration of their student teaching experience.

V. Non-Discrimination

The parties agree that neither will unlawfully discriminate in the selection of, or acceptance or participation by, any Student Teaching/Clinical Practice Candidate pursuant to this Agreement on the basis of race, creed, color, national origin, religion, sex, disability, age, veterans' status, marital status, citizenship, or any other characteristic protected by law.

VI. Compliance with Other Laws

The University and District shall comply with all Federal, State, and local laws and regulations that are applicable to the subject matter of this Agreement.

VII. General Liability Insurance

Both parties shall maintain in force during the term of this Agreement, bodily injury, property damage, and professional liability insurance, with coverage of at least \$1,000,000 per occurrence and an annual aggregate of \$3,000,000 per occurrence, insuring itself and its agents and employees for their acts, failures to act, or negligence rising out of, or caused by, the activity which is the subject of this Agreement. Each party will provide the other proof of such insurance upon request.

VIII. Mutual Indemnification

Each party shall indemnify, defend and hold harmless the other party, the other party's affiliates, and their respective trustees, directors, officers, employees, students, faculty, agents, representatives, successors and assigns (collectively "Indemnified Parties") against all damages, claims, actions, liabilities, losses and other expenses, including without limitation reasonable attorney's fees, expert witness fees, consultant fees and other costs, incurred by or asserted against Indemnified Parties, whether or not a lawsuit or other proceeding is filed ("Claims"), that in any way arise out of or relate to (a) the indemnifying party's acts, omissions, negligence or willful misconduct with respect to its performance under this Agreement; and/or (b) the indemnifying party's non-compliance with any applicable Federal, State or local laws, rules or regulations with respect to its performance under this Agreement; provided, however, that an indemnifying party's indemnity hereunder shall not apply or extend to any acts or omissions of the other party or its representatives.

IX. Applicable Law

This Agreement shall be governed by and construed in accordance with the law of the State of California.

X. Severability

In the event any provision of this Agreement is held by a court to be illegal, void, or otherwise unenforceable, all other provisions of this Agreement shall continue in full force and effect to the maximum extent permitted by law.

XI. Term/Termination

The initial term of this Agreement will be for three (3) academic years and shall extend from **April 1, 2026, through April 30, 2029**. This Agreement may be extended for successive one (year) academic year periods by mutual written consent of the parties.

Either party may terminate this Agreement, with or without cause, by providing 60 days' written notice to the other party. However, in the event either party terminates the Agreement, Student Teaching/Clinical Practice Candidates that have already been placed shall be permitted to complete their placement unless the candidate is otherwise removed pursuant to Section II of this Agreement.

XII. Additional Terms

- A. This Agreement is not intended to create any rights or interests for any other person or entity other than the University or District.
- B. Neither party may assign this Agreement, nor the duties and responsibilities contained herein, without the prior written consent of the other party.

- C. The University and District are independent entities and neither shall have, nor exercise, any control over the means, manner, or method by which the other performs its obligations under this Agreement. Nothing in this Agreement is intended or shall be construed to create an agency relationship, employment relationship, or joint venture between the parties. Neither party may use the other's name in a manner that is reasonably likely to suggest that the two are related without first obtaining the written consent of the other party. Furthermore, neither party intends for this Agreement to alter in any way their respective rights or their legal obligations.
- D. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof, and supersedes all prior or contemporaneous communications, negotiations, and agreements, written or oral, regarding the subject matter hereto. No modification of or amendment or waiver to this Agreement will be effective unless in writing and signed by each of the parties.
- E. Failure by either party at any time to require strict performance of any provision of this Agreement shall not constitute a waiver of that provision nor in any way limit enforcement of the provision.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the dates set forth below.

For Point Loma Nazarene University:

Name: G. James Daichendt, Ed.D.
Title: Provost and Chief Academic Officer
Address: Point Loma Nazarene University
3900 Lomaland Dr.
San Diego, CA 92106

Authorized Signature Date: _____

PLNU Contact:

Name: Deborah E. Erickson, Ed.D.
Title: Dean, School of Education
Address: Point Loma Nazarene University
4007 Camino Del Rio South, Suite 400
San Diego, CA 92108

For the District:

Name (Print): Dr. Victor Rosa

Address (Print): 300 W. 6th Street, Hanford, CA 93230

Title: Superintendent



Authorized Signature Date: 05-05-2026

**POINT LOMA NAZARENE UNIVERSITY
SCHOOL OF EDUCATION**

Fieldwork Placement Agreement with Cooperating School District

This Fieldwork Placement Agreement ("Agreement") is entered into between Point Loma Nazarene University ("PLNU" or "University") and **Hanford Joint Union High School District** (the "District").

Whereas, the University's curriculum requires its Advanced Program Candidates to complete a fieldwork experience working under the supervision of a University site supervisor and its Teaching Candidates to complete a fieldwork experience working under the supervision of a credentialed district teacher ("collectively, "Fieldwork Candidates");

Whereas, the District wishes to aid in the educational development of the University's Fieldwork Candidates and is willing to make its premises, faculty and students available for fieldwork practice; and

Whereas, the parties wish to document the guidelines, policies, and procedures for the placement of the University Fieldwork Candidates completing fieldwork experiences within the District;

Now, therefore, the parties agree as follows:

I. General Terms

- A. The District will accept Fieldwork Candidates for fieldwork practice for the times and durations set forth by the University and agreed to by the District. The District reserves the right to accept only the number of Fieldwork Candidates it deems to be feasible in light of available District faculty at any given time.
- B. The Fieldwork Candidate's other duties may include, but are not limited to, classroom observation, classroom teaching, diagnosis of student learning problems, tutoring of students, grading and recording of student assignments, and assistance with record keeping. Additional assignments outside of the confines of the classroom may include, but are not limited to, lunchroom supervision, playground supervision, hallway duty, bus duty, faculty meetings, Individualized Education Program (IEP) meetings, professional development meetings, and parent-teacher conferences and working with individual and small groups of students.
- C. Fieldwork Candidates are required to follow the academic calendar of the District.
- D. The District shall appoint a certified teacher to supervise each Fieldwork Candidate ("District Site Supervisor"). District Site Supervisors shall meet the following criteria:
 - 1. The District Site Supervisor shall be a full-time member of the District's faculty.
 - 2. The District Site Supervisor must have a minimum of 3 years teaching experience in the area of their credential and have been employed by the District for at least one year.

Candidate and remediate the concerns. Except in circumstances where a Fieldwork Candidate presents an immediate threat to the health and safety of the District's students or personnel, the District shall not remove a Fieldwork Candidate from its facilities or fieldwork without engaging in the process described above.

III. FERPA

Prior to the start of their placement, the University shall provide training to Fieldwork Candidates concerning the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") and its implementing regulations. As part of this training, the University shall instruct Fieldwork Candidates about their legal obligation to comply with FERPA and its implementing regulations with respect to confidential information the Fieldwork Candidate encounters during his/her fieldwork placement.

IV. Background Checks

For each Fieldwork Candidate, the University shall cause to be performed a criminal background check that complies with the minimum requirements set by the State of California. Prior to a Fieldwork Candidate beginning their field experience, the University shall review the results and exclude from participation any candidate whose background check would preclude the candidate from serving in the planned field experience. Additionally, all Fieldwork Candidates will be required to obtain and maintain a valid and current Certificate of Clearance from the CTC before beginning their field experience and for the duration of their field experience.

V. Non-Discrimination

The parties agree that neither will unlawfully discriminate in the selection of, or acceptance or participation by, any Fieldwork Candidate pursuant to this Agreement on the basis of race, creed, color, national origin, religion, sex, disability, age, veterans' status, marital status, citizenship, or any other characteristic protected by law.

VI. Compliance with Other Laws

The University and District shall comply with all Federal, State, and local laws and regulations that are applicable to the subject matter of this Agreement.

VII. General Liability Insurance

Both parties shall maintain in force during the term of this Agreement, bodily injury, property damage, and professional liability insurance, with coverage of at least \$1,000,000 per occurrence and an annual aggregate of \$3,000,000 per occurrence, insuring itself and its agents and employees for their acts, failures to act, or negligence rising out of, or caused by, the activity which is the subject of this Agreement. Each party will provide the other proof of such insurance upon request.

VIII. Mutual Indemnification

Each party shall indemnify, defend and hold harmless the other party, the other party's affiliates, and their respective trustees, directors, officers, employees, students, faculty, agents, representatives, successors and assigns (collectively "Indemnified Parties") against all damages, claims, actions, liabilities, losses and other expenses, including without limitation reasonable

modification of or amendment or waiver to this Agreement will be effective unless in writing and signed by each of the parties.

- E. Failure by either party at any time to require strict performance of any provision of this Agreement shall not constitute a waiver of that provision nor in any way limit enforcement of the provision. [signatures on following page]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the dates set forth below.

For Point Loma Nazarene University:

Name: G. James Daichendt, Ed.D.
Title: Provost and Chief Academic Officer
Address: Point Loma Nazarene University
3900 Lomaland Dr.
San Diego, CA 92106

Authorized Signature Date: _____

PLNU Contact:

Name: Deborah E. Erickson, Ed.D.
Title: Dean, School of Education
Address: Point Loma Nazarene University
4007 Camino Del Rio South, Suite 400
San Diego, CA 92108

For the District:

Name (Print): Dr. Victor Rosa
Address (Print): 300 W. 6th Street, Hanford, CA 93230
Title: Superintendent

Authorized Signature Date: 05-05-2026

Financial Report #1

AGENDA: New Business / Information Only

TOPIC: Quarterly Portfolio Compliance Report

DESCRIPTION: This report is provided quarterly by the Kings County Treasurer's Office to show investment activity. This report is for the quarter ending March 31, 2026.
The Pooled Investment Account produced the following for the quarter:

Net Interest Earnings Apportioned	\$	8,835,430
Net Yield on Investments		3.8524%
Net Yield on Pooled Treasury Funds		3.8451%
Total Average Funds Invested		\$930,134,668

FISCAL IMPACT: Hanford Joint Union High School District funds in the Pool as of March 31, 2026, were \$83,999,457. The interest rate earned was 3.8451%.

RECOMMENDATION: This item is presented for information only.



COUNTY OF KINGS
DEPARTMENT OF FINANCE

Erik Ureña, CPA – Director of Finance
1400 W. LACEY BLVD ▪ HANFORD, CA 93230

ACCOUNTING DIVISION
(559) 852-2455 ▪ FAX: (559) 587-9935

TAX COLLECTOR ▪ TREASURER DIVISION
TAX: (559) 852-2479 ▪ TREASURER (559) 852-2477
FAX: (559) 582-1236

DATE: April 27, 2026

TO: Treasury Depositors
Board of Supervisors
County Treasury Oversight Committee

FROM: Erik Ureña, CPA, Director of Finance 

SUBJECT: Quarterly Portfolio Compliance Report

Enclosed is the Kings County Treasurer's - Quarterly Compliance Report for the period January 1 – March 31, 2026. The interest rate for the quarter for funds held by the Treasury was 3.8451%.

If you have any questions on the report or the portfolio, please feel free to call Tammy Phelps, Assistant Director of Finance – Treasury and Tax, at 852-2462.

Encl. 1

Kings County Treasurer's Statement of Interest Earnings

For the Period January 1, 2026 -March 31, 2026	
<u>POOLED INVESTMENT ACCOUNT:</u>	
Gross Interest Earnings (on Accrual Basis)	\$8,974,583
Less: Administrative Expenses	(125,899)
Gains/Losses	7,008
Banking Expenses	(23,107)
Prior Qtr/yr int adjustments	2,845
Net Interest Earnings Apportioned	\$8,835,430
Portfolio Return of Investment:	
Average Pooled Funds Invested	\$930,134,668
Gross Yield on Investments	3.9131%
Net Yield on Investments	3.8524%
Treasury Return on Investment:	
Average Pooled Funds In Treasury	\$931,894,130
Gross Yield Pooled Treas Funds	3.9057%
Net Yield on Pooled Treasury Funds	3.8451%
<u>DIRECT INVESTMENT ACCOUNT:</u>	
Average Direct Funds Invested	\$0
TOTAL AVERAGE FUNDS INVESTED:	\$930,134,668

YIELD TRENDS Gross Yield History*		
Quarter	Pool	LAIF
Mar-26	3.9131%	3.9808%
Dec-25	3.7148%	4.2019%
Sep-25	3.8329%	4.3411%
Jun-25	3.5763%	4.4018%
Mar-25	3.6998%	4.4772%
Dec-24	3.2407%	4.6224%
Sep-24	3.3716%	4.7129%
Jun-24	3.0055%	4.5454%
Mar-24	2.9005%	4.3000%
Dec-23	2.5577%	3.9904%
Sep-23	2.3832%	3.5914%
Jun-23	2.2199%	3.1522%
Mar-23	1.8470%	2.7353%
Dec-22	1.3220%	2.0735%
Sep-22	1.0753%	1.3503%
Jun-22	0.8680%	0.7510%
Mar-22	0.7687%	0.3196%
Dec-21	0.7776%	0.2284%

*The yield history represents gross portfolio yields; costs have not been deducted.

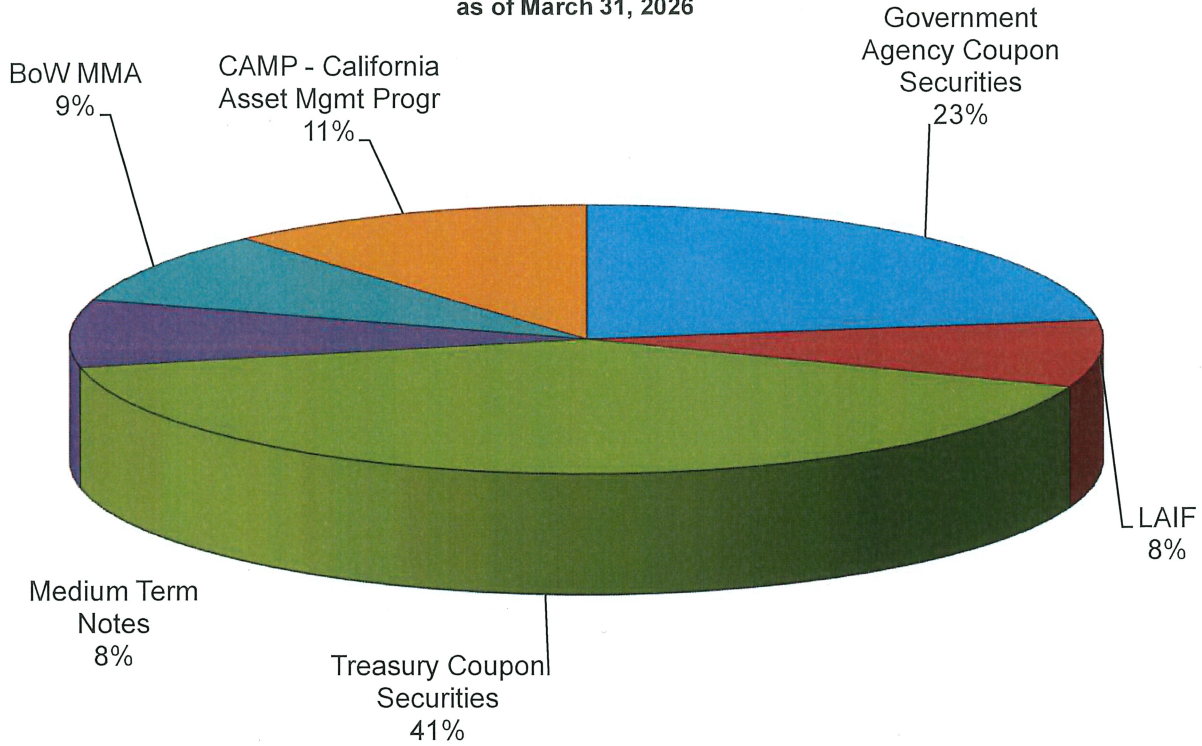
Kings County Treasurer's Liquidity Projections for the Period April 1, 2026 - March 31, 2027 (In Thousands)

	A	B	C	D	E	F	G
ACTUAL MONTH/ YEAR	TREASURER'S RECEIPTS ACTUAL	TREASURER'S DISBURSEMENTS ACTUAL	TREASURER'S SURPLUS or (DEFICIT) (A-B)	INVESTMENTS			ESTIMATE SURPLUS (F+C)
				MONTH YEAR	PORTFOLIO MATURITIES	LAIF	TOTAL (D+E)
Jul-25	60,002	111,295	(51,293)	Jul-26	10,000	75,000	85,000
Aug-25	85,655	105,345	(19,690)	Aug-26	8,000	33,707	41,707
Sep-25	105,890	94,682	11,208	Sep-26	20,000	22,017	42,017
Oct-25	89,866	104,187	(14,321)	Oct-26	10,000	53,225	63,225
Nov-25	108,223	95,089	13,134	Nov-26	10,000	48,904	58,904
Dec-25	195,533	100,813	94,720	Dec-26	10,000	72,038	82,038
Jan-26	114,227	149,609	(35,382)	Jan-27	15,000	75,000	90,000
Feb-26	80,831	95,909	(15,078)	Feb-27	10,000	54,618	64,618
Mar-26	115,339	106,612	8,727	Mar-27	10,000	49,540	59,540
Apr-25	138,305	97,968	40,337	Apr-26	14,000	75,000	89,000
May-25	95,691	125,099	(29,408)	May-26	5,000	75,000	80,000
Jun-25	120,893	106,352	14,541	Jun-26	15,000	50,592	65,592
TOTALS	1,310,455	1,292,960	17,495		137,000		

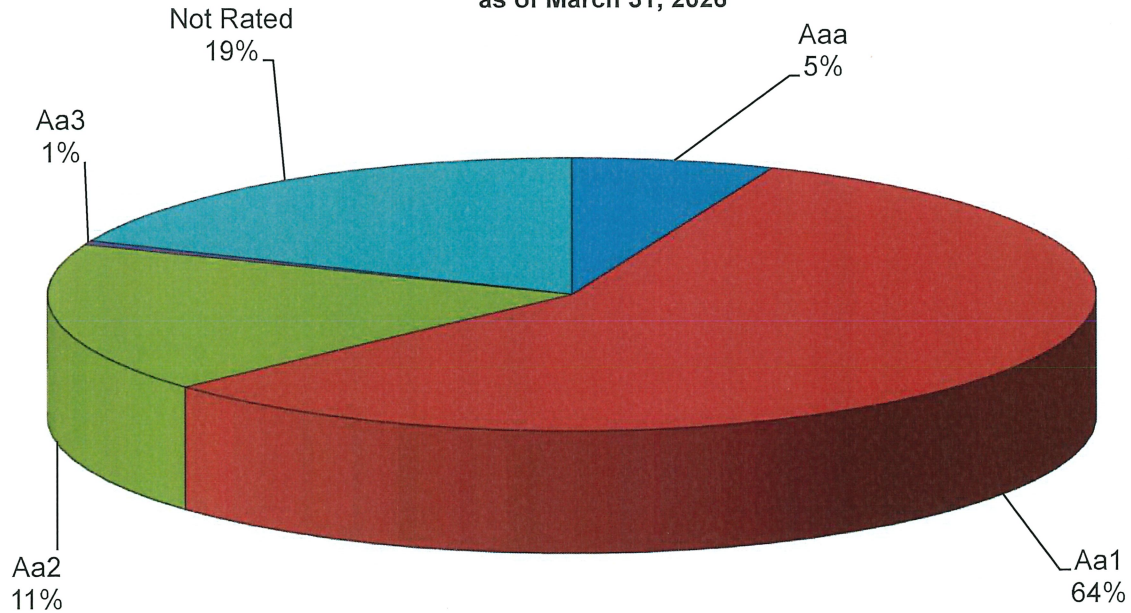
Sufficient liquidity exists to meet the mandated six months cash flow expenditure requirements. The historical receipts have been adjusted for expected non-re-occurring participant activity.

KINGS COUNTY POOLED INVESTMENTS
PORTFOLIO STATISTICS

Book Value by Investment Type
as of March 31, 2026



Market Value Quality Allocation
as of March 31, 2026





**Kings County Investment Pool
Portfolio Management
Portfolio Summary
March 31, 2026**

Kings County
1400 W. Lacey Blvd.
Kings County Govt. Center
Hanford, CA
(559)582-3211

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM 365 Equiv.	YTM 360 Equiv.
Government Agency Coupon Securities	214,000,000.00	213,496,750.00	213,971,720.43	22.83	1,204	4.008	3.953
LAIF - Local Agency Investment Pool	75,000,000.00	75,000,000.00	75,000,000.00	8.00	1	4.025	3.970
Treasury Coupon Securities	390,000,000.00	383,689,950.00	382,875,730.64	40.85	840	3.868	3.815
Medium Term Notes	78,000,000.00	76,265,460.00	75,943,930.03	8.10	640	4.044	3.988
BofW MMA Deposit Account	81,295,354.72	81,295,354.72	81,295,354.72	8.67	1	3.310	3.265
CAMP - California Asset Mgmt Progr	108,125,396.98	108,125,396.98	108,125,396.98	11.54	1	3.810	3.758
Investments	946,420,751.70	937,872,911.70	937,212,132.80	100.00%	670	3.872	3.819
Cash and Accrued Interest							
Accrued Interest at Purchase *		0.00	0.00				
Ending Accrued Interest		5,868,784.94	5,868,784.94				
Subtotal		5,868,784.94	5,868,784.94				
Total Cash and Investments	946,420,751.70	943,741,696.64	943,080,917.74		670	3.872	3.819

Total Earnings	March 31 Month Ending	Fiscal Year To Date
Current Year	3,080,712.84	25,813,308.62

* 350,390.62 Accrued at Purchase is Included in Book Value.

Average Daily Balance	916,709,850.17	899,335,150.90
Effective Rate of Return	3.96%	3.82%

The Pooled Portfolio was in compliance during the quarter ending March 31, 2026, with California Government Code Sections 53601 et.seq. and 53635, and the Director of Finance's Statement of Investment Policy dated January 1, 2026. Market prices are provided by U.S. Bank and are as of the last business day of the month. Ratings listed in the Portfolio Reports are issued by Moody's Rating Agency. If you have any questions about the Pooled Investment Fund, please call Tammy Phelps, Assistant Director of Finance - Treasury & Tax, at (559) 852-2462.


Erik Ureña, CPA, Director of Finance


4/27/26

Reporting period 03/01/2026-03/31/2026

Run Date: 04/01/2026 - 13:44

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Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
March 31, 2026

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3130ALS47	200048	Federal Home Loan Banks		04/07/2021	3,000,000.00	2,997,660.00	3,000,000.00	1.020	Aa1	1.006	6	04/07/2026
3130ALTE4	200052	Federal Home Loan Banks		04/21/2021	3,000,000.00	2,995,440.00	3,000,000.00	1.000	Aa1	0.986	20	04/21/2026
3130ALXV1	200055	Federal Home Loan Banks		04/22/2021	3,000,000.00	2,995,350.00	3,000,000.00	1.100	Aa1	1.085	21	04/22/2026
3130AWLZ1	230014	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,009,200.00	5,001,142.08	4.750	Aa1	4.636	72	06/12/2026
3130ANN48	210008	Federal Home Loan Banks		09/09/2021	5,000,000.00	4,939,850.00	5,000,000.00	1.000	Aa1	0.986	161	09/09/2026
3130AXU63	230015	Federal Home Loan Banks		11/20/2023	5,000,000.00	5,027,100.00	4,998,146.52	4.625	Aa1	4.601	230	11/17/2026
3133EPW76	230027	Federal Farm Credit Bank		01/19/2024	5,000,000.00	5,002,450.00	4,987,100.00	3.875	Aa1	4.095	293	01/19/2027
3133EPX91	230031	Federal Farm Credit Bank		01/25/2024	5,000,000.00	5,015,100.00	4,997,916.67	4.125	Aa1	4.113	299	01/25/2027
3133EWHM5	250040	Federal Farm Credit Bank		03/27/2026	5,000,000.00	4,981,700.00	4,975,034.72	3.625	Aa1	3.890	716	03/17/2028
3130AYMV5	230033	Federal Home Loan Banks		01/24/2024	5,000,000.00	5,006,200.00	5,000,000.00	4.450	Aa1	4.389	845	07/24/2028
3130AWTR1	230001	Federal Home Loan Banks		09/22/2023	5,000,000.00	5,064,650.00	4,966,363.38	4.375	Aa1	4.613	891	09/08/2028
3133EPWK7	230002	Federal Farm Credit Bank		09/22/2023	5,000,000.00	5,077,600.00	4,983,450.00	4.500	Aa1	4.586	905	09/22/2028
3130AXQK7	230025	Federal Home Loan Banks		01/18/2024	5,000,000.00	5,114,400.00	5,092,045.45	4.750	Aa1	4.009	982	12/08/2028
3130AY3Z7	230023	Federal Home Loan Banks		12/18/2023	5,000,000.00	5,008,150.00	5,000,000.00	4.750	Aa1	4.685	992	12/18/2028
3130AYLD6	230028	Federal Home Loan Banks		01/19/2024	5,000,000.00	4,996,900.00	5,000,000.00	4.250	Aa1	4.192	1,002	12/28/2028
3130AYJ31	230029	Federal Home Loan Banks		01/19/2024	5,000,000.00	4,994,950.00	4,994,834.26	4.375	Aa1	4.353	1,022	01/17/2029
3133EPW84	230026	Federal Farm Credit Bank		01/18/2024	5,000,000.00	5,003,100.00	4,975,850.00	3.875	Aa1	3.999	1,023	01/18/2029
3130B2XY6	240016	Federal Home Loan Banks		10/02/2024	5,000,000.00	4,967,750.00	5,000,000.00	3.900	Aa1	3.848	1,188	07/02/2029
3130B2P58	240013	Federal Home Loan Banks		09/26/2024	5,000,000.00	4,977,400.00	5,000,000.00	3.875	Aa1	3.822	1,258	09/10/2029
3130B2V77	240014	Federal Home Loan Banks		09/26/2024	5,000,000.00	4,939,250.00	5,000,000.00	3.750	Aa1	3.699	1,260	09/12/2029
3130B3NF6	240017	Federal Home Loan Banks		11/08/2024	5,000,000.00	5,003,350.00	5,000,000.00	4.500	Aa1	4.438	1,315	11/06/2029
3134HAYV9	240018	Federal Home Loan Mort. Co.		11/12/2024	10,000,000.00	9,958,800.00	10,000,000.00	4.670	Aa1	4.606	1,316	11/07/2029
3134HAYW7	240019	Federal Home Loan Mort. Co.		11/13/2024	10,000,000.00	9,962,900.00	10,000,000.00	4.550	Aa1	4.488	1,322	11/13/2029
3136GAEL9	240042	Federal Nat'l Mortgage Assoc.		04/01/2025	5,000,000.00	5,002,900.00	5,000,000.00	4.460	Aa1	4.399	1,454	03/25/2030
3136GC2C8	250006	Federal Nat'l Mortgage Assoc.		10/29/2025	5,000,000.00	4,961,750.00	5,000,000.00	4.010	Aa1	3.956	1,547	06/26/2030
3136GAVA4	250003	Federal Nat'l Mortgage Assoc.		09/26/2025	5,000,000.00	4,958,250.00	4,969,583.87	3.700	Aa1	3.798	1,560	07/09/2030
3136GC2G9	250009	Federal Nat'l Mortgage Assoc.		10/30/2025	5,000,000.00	4,963,550.00	5,000,000.00	4.000	Aa1	3.946	1,610	08/28/2030
3136GAUX5	250004	Federal Nat'l Mortgage Assoc.		09/26/2025	5,000,000.00	4,980,900.00	5,000,000.00	4.130	Aa1	4.073	1,639	09/26/2030
3134HBW31	250011	Federal Home Loan Mort. Co.		10/31/2025	5,000,000.00	4,961,450.00	5,012,777.78	4.000	Aa1	3.945	1,651	10/08/2030
3134HBX48	250012	Federal Home Loan Mort. Co.		10/31/2025	5,000,000.00	4,966,850.00	5,012,222.22	4.000	Aa1	3.945	1,652	10/09/2030
3136GAZZ5	250007	Federal Nat'l Mortgage Assoc.		10/29/2025	5,000,000.00	4,945,950.00	5,000,000.00	4.000	Aa1	3.945	1,659	10/16/2030
3133ETJ73	250005	Federal Farm Credit Bank		10/28/2025	5,000,000.00	4,964,100.00	5,000,255.56	4.120	Aa1	4.080	1,664	10/21/2030
3136GAZY8	250008	Federal Nat'l Mortgage Assoc.		10/30/2025	5,000,000.00	4,963,450.00	4,986,500.00	3.950	Aa1	3.955	1,673	10/30/2030
3136GC2F1	250010	Federal Nat'l Mortgage Assoc.		11/05/2025	5,000,000.00	4,990,600.00	5,000,000.00	4.100	Aa1	4.044	1,679	11/05/2030
3136GC3P8	250013	Federal Nat'l Mortgage Assoc.		11/10/2025	5,000,000.00	4,956,750.00	5,000,000.00	4.030	Aa1	3.975	1,682	11/08/2030
3136GCAG0	250015	Federal Nat'l Mortgage Assoc.		12/10/2025	5,000,000.00	4,959,350.00	5,000,000.00	4.000	Aa1	3.945	1,714	12/10/2030
3136GCAH8	250016	Federal Nat'l Mortgage Assoc.		12/11/2025	5,000,000.00	4,938,900.00	5,000,000.00	4.000	Aa1	3.945	1,714	12/10/2030
3136GCAK1	250017	Federal Nat'l Mortgage Assoc.		12/16/2025	5,000,000.00	4,939,550.00	5,000,000.00	3.970	Aa1	3.916	1,720	12/16/2030

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Kings County Investment Pool
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Portfolio Details - Investments
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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3130B8VB5	250014	Federal Home Loan Banks		12/23/2025	5,000,000.00	4,945,150.00	5,000,000.00	3.950	Aa1	3.896	1,727	12/23/2030
3136GCYX7	250042	Federal Nat'l Mortgage Assoc.		03/30/2026	5,000,000.00	5,010,750.00	5,000,000.00	4.125	Aa1	4.069	1,801	03/07/2031
3130AVJY9	250041	Federal Home Loan Banks		03/27/2026	5,000,000.00	5,038,100.00	5,018,497.92	4.125	AAA	4.019	1,808	03/14/2031
3136GCYZ2	250043	Federal Nat'l Mortgage Assoc.		03/30/2026	5,000,000.00	5,009,200.00	5,000,000.00	4.400	Aa1	4.340	1,811	03/17/2031
Subtotal and Average			208,934,443.62		214,000,000.00	213,496,750.00	213,971,720.43			3.953	1,204	
LAIF - Local Agency Investment Pool												
SYS990001	990001	Local Agency Investment Fund			75,000,000.00	75,000,000.00	75,000,000.00	4.025	N/R	3.970	1	
Subtotal and Average			75,000,000.00		75,000,000.00	75,000,000.00	75,000,000.00			3.970	1	
Treasury Coupon Securities												
91282CBW0	210016	United States Treasury		08/26/2021	5,000,000.00	4,988,200.00	4,999,668.84	0.750	Aa1	0.754	29	04/30/2026
912828R36	210017	United States Treasury		08/26/2021	5,000,000.00	4,986,700.00	5,020,845.73	1.625	Aa1	0.757	44	05/15/2026
91282CHH7	230038	United States Treasury		05/21/2024	5,000,000.00	5,004,000.00	4,984,368.79	4.125	Aa1	4.724	75	06/15/2026
91282CCJ8	210018	United States Treasury		08/26/2021	5,000,000.00	4,964,550.00	5,001,998.39	0.875	Aa1	0.782	90	06/30/2026
91282CHM6	230039	United States Treasury		05/21/2024	5,000,000.00	5,010,500.00	4,993,785.33	4.500	Aa1	4.699	105	07/15/2026
91282CCP4	210046	United States Treasury		01/31/2022	5,000,000.00	4,948,500.00	4,976,575.82	0.625	Aa1	1.586	121	07/31/2026
91282CCW9	210047	United States Treasury		01/31/2022	5,000,000.00	4,938,300.00	4,979,292.44	0.750	Aa1	1.585	152	08/31/2026
91282CCZ2	210048	United States Treasury		01/31/2022	5,000,000.00	4,929,550.00	4,982,286.31	0.875	Aa1	1.590	182	09/30/2026
91282CJC6	230040	United States Treasury		05/21/2024	5,000,000.00	5,022,600.00	4,996,098.20	4.625	Aa1	4.642	197	10/15/2026
912828YQ7	250031	United States Treasury		01/21/2026	5,000,000.00	4,937,700.00	4,942,818.76	1.625	Aa1	3.573	213	10/31/2026
91282CJP7	240020	United States Treasury		11/14/2024	5,000,000.00	5,021,450.00	5,005,152.30	4.375	Aa1	4.206	258	12/15/2026
91282CME8	240028	United States Treasury		01/15/2025	5,000,000.00	5,017,550.00	4,994,316.82	4.250	Aa1	4.309	274	12/31/2026
91282CJT9	230041	United States Treasury		05/21/2024	5,000,000.00	5,009,850.00	4,969,100.72	4.000	Aa1	4.599	289	01/15/2027
91282CKE0	230042	United States Treasury		05/21/2024	5,000,000.00	5,024,150.00	4,982,247.08	4.250	Aa1	4.567	348	03/15/2027
91282CEF4	230043	United States Treasury		05/21/2024	5,000,000.00	4,941,250.00	4,853,049.42	2.500	Aa1	4.551	364	03/31/2027
91282CKJ9	230044	United States Treasury		05/21/2024	5,000,000.00	5,038,050.00	4,991,929.30	4.500	Aa1	4.552	379	04/15/2027
91282CEN7	230045	United States Treasury		05/21/2024	5,000,000.00	4,945,850.00	4,870,522.00	2.750	Aa1	4.557	394	04/30/2027
91282CET4	240029	United States Treasury		01/15/2025	5,000,000.00	4,932,250.00	4,874,658.99	2.625	Aa1	4.343	425	05/31/2027
91282CKV2	240021	United States Treasury		11/14/2024	5,000,000.00	5,046,900.00	5,026,624.02	4.625	Aa1	4.187	440	06/15/2027
91282CEW7	240034	United States Treasury		01/17/2025	5,000,000.00	4,965,250.00	4,930,576.24	3.250	Aa1	4.177	455	06/30/2027
91282CKZ3	240022	United States Treasury		11/14/2024	5,000,000.00	5,034,000.00	5,007,891.19	4.375	Aa1	4.202	470	07/15/2027
91282CNP2	250034	United States Treasury		03/13/2026	5,000,000.00	5,001,950.00	5,029,756.56	3.875	Aa1	3.705	486	07/31/2027
91282CFH9	230046	United States Treasury		05/21/2024	5,000,000.00	4,951,000.00	4,899,312.73	3.125	Aa1	4.519	517	08/31/2027
91282CLL3	240030	United States Treasury		01/15/2025	5,000,000.00	4,967,400.00	4,925,723.84	3.375	Aa1	4.372	532	09/15/2027
91282CFM8	230047	United States Treasury		05/23/2024	5,000,000.00	5,020,500.00	4,969,594.39	4.125	Aa1	4.502	547	09/30/2027
91282CLQ2	240023	United States Treasury		11/14/2024	5,000,000.00	5,003,150.00	4,963,853.44	3.875	Aa1	4.204	562	10/15/2027
9128283F5	230048	United States Treasury		05/23/2024	5,000,000.00	4,875,600.00	4,788,656.82	2.250	Aa1	4.499	593	11/15/2027

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Kings County Investment Pool
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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Treasury Coupon Securities												
91282CFZ9	230049	United States Treasury		05/23/2024	5,000,000.00	5,002,950.00	4,938,245.71	3.875	Aa1	4.488	608	11/30/2027
91282CMB4	240031	United States Treasury		01/15/2025	5,000,000.00	5,013,500.00	4,958,191.38	4.000	Aa1	4.388	623	12/15/2027
91282CBB6	240024	United States Treasury		11/14/2024	5,000,000.00	4,730,650.00	4,661,657.87	0.625	Aa1	4.218	639	12/31/2027
91282CMF5	250035	United States Treasury		03/13/2026	5,000,000.00	5,035,350.00	5,077,209.94	4.250	Aa1	3.700	654	01/15/2028
91282CGH8	230050	United States Treasury		05/23/2024	5,000,000.00	4,971,500.00	4,905,653.05	3.500	Aa1	4.473	670	01/31/2028
9128283W8	230051	United States Treasury		05/23/2024	5,000,000.00	4,904,100.00	4,837,651.32	2.750	Aa1	4.471	685	02/15/2028
91282CGP0	230052	United States Treasury		05/23/2024	5,000,000.00	5,016,400.00	4,951,475.69	4.000	Aa1	4.469	699	02/29/2028
91282CMS7	240037	United States Treasury		03/28/2025	5,000,000.00	5,005,650.00	4,989,453.49	3.875	Aa1	3.933	714	03/15/2028
91282CGT2	230053	United States Treasury		05/23/2024	5,000,000.00	4,981,850.00	4,918,675.93	3.625	Aa1	4.456	730	03/31/2028
9128284N7	230054	United States Treasury		05/23/2024	5,000,000.00	4,904,900.00	4,815,132.48	2.875	Aa1	4.447	775	05/15/2028
91282CHE4	230055	United States Treasury		05/23/2024	5,000,000.00	4,980,300.00	4,900,703.87	3.625	Aa1	4.441	791	05/31/2028
91282CNH0	250029	United States Treasury		01/20/2026	5,000,000.00	5,006,650.00	5,050,021.47	3.875	Aa1	3.554	806	06/15/2028
91282CHK0	230056	United States Treasury		05/23/2024	5,000,000.00	5,020,900.00	4,943,437.29	4.000	Aa1	4.439	821	06/30/2028
91282CNM9	250036	United States Treasury		03/13/2026	5,000,000.00	5,005,850.00	5,044,570.10	3.875	Aa1	3.695	836	07/15/2028
91282CCR0	240025	United States Treasury		11/14/2024	5,000,000.00	4,688,650.00	4,624,557.20	1.000	Aa1	4.224	852	07/31/2028
9128284V9	230057	United States Treasury		05/23/2024	5,000,000.00	4,894,550.00	4,818,646.85	2.875	Aa1	4.423	867	08/15/2028
91282CHX2	230058	United States Treasury		05/23/2024	5,000,000.00	5,062,500.00	4,986,261.81	4.375	Aa1	4.434	883	08/31/2028
91282CNY3	250032	United States Treasury		01/21/2026	5,000,000.00	4,948,450.00	4,970,276.39	3.375	Aa1	3.575	898	09/15/2028
91282CCY5	250037	United States Treasury		03/13/2026	5,000,000.00	4,695,700.00	4,705,410.92	1.250	Aa1	3.691	913	09/30/2028
91282CPC9	250033	United States Treasury		01/21/2026	5,000,000.00	4,961,150.00	5,029,537.26	3.500	Aa1	3.585	928	10/15/2028
91282CJF9	240026	United States Treasury		11/14/2024	5,000,000.00	5,127,550.00	5,078,997.50	4.875	Aa1	4.237	944	10/31/2028
9128285M8	240027	United States Treasury		11/14/2024	5,000,000.00	4,912,900.00	4,841,576.18	3.125	Aa1	4.227	959	11/15/2028
91282CDL2	240001	United States Treasury		09/24/2024	5,000,000.00	4,708,200.00	4,724,436.56	1.500	Aa1	3.442	974	11/30/2028
91282CDW8	240002	United States Treasury		09/24/2024	5,000,000.00	4,722,850.00	4,758,742.14	1.750	Aa1	3.450	1,036	01/31/2029
9128286B1	240003	United States Treasury		09/24/2024	5,000,000.00	4,837,500.00	4,879,164.72	2.625	Aa1	3.453	1,051	02/15/2029
91282CEB3	240004	United States Treasury		09/24/2024	5,000,000.00	4,733,200.00	4,775,618.05	1.875	Aa1	3.453	1,064	02/28/2029
91282CEE7	250026	United States Treasury		01/14/2026	5,000,000.00	4,795,500.00	4,824,658.70	2.375	Aa1	3.573	1,095	03/31/2029
91282CEM9	240005	United States Treasury		09/24/2024	5,000,000.00	4,860,950.00	4,900,174.96	2.875	Aa1	3.449	1,125	04/30/2029
9128286T2	240006	United States Treasury		09/24/2024	5,000,000.00	4,787,100.00	4,820,227.53	2.375	Aa1	3.449	1,140	05/15/2029
91282CES6	240007	United States Treasury		09/24/2024	5,000,000.00	4,837,900.00	4,879,720.39	2.750	Aa1	3.453	1,156	05/31/2029
91282CKX8	240032	United States Treasury		01/15/2025	5,000,000.00	5,060,550.00	4,946,039.49	4.250	Aa1	4.531	1,186	06/30/2029
91282CFC0	240008	United States Treasury		09/24/2024	5,000,000.00	4,809,000.00	4,858,041.01	2.625	Aa1	3.466	1,217	07/31/2029
91282YB0	240009	United States Treasury		09/24/2024	5,000,000.00	4,652,950.00	4,705,618.79	1.625	Aa1	3.422	1,232	08/15/2029
91282CFJ5	240010	United States Treasury		09/24/2024	5,000,000.00	4,882,250.00	4,938,401.78	3.125	Aa1	3.462	1,248	08/31/2029
91282CLR0	240035	United States Treasury		01/17/2025	5,000,000.00	5,041,000.00	4,951,679.60	4.125	Aa1	4.334	1,309	10/31/2029
91282CGB1	240038	United States Treasury		03/28/2025	5,000,000.00	4,996,700.00	4,961,274.89	3.875	Aa1	4.033	1,370	12/31/2029
91282CMG3	240039	United States Treasury		03/28/2025	5,000,000.00	5,063,300.00	5,028,696.38	4.250	Aa1	4.033	1,401	01/31/2030
912828Z94	240040	United States Treasury		03/28/2025	5,000,000.00	4,575,400.00	4,534,805.02	1.500	Aa1	4.034	1,416	02/15/2030

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Treasury Coupon Securities												
91282CGQ8	240041	United States Treasury		03/28/2025	5,000,000.00	5,018,950.00	4,985,081.74	4.000	Aa1	4.027	1,429	02/28/2030
91282CMZ1	250027	United States Treasury		01/14/2026	5,000,000.00	4,994,550.00	5,072,172.82	3.875	Aa1	3.660	1,490	04/30/2030
91282ZQ6	250019	United States Treasury		12/24/2025	5,000,000.00	4,379,700.00	4,386,179.21	0.625	Aa1	3.645	1,505	05/15/2030
91282CHF1	250020	United States Treasury		12/24/2025	5,000,000.00	4,969,550.00	5,022,909.52	3.750	Aa1	3.647	1,521	05/31/2030
91282CNK3	250021	United States Treasury		12/24/2025	5,000,000.00	4,992,400.00	5,035,007.01	3.875	Aa1	3.654	1,551	06/30/2030
91282CNN7	250022	United States Treasury		12/24/2025	5,000,000.00	4,991,600.00	5,033,979.26	3.875	Aa1	3.658	1,582	07/31/2030
91282CAE1	250023	United States Treasury		12/24/2025	5,000,000.00	4,342,200.00	4,368,243.22	0.625	Aa1	3.657	1,597	08/15/2030
91282CPA3	250024	United States Treasury		12/24/2025	5,000,000.00	4,937,700.00	4,979,528.20	3.625	Aa1	3.673	1,643	09/30/2030
91282CPD7	250030	United States Treasury		01/20/2026	5,000,000.00	4,935,350.00	5,004,618.44	3.625	Aa1	3.738	1,674	10/31/2030
91282CAV3	250025	United States Treasury		12/24/2025	5,000,000.00	4,357,800.00	4,371,900.90	0.875	Aa1	3.678	1,689	11/15/2030
91282CPR6	250028	United States Treasury		01/14/2026	5,000,000.00	4,932,050.00	4,976,540.92	3.625	Aa1	3.709	1,735	12/31/2030
91282CJX0	250038	United States Treasury		03/13/2026	5,000,000.00	5,010,150.00	5,051,558.18	4.000	Aa1	3.815	1,766	01/31/2031
91282CKC4	250039	United States Treasury		03/13/2026	5,000,000.00	5,064,850.00	5,092,663.04	4.250	Aa1	3.816	1,794	02/28/2031
Subtotal and Average			376,116,876.34		390,000,000.00	383,689,950.00	382,875,730.64			3.815	840	
Medium Term Notes												
037833BZ2	230018	Apple Inc		12/08/2023	3,000,000.00	2,985,510.00	2,970,667.15	2.450	Aaa	4.485	125	08/04/2026
037833DN7	210049	Apple Inc		04/05/2022	5,000,000.00	4,962,700.00	4,983,392.86	2.050	Aaa	2.722	163	09/11/2026
931142ER0	210043	Wal-Mart Stores		01/31/2022	5,000,000.00	4,933,950.00	4,982,361.94	1.050	Aa2	1.764	169	09/17/2026
002824BF6	230016	Abbott Laboratories		11/20/2023	5,000,000.00	4,992,250.00	4,951,152.29	3.750	Aa3	4.745	243	11/30/2026
594918BY9	230006	Microsoft Corp		10/02/2023	5,000,000.00	4,973,200.00	4,924,307.31	3.300	Aaa	4.892	311	02/06/2027
037833CJ7	240011	Apple Inc		09/26/2024	5,000,000.00	4,976,550.00	4,987,570.93	3.350	Aaa	3.561	314	02/09/2027
037833CR9	240012	Apple Inc		09/26/2024	5,000,000.00	4,963,250.00	4,970,828.57	3.200	Aaa	3.561	405	05/11/2027
478160CP7	230007	JOHNSON & JOHNSON		10/02/2023	5,000,000.00	4,807,150.00	4,730,268.28	0.950	Aaa	4.882	518	09/01/2027
037833EC0	230035	Apple Inc		02/09/2024	5,000,000.00	4,761,600.00	4,719,054.90	1.200	Aaa	4.231	678	02/08/2028
931142FB4	230008	Wal-Mart Stores		10/02/2023	5,000,000.00	4,996,000.00	4,877,207.59	3.900	Aa2	4.941	745	04/15/2028
037833ET3	230030	Apple Inc		01/22/2024	5,000,000.00	5,005,950.00	4,981,598.84	4.000	Aaa	4.104	770	05/10/2028
931142EE9	230009	Wal-Mart Stores		10/02/2023	5,000,000.00	4,973,850.00	4,870,625.00	3.700	Aa2	4.803	817	06/26/2028
037833EH9	230032	Apple Inc		01/23/2024	5,000,000.00	4,723,250.00	4,677,880.51	1.400	Aaa	4.203	857	08/05/2028
931142EN9	250001	Wal-Mart Stores		09/24/2025	5,000,000.00	4,887,050.00	4,920,557.18	3.250	Aa2	3.689	1,194	07/08/2029
037833EN6	250018	Apple Inc		12/24/2025	5,000,000.00	4,883,650.00	4,910,717.79	3.250	Aaa	3.748	1,225	08/08/2029
478160CQ5	250002	JOHNSON & JOHNSON		09/24/2025	5,000,000.00	4,439,550.00	4,485,738.89	1.300	Aaa	3.778	1,614	09/01/2030
Subtotal and Average			75,925,095.29		78,000,000.00	76,265,460.00	75,943,930.03			3.988	640	
BofW MMA Deposit Account												
SYS999993	999993	Bank of the West		07/01/2019	81,295,354.72	81,295,354.72	81,295,354.72	3.310	Aa2	3.265	1	
Subtotal and Average			72,944,229.55		81,295,354.72	81,295,354.72	81,295,354.72			3.265	1	

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
CAMP - California Asset Mgmt Progr												
999995	999995	California Asset Mgmt Program		01/27/2023	108,125,396.98	108,125,396.98	108,125,396.98	3.810		3.758	1	
		Subtotal and Average	107,789,205.37		108,125,396.98	108,125,396.98	108,125,396.98			3.758	1	
		Total and Average	916,709,850.17		946,420,751.70	937,872,911.70	937,212,132.80			3.819	670	

Financial Report #2

AGENDA: New Business / Information Only

TOPIC: Bond Update- Measure W

DESCRIPTION: The 2016 Measure W Bonds, Series C funds were received in June 2023. The breakdown of Measure W, Series C proceeds is attached including interest received and expenditures paid through April 30, 2026.

FISCAL IMPACT: The current Series C balance is \$2,964,813.

RECOMMENDATION: This item is presented for information only.

BOND FUNDS ANALYSIS MEASURE W 2016 - SERIES C

District Bond Funds

Series A (\$13,000,000 issuance)	\$ (0)
Series B (\$11,000,000 issuance)	(0)
Series C (\$8,766,000 issuance)	<u>2,964,813</u>
Balance of Bond Funds	\$ 2,964,813

School Facilities Program (State & District Matching Funds)

Hanford High Modernization	\$ -
Hanford West Modernization	

TOTAL COMBINED BOND FUNDS AND SCHOOL FACILITIES FUNDS	\$ 2,964,813
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BOND FUNDS ANALYSIS MEASURE W 2016 - SERIES C

As of 04/30/2026

Balance of Series C

\$2,964,813

Sale of Bonds	\$8,766,000
Interest Earned & FMV Adj.	506,261
Expenditures	
HHS Tennis Courts	(2,295,192)
HHS Kensington Parking Lot	(649,155)
HHS Roofing Project	(998,324)
District Match to SFP	(2,147,373)
<i>Hanford West Modernization 3</i>	<i>860,030</i>
<i>Hanford High Modernization 4</i>	<i>1,287,343</i>
Restroom/Concension at Athletic Fields	(145,111.23)
HHS Exterior Paint Project	 (71,486)
HWHS Exterior Paint Project	 (806)
Total Expenditures:	(6,307,448)

Financial Report

#3

AGENDA: New Business / Information / Action

TOPIC: Resolution No. 26-07: A Resolution Authorizing the Issuance of Hanford Joint Union High School District (Kings and Tulare Counties, California) 2026 General Obligation Refunding Bonds

DESCRIPTION: On November 8, 2016, the voters of the Hanford Joint Union High School District (the “District”) approved the issuance of not-to-exceed \$33,000,000 of general obligation bonds (“Measure W”). Pursuant to Measure W, the District has previously issued three series of bonds, including its Election of 2016 General Obligation Bonds, Series A (the “Prior Bonds”).

The District now desires to currently refund the outstanding Prior Bonds (so refinanced, the “Refunded Bonds”), thereby generating savings for District taxpayers, through the issuance of general obligation refunding bonds (the “Refunding Bonds”) pursuant to Government Code Section 53550 et seq.

All benefits from the refunding will be delivered to the property owners in the District. The final maturity of the Refunding Bonds will not be later than the final maturity date of the Refunded Bonds.

(a) Bond Resolution. This Resolution authorizes the issuance of the Refunding Bonds, in one or more series of federally taxable or federally tax-exempt bonds, specifies the basic terms, parameters and forms of the Refunding Bonds, and approves the forms of a Purchase Contract, Preliminary Official Statement, Continuing Disclosure Certificate, and Escrow Agreement. In particular, Section 1 of the Resolution establishes the maximum aggregate principal amount of the Refunding Bonds to be issued (\$16,000,000). Section 3 of the Resolution authorizes the Refunding Bonds to be sold at a negotiated sale to Stifel Nicolaus & Co., Inc. (the “Underwriter”), and Section 4 states the maximum underwriter’s discount (0.4%) with respect to the Refunding Bonds. The Resolution authorizes the issuance of current interest bonds, capital appreciation bonds, and convertible capital appreciation bonds.

- (b) Form of Purchase Contract. The Resolution approves the form of the Purchase Contract. Pursuant to the Purchase Contract, the Underwriter will agree to buy the Refunding Bonds from the District. All of the conditions of closing the transaction are set forth in this document, including the documentation to be provided at the closing by various parties. Upon the pricing of the Refunding Bonds, the final execution copy of the Purchase Contract will be prepared following this form.
- (c) Form of Preliminary Official Statement. The Resolution approves the form of the Preliminary Official Statement (the “POS”). The POS is the offering document describing the Refunding Bonds which may be distributed to prospective purchasers of the Refunding Bonds. The POS discloses information with respect to among other things (i) the proposed uses of proceeds of the Refunding Bonds, (ii) the terms of the Refunding Bonds (interest rate, redemption terms, etc.), (iii) the bond insurance policy for the Refunding Bonds, if any, (iv) the security for repayment of the Refunding Bonds (the *ad valorem* property tax levy), (v) information with respect to the District’s tax base (upon which such *ad valorem* property taxes may be levied), (vi) District financial and operating data, (vii) continuing disclosure with respect to the Refunding Bonds and the District, and (viii) absence of litigation and other miscellaneous matters expected to be of interest to prospective purchasers of the Refunding Bonds. Following the pricing of the Refunding Bonds, a final Official Statement for the Refunding Bonds will be prepared, substantially in the form of the POS.
- (d) Form of the Continuing Disclosure Certificate. The form of the Continuing Disclosure Certificate can be found in APPENDIX C to the POS. Effective July 3, 1995, all underwriters of municipal bonds are obligated to procure from any public agency issuing debt a covenant that such public agency will annually file “material financial information and operating data” with respect to such public agency, as well as notices of the occurrence of certain enumerated events, through the web-based Electronic Municipal Market Access (“EMMA”) system maintained by the Municipal Securities Rulemaking Board (a federal agency that regulates “broker-dealers,” including investment banking firms that underwrite municipal obligations). This requirement is expected to be satisfied annually by the filing of the District’s audited financial statements and other operating information about the District, and from time to time by filing of notices of enumerated events, in the same manner the District has filed in connection with prior bond issuances.

- (e) Escrow Agreement. Pursuant to the Escrow Agreement, proceeds from the sale of the Refunding Bonds will be deposited in an escrow fund (the “Escrow Fund”) held by U.S. Bank Trust Company, National Association (acting as “Escrow Agent”). The monies in the Escrow Fund will be used by the Escrow Agent to refund the Refunded Bonds on their first optional redemption date. As a result of the deposit and application of funds so provided in the Escrow Agreement, the Refunded Bonds will be defeased, and the obligation of Kings and Tulare Counties to levy *ad valorem* property taxes for payment thereof will cease.

FISCAL IMPACT: There is no fiscal impact to the General Fund resulting from the issuance of the Refunding Bonds.

RECOMMENDATION: Administration recommends approval of Resolution 26-07 A Resolution Authorizing the Issuance of Hanford Joint Union High School District (Kings and Tulare Counties, California) 2026 General Obligation Refunding Bonds

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION NO. 26-07

A RESOLUTION AUTHORIZING THE ISSUANCE OF HANFORD JOINT UNION HIGH SCHOOL DISTRICT (KINGS AND TULARE COUNTIES, CALIFORNIA) 2026 GENERAL OBLIGATION REFUNDING BONDS

WHEREAS, a duly called election (the “Election”) was held in the Hanford Joint Union High School District (the “District”), in Kings County (the “County”) and Tulare County (together with the County, the “Counties”), State of California on November 8, 2016 and thereafter canvassed pursuant to law;

WHEREAS, at the Election there was submitted to and approved by the requisite fifty-five percent or more vote of the qualified electors of the District a question as to the issuance and sale of general obligation bonds of the District for the various purposes set forth in the ballot submitted to the voters, in the maximum principal amount of \$33,000,000 payable from the levy of an *ad valorem* property tax against the taxable property in the District (the “2016 Authorization”);

WHEREAS, pursuant to the 2016 Authorization, the District previously caused the issuance of three series of bonds, including \$12,999,992.75 of Hanford Joint Union High School District (Kings and Tulare Counties, California) Election of 2016 General Obligation Bonds, Series A (the “Prior Bonds”);

WHEREAS, this Board of Trustees (the “Board”) desires to authorize the issuance of general obligation refunding bonds (the “Refunding Bonds”) pursuant to the Act (as defined herein) to refund all or a portion of the currently outstanding Prior Bonds (so refunded, the “Refunded Bonds”);

WHEREAS, this Board desires to authorize the issuance of the Refunding Bonds in one or more Series of Taxable Bonds or Tax-Exempt Bonds, and as any combination of Current Interest Bonds, Capital Appreciation Bonds, or Convertible Capital Appreciation Bonds (as such terms are defined herein);

WHEREAS, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation refunding bonds of the District, and whereas the indebtedness of the District, including this proposed issue of Refunding Bonds, is within all limits prescribed by law;

WHEREAS, pursuant to Government Code Section 5852.1, the Board has obtained from its Municipal Advisor (as defined herein), in a meeting open to the public, prior to authorization of the execution and delivery of the Refunding Bonds, good faith estimates of (a) the true interest cost of the Refunding Bonds, (b) the sum of all fees and charges paid to third parties with respect to the Refunding Bonds, (c) the amount of proceeds of the Refunding Bonds expected to be received net of the fees and charges paid to third parties and any reserves or capitalized interest paid or funded with proceeds of the Refunding Bonds, and (d) the sum total of all debt service payments to be evidenced by the Refunding Bonds calculated to the final payment date evidenced by the Refunding Bonds plus the fees and charges paid to third parties not paid with the proceeds of the Refunding Bonds; and

WHEREAS, at this time the Board desires to appoint professionals related to the issuance of the Refunding Bonds;

WHEREAS, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation refunding bonds of the District, and whereas the indebtedness of the District, including this proposed issue of Refunding Bonds, is within all limits prescribed by law;

NOW, THEREFORE, BE IT FOUND, DETERMINED AND RESOLVED BY THE BOARD OF TRUSTEES OF THE HANFORD JOINT UNION HIGH SCHOOL DISTRICT AS FOLLOWS:

SECTION 1. Purpose. To refund all or a portion of the remaining outstanding principal amount of the Prior Bonds and to pay all necessary legal, financial, and contingent costs in connection therewith, the Board hereby authorizes the issuance of the Refunding Bonds pursuant to the Act in an aggregate principal amount not-to-exceed \$16,000,000, in one or more Series of Taxable or Tax-Exempt Bonds, to be styled as the “Hanford Joint Union High School District (Kings and Tulare Counties, California) 2026 General Obligation Refunding Bonds,” with appropriate additional Series designation if more than one Series of Refunding Bonds is issued, and as any combination of Current Interest Bonds, Capital Appreciation Bonds, and Convertible Capital Appreciation Bonds, as set forth in the fully executed Purchase Contract (as defined herein). Additional costs authorized to be paid from the proceeds of the Refunding Bonds are all of the authorized costs of issuance set forth in Government Code Section 53550(e) and (f) and Section 53587. Pursuant to Government Code Sections 53584 and 53587, the Board hereby determines it to be reasonably required to fund capitalized interest from proceeds of the Refunding Bonds for the purpose of paying interest on all or a portion of the Refunding Bonds.

SECTION 2. Paying Agent. The Board hereby appoints the Paying Agent, as defined herein, to act as paying agent, bond registrar, authentication agent and transfer agent for the Refunding Bonds on behalf of the District. The Board hereby authorizes the payment of the reasonable fees and expenses of the Paying Agent, as they shall become due and payable. The fees and expenses of the Paying Agent which are not paid as a cost of issuance of the Refunding Bonds may be paid in each year from *ad valorem* property taxes levied and collected for the payment thereof, insofar as permitted by law, including specifically Education Code Section 15232.

SECTION 3. Terms and Conditions of Sale. The Refunding Bonds are hereby authorized to be sold at a negotiated sale, upon the direction of the Superintendent, Assistant Superintendent of Business Services & Operations, or Director of Business of the District, or such other officer or employee of the District as may be designated by the Superintendent, Assistant Superintendent of Business Services & Operations, or Director of Business for such purposes (collectively, the “Authorized Officers”). The Refunding Bonds shall be sold pursuant to the terms and conditions set forth in the Purchase Contract, as described below. The Board hereby authorizes the sale of the Refunding Bonds at a negotiated sale, which is determined to provide more flexibility in the timing of the sale, an ability to implement the sale in a shorter time period, an increased ability to structure the Refunding Bonds to fit the needs of particular purchasers, and a greater opportunity for the Underwriter (as defined herein) to pre-market the Refunding Bonds to potential purchasers prior to the sale, all of which will contribute to the District’s goal of achieving the lowest overall cost of funds.

SECTION 4. Approval of Purchase Contract. The form of Purchase Contract by and between the District and the Underwriter, substantially in the forms on file with the Secretary to the Board, are hereby approved and the Authorized Officers, each alone, are hereby authorized to execute and deliver the Purchase Contract, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same may approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, that (i) the maximum interest rates on the Refunding Bonds shall not exceed that authorized by law, and (ii) the underwriting discount, excluding original issue discount, shall not exceed 0.4% of the aggregate principal amount of the Refunding Bonds issued. The

Authorized Officers, each alone, are further authorized to determine the principal amount of the Refunding Bonds to be specified in the Purchase Contract for sale by the District up to \$16,000,000 and to enter into and execute the Purchase Contract with the Underwriter, if the conditions set forth in this Resolution are satisfied.

SECTION 5. Certain Definitions. As used in this Resolution, the terms set forth below shall have the meanings ascribed to them (unless otherwise set forth in the Purchase Contract):

(a) **“Accreted Interest”** means, with respect to Capital Appreciation Bonds and Convertible Capital Appreciation Bonds prior to the Conversion Date, the Accreted Value thereof minus the Denominational Amount thereof as of the date of calculation.

(b) **“Accretion Rate”** means, unless otherwise provided by the Purchase Contract, that rate which, when applied to the Denominational Amount of a Capital Appreciation Bond or a Convertible Capital Appreciation Bond prior to the Conversion Date, and compounded semiannually on each August 1 and February 1, commencing August 1, 2026 (unless otherwise provided in the Purchase Contract), produces the Maturity Value on the maturity date (with respect to Capital Appreciation Bonds) and the Conversion Value on the Conversion Date (with respect to Convertible Capital Appreciation Bonds).

(c) **“Accreted Value”** means, as of the date of calculation, with respect to Capital Appreciation Bonds, and Convertible Capital Appreciation Bonds prior to the Conversion Date, the Denominational Amount thereof plus Accreted Interest thereon to such date of calculation, compounded semiannually on each August 1 and February 1, commencing August 1, 2026 (unless otherwise provided in the Purchase Contract) at the stated Accretion Rate to maturity thereof, assuming in any such semiannual period that such Accreted Value increases in equal daily amounts on the basis of a 360-day year of twelve, 30-day months.

(d) **“Act”** means Article 9 of (beginning with Section 53550) and Article 11 (beginning with Section 53580) of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code.

(e) **“Authorizing Documents”** means the authorizing resolution(s), indenture, agreement or other legal document(s) pursuant to which the Prior Bonds were authorized and issued.

(f) **“Beneficial Owner”** means, when used with reference to book-entry Refunding Bonds registered pursuant to Section 6 hereof, the person who is considered the beneficial owner of such Refunding Bonds pursuant to the arrangements for book-entry determination of ownership applicable to the Depository.

(g) **“Bond Insurer”** means any insurance company which issues a municipal bond insurance policy insuring the payment of Principal, Conversion Value, and Maturity Value of and interest on the Refunding Bonds.

(h) **“Bond Payment Date”** means, as applicable (and unless otherwise provided by the Purchase Contract), (i) with respect to the Current Interest Bonds, August 1 and February 1 of each year commencing August 1, 2026 with respect to interest thereon, and the stated maturity dates thereof with respect to the Principal payments on the Current Interest Bonds, (ii) with respect to interest on the Convertible Capital Appreciation Bonds, February 1 and August 1 of each year, commencing the first February 1 or August 1 following the respective Conversion Dates thereof, and the stated maturity dates thereof with respect to the Conversion Value of the Convertible Capital Appreciation Bonds, and (iii) with respect to the Capital Appreciation Bonds, the stated maturity dates thereof.

(i) **“Bond Register”** means the registration books which the Paying Agent shall keep or cause to be kept on which the registered ownership, transfer and exchange of Refunding Bonds will be recorded.

(j) **“Capital Appreciation Bonds”** means the Refunding Bonds the interest component of which is compounded semiannually on each August 1 and February 1 (commencing August 1, 2026, unless otherwise provided in the Purchase Contract) to maturity as shown in the table of Accreted Value for such Refunding Bonds in the Official Statement or Purchase Contract, as the case may be.

(k) **“Code”** means the Internal Revenue Code of 1986, as the same may be amended from time to time. Reference to a particular section of the Code shall be deemed to be a reference to any successor to any such section.

(l) **“Continuing Disclosure Certificate”** means that certain contractual undertaking executed by the District in connection with the issuance of the Refunding Bonds pursuant to paragraph (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities and Exchange Act of 1934, dated as of the date of issuance of the Refunding Bonds, as amended from time to time in accordance with the provisions thereof.

(m) **“County”** means Kings County

(n) **“Conversion Date”** means, with respect to Convertible Capital Appreciation Bonds, the date from which such Refunding Bonds bear interest on a current, periodic basis.

(o) **“Conversion Value”** means, with respect to Convertible Capital Appreciation Bonds, the Accreted Value as of the Conversion Date.

(p) **“Convertible Capital Appreciation Bonds”** means the Refunding Bonds the interest component of which is compounded semiannually to the respective Conversion Dates thereof as shown in the table of Accreted Values for the Refunding Bonds in the Official Statement or Purchase Contract, as the case may be, and which bear interest from such respective Conversion Dates on the Conversion Value thereof, payable semiannually on each Bond Payment Date.

(q) **“Current Interest Bonds”** means Refunding Bonds, the interest on which is payable semiannually on each Bond Payment Date specified for each such Refunding Bond and maturing in the years and in the amounts set forth in the Purchase Contract.

(r) **“Date of Delivery”** means the date of initial issuance and delivery of the Refunding Bonds, or such other date as shall be set forth in the Purchase Contract or Official Statement.

(s) **“Denominational Amount”** means the initial Principal Amount of any Capital Appreciation Bond or Convertible Capital Appreciation Bond.

(t) **“Depository”** means, the entity acting as securities depository for the Refunding Bonds pursuant to Section 6(c) hereof.

(u) **“DTC”** means The Depository Trust Company, a limited purpose trust company organized under the laws of the State of New York, in its capacity as the initial Depository for the Refunding Bonds.

(v) **“Escrow Agent”** means U.S. Bank Trust Company, National Association, or any other successor thereto, in its capacity as escrow agent for the Refunded Bonds.

(w) **“Escrow Agreement”** means the agreement or agreements relating to the deposit and investment of funds to refund the Refunded Bonds, by and between the District and the Escrow Agent.

(x) **“Federal Securities”** means securities as permitted, in accordance with the Authorizing Documents, to be deposited with the Escrow Agent for the purpose of defeasing the Refunded Bonds.

(y) **“Holder” or “Owner”** means the registered owner of a Refunding Bond as set forth in the Bond Register maintained by the Paying Agent pursuant to Section 6 hereof.

(z) **“Information Services”** means the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access System; or, such other services providing information with respect to called municipal obligations as the District may specify in writing to the Paying Agent or as the Paying Agent may select.

(aa) **“Maturity Value”** means the Accreted Value of any Capital Appreciation Bond on its maturity date.

(bb) **“Moody’s”** means Moody’s Investors Service, Inc., a corporation organized and existing under the laws of the State of Delaware, its successors and assigns, or, if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, any other nationally recognized securities rating agency designated by the District.

(cc) **“Nominee”** means the nominee of the Depository, which may be the Depository, as determined from time to time pursuant to Section 6(c) hereof.

(dd) **“Official Statement”** means the Official Statement for the Refunding Bonds, as described in Section 17 hereof.

(ee) **“Outstanding”** means, when used with reference to the Refunding Bonds, as of any date, Bonds theretofore issued or thereupon being issued under this Resolution except:

(i) Refunding Bonds canceled at or prior to such date;

(ii) Refunding Bonds in lieu of or in substitution for which other Refunding Bonds shall have been delivered pursuant to Section 8 hereof; or

(iii) Refunding Bonds for the payment or redemption of which funds or Government Obligations in the necessary amount shall have been set aside (whether on or prior to the maturity or redemption date of such Refunding Bonds), in accordance with Section 19 of this Resolution.

(ff) **“Participants”** means those broker-dealers, banks and other financial institutions from time to time for which the Depository holds book-entry certificates as securities depository.

(gg) **“Paying Agent”** means initially U.S. Bank Trust Company, National Association, or any other Paying Agent as shall be named in the Purchase Contract or Official Statement, and afterwards any successor financial institution, acting as paying agent, transfer agent, authentication agent and bond registrar for the Refunding Bonds.

(hh) **“Principal” or “Principal Amount”** means, with respect to any Current Interest Bond, the Principal Amount thereof, and with respect to any Capital Appreciation Bond or Convertible Capital Appreciation Bond, the Denominational Amount thereof.

(ii) **“Purchase Contract”** means the contract or contracts for purchase and sale of the Refunding Bonds, by and between the District and the Underwriter. To the extent the Refunding Bonds are sold pursuant to more than one Purchase Contract, each shall be substantially in the form presented to the Board, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve.

(jj) **“Record Date”** means the close of business on the fifteenth day of the month preceding each Bond Payment Date.

(kk) **“S&P”** means S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC, its successors and assigns, or, if such entity shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, any other nationally recognized securities rating agency designated by the District.

(ll) **“Rule”** means Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934.

(mm) **“Series”** means any Refunding Bonds executed, authenticated and delivered pursuant to the provisions hereof and identified as a separate series of bonds.

(nn) **“Taxable Bonds”** means any Refunding Bonds the interest on which is not excludable from gross income for federal income tax purposes.

(oo) **“Tax-Exempt Bonds”** means any Refunding Bonds the interest on which is excludable from gross income for federal income tax purposes and is not treated as an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on an individual, as further described in an opinion of Bond Counsel supplied to the original purchasers of such Refunding Bonds.

(pp) **“Term Bonds”** means those Refunding Bonds for which mandatory sinking fund redemption dates have been established in the Purchase Contract.

(qq) **“Transfer Amount”** means, (i) with respect to any Outstanding Current Interest Bond, the Principal Amount, (ii) with respect to any Outstanding Capital Appreciation Bond, the Maturity Value, and (iii) with respect to any Outstanding Convertible Capital Appreciation Bond, the Conversion Value.

(rr) **“Treasurer”** means the Treasurer-Tax Collector of the County or other comparable officer of the County.

(ss) **“Underwriter”** means Stifel Nicolaus & Co., Inc., as underwriter of the Refunding Bonds.

SECTION 6. Terms of the Refunding Bonds.

(a) **Denomination, Interest, Date of Delivery.** The Refunding Bonds shall be issued as fully registered bonds registered as to both Principal and interest, in the following denominations: (i) with respect to the Current Interest Bonds, \$5,000 Principal Amount or any integral multiple thereof, (ii) with respect to the Capital Appreciation Bonds, \$5,000 Maturity Value, or any integral multiple thereof (except for one odd denomination, if necessary), and (iii) with respect to Convertible Capital Appreciation Bonds, \$5,000 Conversion Value or any integral multiple thereof. The Refunding Bonds will be initially registered in the name of “Cede & Co.,” as the Nominee of DTC.

Each Current Interest Bond shall be dated as of the Date of Delivery, and shall bear interest at the rates set forth in the Purchase Contract from the Bond Payment Date next preceding the date of authentication thereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to that Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before the first Record Date, in which event it shall bear interest from the Date of Delivery. Interest shall be payable on the respective Bond Payment Dates and shall be computed on the basis of a 360-day year of twelve 30-day months.

The Capital Appreciation Bonds shall mature in the years, shall be issued in aggregate Principal Amounts, and shall have Accretion Rates and denominations per each \$5,000 in Maturity Value (except for one odd denomination, if necessary) as shown in the Accreted Value Table attached to the Official Statement or Purchase Contract. The Convertible Capital Appreciation Bonds shall mature in the years, shall be issued in the aggregate Principal Amounts, and shall have Accretion Rates and denominations per each \$5,000 in Conversion Value as shown in such Accreted Value Table; provided, however, that in the event that the amount shown in such Accreted Value Table and the Accreted Value caused to be calculated by the District and approved by the Bond Insurer, if any, by application of the definition of Accreted Value set forth in Section 5 differ, the latter amount shall be the Accreted Value of such Capital Appreciation Bond or Convertible Capital Appreciation Bond, as applicable.

Each Capital Appreciation Bond shall be dated, and shall accrete interest from, its date of initial delivery. Capital Appreciation Bonds will not bear interest on a current or periodic basis.

Prior to their respective Conversion Dates, each Convertible Capital Appreciation Bond shall not bear current interest but will accrete in value through the Conversion Date thereof, from its Denominational Amount on the Date of Delivery thereof to its Conversion Value on the applicable Conversion Date. No payment will be made to the Owners of Convertible Capital Appreciation Bonds on the respective Conversion Dates thereof. From and after its Conversion Date, each Convertible Capital Appreciation Bond will bear current, periodic interest, and such interest will accrue based upon the Conversion Value of such Convertible Capital Appreciation Bonds at the Conversion Date. Following their respective Conversion Dates, each Convertible Capital Appreciation Bond shall bear interest from the Bond Payment Date next preceding the date of authentication thereof, unless it is authenticated during the period from the 16th day of the month next preceding any Bond Payment Date to that Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before the first Record Date after the Conversion Date, in which event it will bear interest from the Conversion Date.

No Refunding Bond shall mature later than the final maturity date of the Refunded Bonds to be refunded from proceeds of such Refunding Bond.

(b) Redemption.

(i) Optional Redemption. The Refunding Bonds shall be subject to optional redemption prior to maturity as provided in the Purchase Contract or the Official Statement.

(ii) Mandatory Redemption. Any Refunding Bonds issued as Term Bonds shall be subject to mandatory sinking fund redemption as provided in the Purchase Contract or the Official Statement.

(iii) Selection of Refunding Bonds for Redemption. Whenever provision is made in this Resolution for the optional redemption of Refunding Bonds and less than all Outstanding Refunding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District,

shall select Refunding Bonds for redemption as so directed by the District, and if not so directed, in inverse order of maturity. Within a maturity, the Paying Agent shall select Refunding Bonds for redemption as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent shall determine; provided, however, that, with respect to redemption by lot, (A) the portion of any Current Interest Bond to be redeemed in part shall be in the Principal Amount of \$5,000 or any integral multiple thereof, (B) the portion of any Capital Appreciation Bond to be redeemed in part shall be in integral multiples of the Accreted Value per \$5,000 Maturity Value thereof, and (C) the portion of any Convertible Capital Appreciation Bond to be redeemed in part shall be in integral multiples of the Accreted Value per \$5,000 Conversion Value thereof.

The Purchase Contract may provide that (i) in the event that a portion of any Term Bond is optionally redeemed prior to maturity pursuant to Section 6(b)(i) hereof, the remaining mandatory sinking fund payments with respect to such Term Bonds shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 Principal Amount, in respect to the portion of such Term Bond optionally redeemed, and (ii) within a maturity, Refunding Bonds shall be selected for redemption on a “Pro Rata Pass-Through Distribution of Principal” basis in accordance with DTC procedures, provided further that, such pro-rata redemption is made in accordance with the operational arrangements of DTC then in effect.

(iv) Redemption Notice. When optional redemption is authorized or required pursuant Section 6(b) hereof, the Paying Agent, upon written instruction from the District, shall give notice (a “Redemption Notice”) of the redemption of the Refunding Bonds. Such Redemption Notice shall specify: the Refunding Bonds or designated portions thereof (in the case of redemption of the Refunding Bonds in part but not in whole) which are to be redeemed; the date of redemption; the place or places where the redemption will be made, including the name and address of the Paying Agent; the redemption price; the CUSIP numbers (if any) assigned to the Refunding Bonds to be redeemed, the Refunding Bond numbers of the Refunding Bonds to be redeemed in whole or in part and, in the case of any Refunding Bond to be redeemed in part only, the portion of the Principal Amount, Conversion Value or Accreted Value of such Refunding Bond to be redeemed; and the original issue date, interest rate or Accretion Rate and stated maturity date of each Refunding Bond to be redeemed in whole or in part. Such Redemption Notice shall further state that on the specified date there shall become due and payable upon each Refunding Bond or portion thereof being redeemed at the redemption price thereof, together with the interest accrued or accreted to the redemption date thereon, and that from and after such date, interest thereon shall cease to accrue or accrete.

The Paying Agent shall take the following actions with respect to such Redemption Notice:

(A) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given to the respective Owners of Refunding Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the Bond Register.

(B) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, (ii) telephonically confirmed facsimile transmission, or (iii) overnight delivery service to the Depository.

(C) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, or (ii) overnight delivery service to one of the Information Services.

(D) Such Redemption Notice shall be given to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

A certificate of the Paying Agent or District that a Redemption Notice has been given as provided herein shall be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given shall affect the sufficiency of the proceedings for the redemption of the affected Refunding Bonds. Each transfer of funds made by the Paying Agent for the purpose of redeeming Refunding Bonds shall bear or include the CUSIP number identifying, by issue and maturity, the Refunding Bonds being redeemed with the proceeds of such check or other transfer. Such Redemption Notice may state that no representation is made as to the accuracy or correctness of CUSIP numbers printed thereon.

With respect to any Redemption Notice of Refunding Bonds (or portions thereof), unless upon the giving of such notice such Refunding Bonds shall be deemed to have been defeased pursuant to Section 19 hereof, such notice shall state that such redemption shall be conditional upon the receipt by the Paying Agent (or an independent escrow agent selected by the District) on or prior to the date fixed for such redemption of the moneys necessary and sufficient to pay the Principal, Conversion Value and Maturity Value of, premium, if any, and interest on, such Refunding Bonds (or portions thereof) to be redeemed, and that if such moneys shall not have been so received said notice shall be of no force and effect, no portion of the Refunding Bonds shall be subject to redemption on such date and the Refunding Bonds shall not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption shall not be made and the Paying Agent shall within a reasonable time thereafter (but in no event later than the date initially set for redemption) give notice, to the persons to whom and in the manner in which the Redemption Notice was given, that such moneys were not so received. In addition, the District shall have the right to rescind any Redemption Notice, by written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent shall distribute a notice of such rescission in the same manner as the Redemption Notice was originally provided.

(v) Partial Redemption of Refunding Bonds. Upon the surrender of any Refunding Bond redeemed in part only, the Paying Agent shall execute and deliver to the Owner thereof a new Refunding Bond or Refunding Bonds of like tenor and maturity and of authorized denominations equal in Transfer Amounts to the unredeemed portion of the Refunding Bond surrendered. Such partial redemption shall be valid upon payment of the amount required to be paid to such Owner, and the District shall be released and discharged thereupon from all liability to the extent of such payment.

(vi) Effect of Redemption Notice. Notice having been given as aforesaid, and the moneys for the redemption (including the interest accrued or accreted to the applicable date of redemption) having been set aside as provided in Section 19 hereof, the Refunding Bonds to be redeemed shall become due and payable on such date of redemption.

If on such redemption date, money for the redemption of all the Refunding Bonds to be redeemed as provided in Section 6(b)(i) hereof, together with interest accrued or accreted to such redemption date, shall be held in trust as provided in Section 19 hereof, so as to be available therefor on such redemption date, and if a Redemption Notice thereof shall have been given as aforesaid,

then from and after such redemption date, interest on the Refunding Bonds to be redeemed shall cease to accrue or accrete and become payable. All money held for the redemption of Refunding Bonds shall be held in trust for the account of the Owners of the Refunding Bonds so to be redeemed.

(vii) Refunding Bonds No Longer Outstanding. When any Refunding Bonds (or portions thereof), which have been duly called for redemption prior to maturity under the provisions of this Resolution, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be irrevocably held in trust as provided in Section 19 hereof for the payment of the redemption price of such Refunding Bonds or portions thereof, and, in the case of Current Interest Bonds and Convertible Capital Appreciation Bonds after the Conversion Date, accrued interest thereon to the date fixed for redemption, all as provided in this Resolution, then such Refunding Bonds shall no longer be deemed Outstanding and shall be surrendered to the Paying Agent for cancellation.

All Refunding Bonds paid at maturity or redeemed prior to maturity pursuant to the provisions of this Section 6 shall be cancelled upon surrender thereof and be delivered to or upon the order of the District. All or any portion of a Refunding Bond purchased by the District shall be cancelled by the Paying Agent.

(c) Book-Entry System.

(i) Election of Book-Entry System. The Refunding Bonds shall initially be delivered in the form of a separate single fully-registered bond (which may be typewritten) for each maturity date of such Refunding Bonds in an authorized denomination (except for one odd denomination Refunding Bond). The ownership of each such Refunding Bond shall be registered in the Bond Register maintained by the Paying Agent in the name of the Nominee, as nominee of the Depository and ownership of the Refunding Bonds, or any portion thereof may not thereafter be transferred except as provided in Section 6(c)(i)(4).

With respect to book-entry Refunding Bonds, the District and the Paying Agent shall have no responsibility or obligation to any Participant or to any person on behalf of which such a Participant holds an interest in such book-entry Refunding Bonds. Without limiting the immediately preceding sentence, the District and the Paying Agent shall have no responsibility or obligation with respect to: (i) the accuracy of the records of the Depository, the Nominee, or any Participant with respect to any ownership interest in book-entry Refunding Bonds; (ii) the delivery to any Participant or any other person, other than an Owner as shown in the Bond Register, of any notice with respect to book-entry Refunding Bonds, including any Redemption Notice; (iii) the selection by the Depository and its Participants of the beneficial interests in book-entry Refunding Bonds to be prepaid in the event the District redeems such Refunding Bonds in part; (iv) or the payment by the Depository or any Participant or any other person, of any amount with respect to Principal, Accreted Value, Conversion Value, and premium, if any, or interest on book-entry Refunding Bonds. The District and the Paying Agent may treat and consider the person in whose name each book-entry Refunding Bond is registered in the Bond Register as the absolute Owner of such Refunding Bond for the purpose of payment of Principal, Accreted Value, and Conversion Value of and premium, if any, and interest on and to such Refunding Bond, for the purpose of giving notices of redemption and other matters with respect to such Refunding Bond, for the purpose of registering transfers with respect to such Refunding Bond, and for all other purposes whatsoever. The Paying Agent shall pay all Principal, Accreted Value, and Conversion Value of and premium, if any, and interest on book-entry Refunding Bonds only to or upon the order of the respective Owner, as shown in the Bond Register, or his respective attorney duly authorized in writing, and all such payments shall be valid

and effective to fully satisfy and discharge the District's obligations with respect to payment of Principal, Accreted Value, and Conversion Value of, premium, if any, and interest on book-entry Refunding Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Bond Register, shall receive a certificate evidencing the obligation to make payments of principal of, premium, if any, and interest on book-entry Refunding Bonds. Upon delivery by the Depository to the Owner and the Paying Agent, of written notice to the effect that the Depository has determined to substitute a new nominee in place of the Nominee, and subject to the provisions herein with respect to the Record Date, the word "Nominee" in this Resolution shall refer to such nominee of the Depository.

1. Delivery of Letter of Representations. In order to qualify the Refunding Bonds for the Depository's book-entry system, the District shall execute and deliver to the Depository a Letter of Representations. The execution and delivery of a Letter of Representations shall not in any way impose upon the District any obligation whatsoever with respect to persons having interests in the Refunding Bonds other than the Owners, as shown on the Bond Register. By executing a Letter of Representations, the District shall agree to take all action necessary at all times so that the District will be in compliance with all representations of the District in such Letter of Representations. In addition to the execution and delivery of a Letter of Representations, the District shall take such other actions, not inconsistent with this Resolution, as are reasonably necessary to qualify the Refunding Bonds for the Depository's book-entry program.

2. Selection of Depository. In the event (i) the Depository determines not to continue to act as securities depository for the Refunding Bonds, or (ii) the District determines that continuation of the book-entry system is not in the best interest of the Beneficial Owners of the Refunding Bonds or the District, then the District will discontinue the book-entry system with the Depository. If the District determines to replace the Depository with another qualified securities depository, the District shall prepare or direct the preparation of a new single, separate, fully registered bond for each maturity date of such Refunding Bond, registered in the name of such successor or substitute qualified securities depository or its Nominee as provided in subsection (4) hereof. If the District fails to identify another qualified securities depository to replace the Depository, then the Refunding Bonds shall no longer be restricted to being registered in such Bond Register in the name of the Nominee, but shall be registered in whatever name or names the Owners transferring or exchanging such Refunding Bonds shall designate, in accordance with the provisions of this Section 6(c).

3. Payments and Notices to Depository. Notwithstanding any other provision of this Resolution to the contrary, so long as all Outstanding Refunding Bonds are held in book-entry and registered in the name of the Nominee, all payments by the District or Paying Agent with respect to Principal, Accreted Value, and Conversion Value of, premium, if any, or interest on the Refunding Bonds and all notices with respect to such Refunding Bonds, including notices of redemption, shall be made and given, respectively to the Nominee, as provided in the Letter of Representations or as otherwise instructed or required by the Depository and agreed to by the Paying Agent notwithstanding any inconsistent provisions herein.

4. Transfer of Refunding Bonds to Substitute Depository.

(A) The Refunding Bonds shall be initially issued as described in the Official Statement. Registered ownership of such Refunding Bonds, or any portions thereof, may not thereafter be transferred except:

(1) to any successor of DTC or its Nominee, or of any substitute depository designated pursuant to Section 6(c)(i)(4)(A)(2) ("Substitute Depository"); provided that any successor of DTC or Substitute Depository shall be qualified under any applicable laws to provide the service proposed to be provided by it;

(2) to any Substitute Depository, upon (a) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (b) a determination by the District that DTC (or its successor) is no longer able to carry out its functions as depository; provided that any such Substitute Depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(3) to any person as provided below, upon (a) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (b) a determination by the District that DTC or its successor (or Substitute Depository or its successor) is no longer able to carry out its functions as depository.

(B) In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(1) or (2), upon receipt of all Outstanding Refunding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent designating the Substitute Depository, a single new Refunding Bond, which the District shall prepare or cause to be prepared, shall be executed and delivered for each maturity of Refunding Bonds then Outstanding, registered in the name of such successor or such Substitute Depository or their Nominees, as the case may be, all as specified in such written request of the District. In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(3), upon receipt of all Outstanding Refunding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent, new Refunding Bonds, which the District shall prepare or cause to be prepared, shall be executed and delivered in such denominations and registered in the names of such persons as are requested in such written request of the District, provided that the Paying Agent shall not be required to deliver such new Refunding Bonds within a period of less than sixty (60) days from the date of receipt of such written request from the District.

(C) In the case of a partial redemption or advance refunding of any Refunding Bonds evidencing a portion of the Principal, Maturity Value, or Conversion Value maturing in a particular year, DTC or its successor (or any Substitute Depository or its successor) shall make an appropriate notation on such Refunding Bonds indicating the date and amounts of such reduction in Principal, Maturity Value, or Conversion Value, in form acceptable to the Paying Agent, all in accordance with the Letter of Representations. The Paying Agent shall not be liable for such Depository's failure to make such notations or errors in making such notations.

(D) The District and the Paying Agent shall be entitled to treat the person in whose name any Refunding Bond is registered as the Owner thereof for all purposes of this Resolution and any applicable laws, notwithstanding any notice to the contrary received by the Paying Agent or the District; and the District and the Paying Agent shall not have responsibility for transmitting payments to, communicating with, notifying, or otherwise dealing with any Beneficial Owners of the Refunding Bonds. Neither the District nor the Paying Agent shall have any responsibility or obligation, legal or otherwise, to any such Beneficial Owners or to any other party, including DTC or its successor (or Substitute Depository or its successor), except to the Owner of any Refunding Bonds, and the Paying Agent may rely conclusively on its records as to the identity of the Owners of the Refunding Bonds.

SECTION 7. Execution of Refunding Bonds. The Refunding Bonds shall be signed by the President of the Board, or such other member of the Board authorized to sign on behalf of the President, by

his or her manual or facsimile signature, and countersigned by the manual or facsimile signature of the Secretary to or Clerk of the Board, or the designees thereof, all in their official capacities. No Refunding Bond shall be valid or obligatory for any purpose or shall be entitled to any security or benefit under this Resolution unless and until the certificate of authentication printed on the Refunding Bond is signed by the Paying Agent as authenticating agent. Authentication by the Paying Agent shall be conclusive evidence that the Refunding Bond so authenticated has been duly issued, signed and delivered under this Resolution and is entitled to the security and benefit of this Resolution.

SECTION 8. Paying Agent; Transfer and Exchange. So long as any of the Refunding Bonds remain Outstanding, the District will cause the Paying Agent to maintain and keep at its designated office all books and records necessary for the registration, exchange and transfer of the Refunding Bonds as provided in this Section. Subject to the provisions of Section 9 below, the person in whose name a Refunding Bond is registered on the Bond Register shall be regarded as the absolute Owner of that Refunding Bond for all purposes of this Resolution. Payment of or on account of the Principal, Accreted Value, or Conversion Value of, premium, if any, and interest on any Refunding Bond shall be made only to or upon the order of that person; neither the District nor the Paying Agent shall be affected by any notice to the contrary, but the registration may be changed as provided in this Section. All such payments shall be valid and effectual to satisfy and discharge the District's liability upon the Refunding Bonds, including interest, to the extent of the amount or amounts so paid.

Any Refunding Bond may be exchanged for Refunding Bonds of like tenor, Series, maturity and Transfer Amount upon presentation and surrender at the designated office of the Paying Agent, together with a request for exchange signed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Refunding Bond may be transferred on the Bond Register only upon presentation and surrender of the Refunding Bond at the designated office of the Paying Agent together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent shall complete, authenticate and deliver a new Refunding Bond or Refunding Bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Refunding Bond surrendered and bearing or accruing interest at the same rate and maturing on the same date. Capital Appreciation Bonds, Convertible Capital Appreciation Bonds, and Current Interest Bonds may not be exchanged for one another.

If any Refunding Bond shall become mutilated, the District, at the expense of the Owner of said Refunding Bond, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Refunding Bond of like Series, tenor, maturity and Transfer Amount in exchange and substitution for the Refunding Bond so mutilated, but only upon surrender to the Paying Agent of the Refunding Bond so mutilated. If any Refunding Bond issued hereunder shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the Paying Agent and, if such evidence be satisfactory to the Paying Agent and indemnity for the Paying Agent and the District satisfactory to the Paying Agent shall be given by the Owner, the District, at the expense of the Owner, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Refunding Bond of like Series, tenor, maturity and Transfer Amount in lieu of and in substitution for the Refunding Bond so lost, destroyed or stolen (or if any such Refunding Bond shall have matured or shall have been called for redemption, instead of issuing a substitute Refunding Bond the Paying Agent may pay the same without surrender thereof upon receipt of indemnity satisfactory to the Paying Agent and the District). The Paying Agent may require payment of a reasonable fee for each new Refunding Bond issued under this paragraph and of the expenses which may be incurred by the District and the Paying Agent.

If signatures on behalf of the District are required in connection with an exchange or transfer, the Paying Agent shall undertake the exchange or transfer of Refunding Bonds only after the new Refunding

Bonds are signed by the authorized officers of the District. In all cases of exchanged or transferred Refunding Bonds, the District shall sign and the Paying Agent shall authenticate and deliver Refunding Bonds in accordance with the provisions of this Resolution. All fees and costs of transfer shall be paid by the requesting party. Those charges may be required to be paid before the procedure is begun for the exchange or transfer. All Refunding Bonds issued upon any exchange or transfer shall be valid obligations of the District, evidencing the same debt, and entitled to the same security and benefit under this Resolution as the Refunding Bonds surrendered upon that exchange or transfer.

Any Refunding Bond surrendered to the Paying Agent for payment, retirement, exchange, replacement or transfer shall be cancelled by the Paying Agent. The District may at any time deliver to the Paying Agent for cancellation any previously authenticated and delivered Refunding Bonds that the District may have acquired in any manner whatsoever, and those Refunding Bonds shall be promptly cancelled by the Paying Agent. Written reports of the surrender and cancellation of Refunding Bonds shall be made to the District by the Paying Agent as requested by the District. The cancelled Refunding Bonds shall be retained for three years, then returned to the District or destroyed by the Paying Agent as directed by the District.

Neither the District nor the Paying Agent will be required to (a) issue or transfer any Refunding Bonds during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Refunding Bonds to be redeemed and ending with the close of business on the Bond Payment Date or any day on which the applicable Redemption Notice is given or (b) transfer any Refunding Bonds which have been selected or called for redemption in whole or in part.

SECTION 9. Payment. Payment of interest on any Current Interest Bond or Convertible Capital Appreciation Bond after its respective Conversion Date, shall be made to the person appearing on the Bond Register of the Paying Agent as the Owner thereof as of the Record Date immediately preceding such Bond Payment Date, such interest to be paid by wire transfer to such Owner on the Bond Payment Date at the bank and account number as it appears on such Bond Register. The Principal of and redemption premium, if any, payable on the Current Interest Bonds, the Accreted Value and redemption premiums, if any, payable on the Capital Appreciation Bonds, and the Accreted Value, Conversion Value and redemption premiums, if any, on the Convertible Capital Appreciation Bonds shall be payable upon maturity or redemption upon surrender at the designated office of the Paying Agent. The Principal, Accreted Value and Conversion Value of, premiums, if any, and interest on the Refunding Bonds shall be payable in lawful money of the United States of America. The Paying Agent is hereby authorized to pay the Refunding Bonds when duly presented for payment at maturity, and to cancel all Refunding Bonds upon payment thereof. Except as provided for in the Act, the Refunding Bonds are obligations of the District, payable solely from the levy of *ad valorem* property taxes upon all property subject to taxation within the District, which taxes are unlimited as to rate or amount. The Refunding Bonds do not constitute an obligation of any of the Counties and no part of any fund of any of the Counties is pledged or obligated to the payment of the Refunding Bonds.

SECTION 10. Form of Refunding Bonds. The Refunding Bonds shall be in substantially the form attached as Exhibit A hereto, allowing those officials executing the Refunding Bonds to make the insertions and deletions necessary to conform the Refunding Bonds to this Resolution, the Purchase Contract and the Official Statement, or to correct or cure any defect, inconsistency, ambiguity or omission therein. Pending the preparation of definitive Refunding Bonds, the Refunding Bonds may be executed and delivered in temporary form exchangeable for definitive Refunding Bonds when ready for delivery. If the Paying Agent delivers temporary Refunding Bonds, it shall execute and deliver definitive Refunding Bonds in an equal aggregate principal amount of authorized denominations, when available, and thereupon the temporary Refunding Bonds shall be surrendered to the Paying Agent. Until so exchanged, the temporary Refunding Bonds shall be entitled to the same benefits hereunder as definitive Refunding Bonds.

SECTION 11. Delivery of Refunding Bonds. The proper officials of the District shall cause the Refunding Bonds to be prepared and, following their sale, shall have the Refunding Bonds signed and delivered, together with a final transcript of proceedings with reference to the issuance of the Refunding Bonds, to the Underwriter upon payment of the purchase price therefor.

SECTION 12. Deposit of Proceeds of Refunding Bonds; Escrow Agreement. An amount of proceeds from the sale of the Refunding Bonds necessary to purchase certain Federal Securities, or to otherwise refund the Refunded Bonds, shall be transferred to the Escrow Agent for deposit in the fund or funds established under the Escrow Agreement (the “Escrow Fund”), which amount, if uninvested, shall be sufficient, or if invested, together with an amount or amounts of cash held uninvested therein, shall be sufficient to refund the Refunded Bonds all as set forth in a certificate of an Authorized Officer. The Board hereby authorizes the deposit of all or a portion of the premium received from the sale of the Refunding Bonds into the Escrow Fund. The Board hereby further authorizes a portion of the proceeds from the sale of the Refunding Bonds be transferred to the Escrow Fund to be applied to the payment of capitalized interest with respect to the Refunding Bonds. Premium or proceeds received from the sale of the Refunding Bonds desired to pay all or a portion of the costs of issuing the Refunding Bonds are hereby authorized be deposited in the fund of the District held by a fiscal agent selected thereby and shall be kept separate and distinct from all other District funds, and those proceeds shall be used solely for the purpose of paying costs of issuance of the Refunding Bonds.

Any accrued interest received by the District from the sale of the Refunding Bonds shall be kept separate and apart in the fund hereby created and established and to be designated as the “Hanford Joint Union High School District, 2026 General Obligation Refunding Bonds Debt Service Fund” (the “Debt Service Fund”) for the Refunding Bonds and used only for payments of Principal, Accreted Value, or Conversion Value of and interest on the Refunding Bonds. At the election of the District (i) to the extent the Refunding Bonds are sold in the more than one Series, there shall be created a separate Debt Service Fund for each such Series of Refunding Bonds, and all references herein to a Debt Service Fund shall be deemed to include each Debt Service Fund created for a Series of Refunding Bonds, and (ii) the Debt Service Fund may be established as a subaccount of, or otherwise combined with, any fund established by the County for the purpose of holding proceeds of ad valorem tax levies made to pay any bonds issued pursuant to the Authorization. A portion of the premium received by the District from the sale of the Refunding Bonds may be transferred to the Debt Service Fund or applied to the payment of cost of issuance of the Refunding Bonds, or some combination of deposits. Any excess proceeds of the Refunding Bonds not needed for the authorized purposes set forth herein for which the Refunding Bonds are being issued shall be transferred to the Debt Service Fund and applied to the payment of the Principal, Accreted Value, or Conversion Value of and interest on the Refunding Bonds. If, after payment in full of the Refunding Bonds, there remain any such excess proceeds, such amounts will be transferred to any other debt service fund for general obligation bond indebtedness of the District and in the event there is no such debt outstanding, shall be transferred to the general fund of the District upon the order of the County Auditor/Controller, as provided in Education Code Section 15234.

The moneys in the Debt Service Fund, to the extent necessary to pay the principal of and interest on the Refunding Bonds as the same become due and payable, shall be transferred by the Treasurer to the Paying Agent which, in turn, shall pay such moneys to DTC to pay the principal of and interest on the Refunding Bonds. DTC will thereupon make payments of principal of and interest on the Refunding Bonds to the DTC Participants who will thereupon make payments of such principal and interest to the Beneficial Owners of the Refunding Bonds. Any moneys remaining in the Debt Service Fund after the Refunding Bonds and the interest thereon have been paid, or provision for such payment has been made, shall be transferred to the general fund of the District.

Except as required below to satisfy the requirements of Section 148(f) of the Code, interest earned on the investment of monies held in the Debt Service Fund shall be retained in the Debt Service Fund and used to pay Principal, Accreted Value, or Conversion Value of and interest on the Refunding Bonds when due.

SECTION 13. Rebate Fund.

(a) General. If necessary, there shall be created and established a special fund designated the “Hanford Joint Union High School District 2026 General Obligation Refunding Bonds Rebate Fund” (the “Rebate Fund”). All amounts at any time on deposit in the Rebate Fund shall be held in trust, to the extent required to satisfy the requirement to make rebate payments to the United States (the “Rebate Requirement”) pursuant to Section 148 of the Code, as the same may be amended from time to time, and the Treasury Regulations promulgated thereunder (the “Rebate Regulations”). Such amounts shall be free and clear of any lien hereunder and shall be governed by this Section and Section 14 of this Resolution and by the that certain tax certificate concerning certain matters pertaining to the use and investment of proceeds of the Refunding Bonds, executed and delivered to the District on the date of issuance of the Refunding Bonds, including any and all exhibits attached thereto (the “Tax Certificate”).

(b) Deposits.

(i) Within forty-five (45) days of the end of each fifth Bond Year (as such term is defined in the Tax Certificate) (1) the District shall calculate or cause to be calculated with respect to the Refunding Bonds the amount that would be considered the “rebate amount” within the meaning of Section 1.148-3 of the Rebate Regulations, using as the “computation date” for this purpose the end of such five Bond Years, and (2) the District shall deposit to the Rebate Fund from deposits from the District or from amounts available therefor on deposit in the other funds established hereunder, if and to the extent required, amounts sufficient to cause the balance in the Rebate Fund to be equal to the “rebate amount” so calculated.

(ii) The District shall not be required to deposit any amount to the Rebate Fund in accordance with the preceding sentence if the amount on deposit in the Rebate Fund prior to the deposit required to be made under this subsection (b) equals or exceeds the “rebate amount” calculated in accordance with the preceding sentence. Such excess may be withdrawn from the Rebate Fund to the extent permitted under subsection (g) of this Section.

(iii) The District shall not be required to calculate the “rebate amount” and the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b), with respect to all or a portion of the proceeds of the Refunding Bonds (including amounts treated as the proceeds of the Refunding Bonds) (1) to the extent such proceeds satisfy the expenditure requirements of Section 148(f)(4)(B) or Section 148 (f)(4)(C) of the Code or Section 1.148-7(d) of the Treasury Regulations or the small issuer exception of Section 148(f)(4)(D) of the Code, whichever is applicable, and otherwise qualify for the exception of the Rebate Requirement pursuant to whichever of said sections is applicable, or (2) to the extent such proceeds are subject to an election by the District under Section 148(f)(4)(C)(vii) of the Code to pay a one and one-half percent (1½%) penalty in lieu of arbitrage rebate in the event any of the percentage expenditure requirements of Section 148(f)(4)(C) are not satisfied, or (3) to the extent such proceeds qualify for the exception to arbitrage rebate under Section 148(f)(4)(A)(ii) of the Code for amounts in a “bona fide debt service fund.” In such event, and with respect to such amounts, the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b).

(c) Withdrawal Following Payment of Refunding Bonds. Any funds remaining in the Rebate Fund after redemption of all the Refunding Bonds and any amounts described in paragraph (ii) of subsection (d) of this Section, including accrued interest, shall be transferred to the general fund of the District.

(d) Withdrawal for Payment of Rebate. Subject to the exceptions contained in subsection (b) of this Section to the requirement to calculate the “rebate amount” and make deposits to the Rebate Fund, the District shall pay to the United States, from amounts on deposit in the Rebate Fund,

(i) not later than sixty (60) days after the end of (a) the fifth (5th) Bond Year, and (b) each fifth (5th) Bond Year thereafter, an amount that, together with all previous rebate payments, is equal to at least 90% of the “rebate amount” calculated as of the end of such Bond Year in accordance with Section 1.148-3 of the Rebate Regulations; and

(ii) not later than sixty (60) days after the payment of all Refunding Bonds, an amount equal to one hundred percent (100%) of the “rebate amount” calculated as of the date of such payment (and any income attributable to the “rebate amount” determined to be due and payable) in accordance with Section 1.148-3 of the Rebate Regulations.

(e) Rebate Payments. Each payment required to be made pursuant to subsection (d) of this Section shall be made to the Internal Revenue Service Center, Ogden, Utah 84201, on or before the date on which such payment is due, and shall be accompanied by Internal Revenue Service Form 8038-T, such form to be prepared or caused to be prepared by or on behalf of the District.

(f) Deficiencies in the Rebate Fund. In the event that, prior to the time of any payment required to be made from the Rebate Fund, the amount in the Rebate Fund is not sufficient to make such payment when such payment is due, the District shall calculate the amount of such deficiency and deposit an amount equal to such deficiency into the Rebate Fund prior to the time such payment is due.

(g) Withdrawals of Excess Amount. In the event that immediately following the calculation required by subsection (b) of this Section, but prior to any deposit made under said subsection, the amount on deposit in the Rebate Fund exceeds the “rebate amount” calculated in accordance with said subsection, upon written instructions from the District, the District may withdraw the excess from the Rebate Fund and credit such excess to the Debt Service Fund.

(h) Record Retention. The District shall retain records of all determinations made hereunder until three years after the retirement of the Refunding Bonds.

(i) Survival of Defeasance. Notwithstanding anything in this Resolution to the contrary, the Rebate Requirement shall survive the payment in full or defeasance of the Refunding Bonds.

SECTION 14. Security for the Refunding Bonds. Except as provided in the Act, there shall be levied on all the taxable property in the District, in addition to all other taxes, a continuing direct *ad valorem* property tax annually during the period the Refunding Bonds are Outstanding in an amount sufficient to pay the Principal, Accreted Value, or Conversion Value of and interest on the Refunding Bonds when due, which moneys when collected will be deposited in the Debt Service Fund of the District and used for the payment of the Principal, Accreted Value, or Conversion Value of and interest on the Refunding Bonds when and as the same fall due, and for no other purpose. The District covenants to cause the Counties to take all actions necessary to levy such *ad valorem* property tax in accordance with this Section 14 and Section 53559 of the Act. The Board hereby finds and determines that such *ad valorem* property taxes shall be levied specifically to pay the Refunding Bonds being issued to finance and refinance specific projects authorized by the voters of the District.

Except as provided in the Act, the Refunding Bonds shall, pursuant to Government Code Section 53515, be secured by a statutory lien on all revenues received pursuant to the levy and collection of *ad valorem* property taxes for the payment of the Refunding Bonds.

Pursuant to Government Code Sections 5450 and 5451, the District hereby pledges all revenues received from the levy and collection of *ad valorem* property taxes for the payment of the Refunding Bonds and all amounts on deposit in the Debt Service Fund to the payment of the Refunding Bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in the Debt Service Fund. This pledge shall constitute an agreement between the District and the Owners of the Refunding Bonds to provide security for the payment of the Refunding Bonds in addition to any statutory lien that may exist.

The moneys in the Debt Service Fund, to the extent necessary to pay the Principal, Accreted Value, or Conversion Value of and interest on the Refunding Bonds as the same become due and payable, shall be transferred by the Treasurer to the Paying Agent which, in turn, shall pay such moneys to DTC to pay such principal, Accreted Value, or Conversion Value and interest. DTC will thereupon make payments of Principal, Accreted Value, or Conversion Value of and interest on the Refunding Bonds to the DTC Participants who will thereupon make payments of such principal, Accreted Value, or Conversion Value and interest to the Beneficial Owners of the Refunding Bonds. Any moneys remaining in the Debt Service Fund after the Refunding Bonds and the interest thereon have been paid in full, or provision for such payment has been made, shall be transferred to the general fund of the District.

SECTION 15. Arbitrage Covenant. To the extent the Refunding Bond are issued as Tax-Exempt Bonds, the District covenants that it will restrict the use of the proceeds of the Tax-Exempt Refunding Bonds in such manner and to such extent, if any, as may be necessary, so that the Tax-Exempt Refunding Bonds will not constitute arbitrage bonds under Section 148 of the Code and the applicable regulations prescribed under that Section or any predecessor section. Calculations for determining arbitrage requirements shall be the sole responsibility of the District.

SECTION 16. Legislative Determinations. The Board hereby determines that all acts and conditions necessary to be performed by the District or the Board or to have been met precedent to and in the issuing of the Refunding Bonds in order to make them legal, valid and binding general obligations of the District have been performed and have been met, or will at the time of delivery of the Refunding Bonds have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Refunding Bonds. Furthermore, the Board hereby finds and determines pursuant to Section 53552 of the Act that the prudent management of the fiscal affairs of the District requires that it issue the Refunding Bonds without submitting the question of the issuance of the Refunding Bonds to a vote of the qualified electors of the District.

SECTION 17. Official Statement. The Preliminary Official Statement relating to the Refunding Bonds, substantially in the form on file with the Secretary to the Board is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to the Underwriter to be used in connection with the offering and sale of the Refunding Bonds. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement “final” pursuant to Rule 15c2-12 of the Securities Exchange Act of 1934, prior to its distribution and to execute and deliver to the Underwriter a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve. The Underwriter is hereby authorized to distribute copies of the Preliminary Official Statement to persons who may be interested in the purchase of the Refunding Bonds and is directed to deliver copies of any final Official Statement to the purchasers of

the Refunding Bonds. Execution of the Official Statement shall conclusively evidence the District's approval of the Official Statement.

SECTION 18. Insurance. In the event the District purchases bond insurance for the Refunding Bonds, and to the extent that the Bond Insurer makes payment of the Principal, Accreted Value, or Conversion Value of or interest on the Refunding Bonds, it shall become the Owner of such Refunding Bonds with the right to payment of Principal, Accreted Value, or Conversion Value of or interest on the Refunding Bonds, and shall be fully subrogated to all of the Owners' rights, including the Owners' rights to payment thereof. To evidence such subrogation (i) in the case of subrogation as to claims of past due interest, the Paying Agent shall note the Bond Insurer's rights as subrogee on the Bond Register for the Refunding Bonds maintained by the Paying Agent upon receipt of a copy of the cancelled check issued by the Bond Insurer for the payment of such interest to the Owners of the Refunding Bonds, and (ii) in the case of subrogation as to claims for past due Principal, Accreted Value, or Conversion Value, the Paying Agent shall note the Bond Insurer as subrogee on the Bond Register for the Refunding Bonds maintained by the Paying Agent upon surrender of the Refunding Bonds by the Owners thereof to the Bond Insurer or the insurance trustee for the Bond Insurer.

SECTION 19. Defeasance. All or any portion of the Outstanding maturities of the Refunding Bonds may be defeased prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which, together with amounts transferred from the Debt Service Fund, if any, is sufficient to pay and discharge all Refunding Bonds Outstanding and designated for defeasance (including all Principal thereof, accreted or accrued interest thereon and redemption premiums, if any) at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations, together with cash and amounts transferred from the Debt Service Fund, if any, in such amount as will, together with interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Refunding Bonds Outstanding and designated for defeasance (including all Principal thereof, accreted or accrued interest thereon and redemption premiums, if any) at or before their maturity date;

then, notwithstanding that any of such Refunding Bonds shall not have been surrendered for payment, all obligations of the District with respect to all such designated Outstanding Refunding Bonds shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) of this Section, to the Owners of such designated Refunding Bonds not so surrendered and paid all sums due with respect thereto.

For purposes of this Section, "Government Obligations" shall mean:

Direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), or obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest, by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (a) a bank or trust company acts as custodian and holds the underlying United States obligations; (b) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (c)

the underlying United States obligations are held in a special account, segregated from the custodian's general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that all such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by either Moody's or S&P.

SECTION 20. Other Actions, Determinations and Approvals.

(a) Officers of the Board, District officials and staff are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to proceed with the issuance of the Refunding Bonds and otherwise carry out, give effect to and comply with the terms and intent of this Resolution. Such actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

(b) The Board hereby finds and determines that both the total net interest cost to maturity on the Refunding Bonds plus the principal amount of the Refunding Bonds will be less than the total net interest cost to maturity on the Refunded Bonds plus the Principal Amount of the Refunded Bonds.

(c) The Board anticipates that the Refunded Bonds will be redeemed on the first optional redemption date therefor following the issuance of the Refunding Bonds.

(d) The Board hereby appoints U.S. Bank Trust Company, National Association as Escrow Agent for the Refunding Bonds and approves the form of the Escrow Agreement substantially in the form on file with the Secretary to the Board. The Authorized Officers, each alone, are hereby authorized to execute the Escrow Agreement with such changes as they shall approve, such approval to be conclusively evidenced by such individual's execution and delivery thereof.

(e) The Board hereby appoints Stifel Nicolaus & Co., Inc., as the Underwriter. The Board hereby also appoints Isom Advisors, a Division of Urban Futures Inc., as Municipal Advisor, and Stradling Yocca Carlson & Rauth LLP, San Francisco, California, as Bond Counsel and Disclosure Counsel, all with respect to the issuance of the Refunding Bonds.

(f) The provisions of this Resolution as they relate to the terms of the Refunding Bonds may be amended by the Purchase Contract and the Official Statement. If the Purchase Contract so provide, the Refunding Bonds may be issued as crossover refunding bonds pursuant to Government Code Section 53558(b). All or a portion of the Refunding Bonds may further be issued on a forward delivery basis, pursuant to a Purchase Contract with such changes therein and modifications thereto necessary to effectuate such forward delivery as the Authorized Officer executing the same shall approve.

(g) Based on a good faith estimate received by the District from the Municipal Advisor, the Board hereby finds that (i) the True Interest Cost of the Refunding Bonds (as defined in Government Code Section 5852.1(a)(1)(A)) is expected to be approximately 4.15%, (ii) the total Finance Charge of the Refunding Bonds (as defined in Government Code Section 5852.1(a)(1)(B)) is expected to be \$258,343.78, (iii) the total proceeds expected to be received by the District from the sale of the Refunding Bonds, less the Finance Charge of the Refunding Bonds and any reserves or capitalized interest paid or funded with proceeds of the Refunding Bonds, is \$15,232,832.55, and (iv) the District expects that the Total Payment Amount (as defined in Government Code Section 5852.1(a)(1)(D)), calculated to the final maturity of the Refunding Bonds, will be \$25,655,970.83. The

information presented in this Section 20(g) is included in satisfaction of Government Code Section 5852.1, and shall not abrogate or otherwise limit any other provision of this Resolution.

(h) The District hereby approves the execution and delivery of all agreements, documents, certificates and instruments referred to herein with electronic signatures as may be permitted under the California Uniform Electronic Transactions Act and digital signatures as may be permitted under Government Code Section 16.5 using DocuSign or other comparable digital signature programs.

SECTION 21. Resolution to Treasurer. The Clerk of or Secretary to this Board is hereby directed to provide a certified copy of this Resolution to the Treasurer-Tax Collector, or similar officer, of each of the Counties immediately following its adoption.

SECTION 22. Request to Counties to Levy Tax. The Boards of Supervisors and officers of the Counties are obligated by statute to provide for the levy and collection of *ad valorem* property taxes in each year sufficient to pay all Principal, Accreted Value, or Conversion Value of and interest coming due on the Refunding Bonds in such year, and to pay from such taxes all amounts due on the Refunding Bonds. The District hereby requests the Boards of Supervisors of the Counties to annually levy a tax upon all taxable property in the District sufficient to pay all such Principal, Accreted Value, or Conversion Value and interest coming due on the Refunding Bonds in such year, and to pay from such taxes all amounts due on the Refunding Bonds. The Board hereby finds and determines that such *ad valorem* property taxes shall be levied specifically to pay the Refunding Bonds being issued to finance and refinance specific projects authorized by the voters of the District at the Election.

SECTION 23. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated the Date of Delivery of the Refunding Bonds, as originally executed and as it may be amended from time to time in accordance with the terms thereof. The Board hereby approves the form of the Continuing Disclosure Certificate appended to the form of Preliminary Official Statement on file with the Secretary to the Board as of the date hereof, and the Authorized Officers are hereby authorized to execute and deliver such Continuing Disclosure Certificate with such changes therein or modifications thereto as shall be requested by the Underwriter and as such Authorized Officer executing the same shall approve. Any Bond Holder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. Noncompliance with this Section shall not result in acceleration of the Refunding Bonds.

SECTION 24. Further Actions Authorized. It is hereby covenanted that the District, and its appropriate officials, have duly taken all actions necessary to be taken by them, and will take any additional actions necessary to be taken by them, for carrying out the provisions of this Resolution.

SECTION 25. Recitals. All the recitals in this Resolution above are true and correct and the Board so finds, determines and represents.

SECTION 26. Effective Date. This Resolution shall take effect immediately upon its passage.

PASSED, ADOPTED AND APPROVED this 12th day of May, 2026, by the following vote:

AYES:	MEMBERS	_____
NOES:	MEMBERS	_____
ABSTAIN:	MEMBERS	_____
ABSENT:	MEMBERS	_____

Alicia Martella, President, Board of Trustees
Hanford Joint Union High School District

ATTEST:

Secretary to the Board of Trustees
Hanford Joint Union High School District

SECRETARY'S CERTIFICATE

I, Dr. Victor Rosa, Superintendent and Secretary to the Board of Trustees of the Hanford Joint Union High School District, Kings and Tulare Counties, California, hereby certify as follows:

The foregoing is a full, true and correct copy of a Resolution duly adopted at a regular meeting of the Board of Trustees of said District duly and regularly and legally held at the regular meeting place thereof on May 12, 2026, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original Resolution adopted at said meeting and entered in said minutes.

Said Resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: May __, 2026

Secretary to the Board of Trustees of the Hanford
Joint Union High School District

EXHIBIT A

(Form of Current Interest Bond)

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TO THE PAYING AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

**REGISTERED
NO.**

**REGISTERED
\$**

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(KINGS AND TULARE COUNTIES, CALIFORNIA)
2026 GENERAL OBLIGATION REFUNDING BONDS**

<u>INTEREST RATE:</u> ____% per annum	<u>MATURITY DATE:</u> August 1, 20__	<u>DATED AS OF:</u> _____, 2026	<u>CUSIP</u> _____
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REGISTERED OWNER: **CEDE & CO.**

PRINCIPAL AMOUNT:

The Hanford Joint Union High School District (the "District") in Kings and Tulare Counties, California (the "Counties"), for value received, promises to pay to the Registered Owner named above, or registered assigns, the Principal Amount on the Maturity Date, each as stated above, and interest thereon until the Principal Amount is paid or provided for at the Interest Rate stated above, on August 1 and February 1 of each year (the "Bond Payment Dates"), commencing August 1, 2026. This bond will bear interest from the Bond Payment Date next preceding the date of authentication hereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to the Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before July 15, 2026, in which event it shall bear interest from the Date of Delivery. Interest on this bond shall be computed on the basis of a 360-day year of twelve 30-day months. Principal and interest are payable in lawful money of the United States of America, without deduction for the paying agent services, to the person in whose name this bond (or, if applicable, one or more predecessor bonds) is registered (the "Registered Owner") on the Register maintained by the Paying Agent, initially U.S. Bank Trust Company, National Association. Principal is payable upon presentation and surrender of this bond at the designated office of the Paying Agent. Interest is payable by wire transfer by the Paying Agent on each Bond Payment Date to the Registered Owner of this bond (or one or more predecessor bonds) as shown and to the bank and account number on file at the close of business on the 15th day of the month next preceding that Bond Payment Date.

This bond is one of an authorization of bonds issued by the District pursuant to Government Code Sections 53550 and 53580 *et seq.* (the “Act”) for the purpose of refunding certain of the District’s outstanding general obligation bond indebtedness to pay all necessary legal, financial, and contingent costs in connection therewith. The bonds are being issued under authority of and pursuant to the Act, the laws of the State of California, and the resolution of the Board of Trustees of the District adopted on May 12, 2026 (the “Bond Resolution”). This bond and the issue of which this bond is one are general obligation bonds of the District payable as to both Principal and interest solely from the proceeds of the levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount in accordance with Education Code Sections 15250 and 15252. Pursuant to Government Code Section 53515, the bonds will be secured by a statutory lien on all revenues received pursuant to the levy and collection of such *ad valorem* property taxes.

Pursuant to Government Code Sections 5450 and 5451, the District has pledged all revenues received from the levy and collection of *ad valorem* property taxes for the payment of the bonds, and all amounts on deposit in the Debt Service Fund (as defined in the Bond Resolution), to the payment of the bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in the Debt Service Fund, and shall constitute an agreement between the District and the Registered Owners of the Bonds to provide security for the payment of the bonds in addition to any statutory lien that may exist.

The bonds of this issue comprise (i) \$_____ Principal amount of Current Interest Bonds, of which this bond is a part, (ii) Capital Appreciation Bonds of which \$_____ represents the Denominational Amount and \$_____ represents the Maturity Value, and (iii) Convertible Capital Appreciation Bonds, of which \$_____ represents the Denominational Amount and \$_____ represents the Conversion Value (each, a “Refunding Bond”).

This bond is exchangeable and transferable for a bond of like tenor, Series, maturity and principal amount and in authorized denominations at the designated office of the Paying Agent by the Registered Owner or by a person legally empowered to do so, upon presentation and surrender hereof to the Paying Agent, together with a request for exchange or an assignment signed by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. All fees and costs of transfer shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute Owner of this bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary. Capital Appreciation Bonds, Convertible Capital Appreciation Bonds, and Current Interest Bonds may not be exchanged for one another.

Neither the District nor the Paying Agent will be required to (a) issue or transfer any bond during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of bonds to be redeemed and ending with the close of business on the Bond Payment Date or day on which the applicable notice of redemption is given or (b) transfer any bond which has been selected or called for redemption in whole or in part.

The Current Interest Bonds maturing on or before August 1, 20__ are not subject to redemption. The Current Interest Bonds maturing on or after August 1, 20__ are subject to redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, in whole or in part, on any date on or after August 1, 20__, at a redemption price equal to the principal amount of the Current Interest Bonds called for redemption, together with interest accrued thereon to the date fixed for redemption, without premium.

The Current Interest Bonds maturing on August 1, 20__ (the “20__ Term Bonds”), are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20__, at a redemption price equal to the principal amount thereof, together with accrued interest to the date fixed for redemption, without premium. The principal amounts represented by such 20__ Term Bonds to be so redeemed and the dates therefor and the final principal payment date are as indicated in the following table:

Redemption Dates

Principal Amounts

TOTAL

\$

In the event that a portion of the 20__ Term Bonds is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments shown above shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 of principal amount, in respect of the portion of such 20__ Term Bonds optionally redeemed.

If less than all of the Refunding Bonds of any one maturity shall be called for redemption, the particular Refunding Bonds or portions thereof to be redeemed shall be selected as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent in its discretion may determine; provided, however, that the portion of any Refunding Bond to be redeemed shall be in the principal amount of \$5,000 or any multiple thereof. If less than all of the Refunding Bonds stated to mature on different dates shall be called for redemption, the particular Refunding Bonds or portions thereof to be redeemed shall be called by the Paying Agent in any order of maturity as directed by the District or, if the Paying Agent is not so directed, in the inverse order of maturity.

Reference is made to the Bond Resolution for a more complete description of certain defined terms used herein, as well as the provisions, among others, with respect to the nature and extent of the security for the Refunding Bonds of this series, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Refunding Bonds are issued and secured. The Registered Owner of this bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified and recited that all acts and conditions required by the Constitution and laws of the State of California to exist, to occur and to be performed or to have been met precedent to and in the issuing of the Refunding Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that payment in full for the Refunding Bonds has been received; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Refunding Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay principal of and interest on the Refunding Bonds when due.

This bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been signed.

IN WITNESS WHEREOF, the Hanford Joint Union High School District, Kings and Tulare Counties, California, has caused this bond to be executed on behalf of the District and in their official capacities by the manual or facsimile signatures of the President of the Board of Trustees of the District and to be countersigned by the manual or facsimile signature of the Secretary to the Board of Trustees of the District, all as of the date stated above.

HANFORD JOINT UNION HIGH SCHOOL
DISTRICT

By: _____ (Facsimile Signature)
President of the Board of Trustees

COUNTERSIGNED:

(Facsimile Signature)
Secretary to the Board of Trustees

CERTIFICATE OF AUTHENTICATION

This bond is one of the bonds described in the Bond Resolution referred to herein which has been authenticated and registered on _____, 2026.

U.S. BANK TRUST COMPANY, NATIONAL
ASSOCIATION, as Paying Agent

By: _____
Authorized Representative

ASSIGNMENT

For value received, the undersigned sells, assigns and transfers to (print or typewrite name, address and zip code of Transferee): _____ this bond and irrevocably constitutes and appoints attorney to transfer this bond on the books for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the within bond in every particular, without alteration or any change whatever, and the signature(s) must be guaranteed by an eligible guarantor institution.

Social Security Number, Taxpayer Identification Number or other identifying number of Assignee: _____

Unless this bond is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any bond issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

LEGAL OPINION

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth LLP in connection with the issuance of, and dated as of the date of the original delivery of, the bonds. A signed copy is on file in my office.

(Facsimile Signature)
Secretary to the Board of Trustees

(Form of Legal Opinion)

(Form of Capital Appreciation Bond)

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TO THE PAYING AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

REGISTERED
NO.

REGISTERED
\$

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(KINGS AND TULARE COUNTIES, CALIFORNIA)
2026 GENERAL OBLIGATION REFUNDING BONDS

<u>ACCRETION RATE:</u>	<u>MATURITY DATE:</u>	<u>DATED AS OF:</u>	<u>CUSIP</u>
_____%	August 1, _____	_____, 2026	

REGISTERED OWNER: CEDE & CO.

DENOMINATIONAL AMOUNT:

MATURITY VALUE:

The Hanford Joint Union High School District (the “District”) in Kings and Tulare Counties (the “Counties”), California, for value received, promises to pay to the Registered Owner named above, or registered assigns, the Maturity Value on the Maturity Date, each as stated above, such Maturity Value comprising the Denominational Amount and interest accreted thereon. This bond will not bear current interest but will accrete interest, compounded on each August 1 and February 1, commencing August 1, 2026, at the Accretion Rate specified above to the Maturity Date, assuming that in any such semiannual period the sum of such compounded accreted interest and the Denominational Amount (such sum being herein called the “Accreted Value”) increases in equal daily amounts on the basis of a 360-day year consisting of 12, 30-day months. Accreted Value and redemption premium, if any, are payable in lawful money of the United States of America, without deduction for the paying agent services, to the person in whose name this bond (or, if applicable, one or more predecessor bonds) is registered, such owner being the Registered Owner, on the Register maintained by the Paying Agent, initially U.S. Bank Trust Company, National Association. Accreted Value and redemption premium, if any, are payable upon presentation and surrender of this bond at the principal office of the Paying Agent.

This bond is one of an authorization of bonds issued by the District pursuant to Government Code Sections 53550 and 53580 *et seq.* (the “Act”) for the purpose of refunding certain of the District’s outstanding general obligation bond indebtedness to pay all necessary legal, financial, and contingent costs in connection therewith. The bonds are being issued under authority of and pursuant to the Act, the laws of the State of California, and the resolution of the Board of Trustees of the District adopted on May 12, 2026 (the “Bond Resolution”). This bond and the issue of which this bond is one are general obligation

bonds of the District payable as to both Principal and interest solely from the proceeds of the levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount in accordance with Education Code Sections 15250 and 15252. Pursuant to Government Code Section 53515, the bonds will be secured by a statutory lien on all revenues received pursuant to the levy and collection of such *ad valorem* property taxes.

Pursuant to Government Code Sections 5450 and 5451, the District has pledged all revenues received from the levy and collection of *ad valorem* property taxes for the payment of the bonds, and all amounts on deposit in the Debt Service Fund (as defined in the Bond Resolution), to the payment of the bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in the Debt Service Fund, and shall constitute an agreement between the District and the Registered Owners of the Bonds to provide security for the payment of the bonds in addition to any statutory lien that may exist.

The bonds of this issue comprise (i) \$_____ Principal amount of Current Interest Bonds, (ii) Capital Appreciation Bonds, of which this bond is a part, and of which \$_____ represents the Denominational Amount and \$_____ represents the Maturity Value, and (iii) Convertible Capital Appreciation Bonds, of which \$_____ represents the Denominational Amount and \$_____ represents the Conversion Value (each, a "Refunding Bond").

This bond is exchangeable and transferable for a bond of like tenor, Series, maturity and principal amount and in authorized denominations at the designated office of the Paying Agent by the Registered Owner or by a person legally empowered to do so, upon presentation and surrender hereof to the Paying Agent, together with a request for exchange or an assignment signed by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. All fees and costs of transfer shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute Owner of this bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary. Capital Appreciation Bonds, Convertible Capital Appreciation Bonds, and Current Interest Bonds may not be exchanged for one another.

Neither the District nor the Paying Agent will be required to (a) issue or transfer any bond during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of bonds to be redeemed and ending with the close of business on the Bond Payment Date or day on which the applicable notice of redemption is given or (b) transfer any bond which has been selected or called for redemption in whole or in part.

The Capital Appreciation Bonds maturing on or before August 1, 20____ are not subject to redemption. The Capital Appreciation Bonds maturing on or after August 1, 20____ are subject to redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, in whole or in part, on any date on or after August 1, 20____, at a redemption price equal to the Accreted Value of the Capital Appreciation Bonds called for redemption as of the date fixed for redemption, without premium.

The Capital Appreciation Bonds maturing on August 1, 20__ (the “20__ Term Bonds”), are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20__, at a redemption price equal to the Accreted Value thereof as of the date fixed for redemption, without premium. The Accreted Value represented by such 20__ Term Bonds to be so redeemed and the dates therefor and the final Accreted Value payment date are as indicated in the following table:

Redemption Dates

Principal Amounts

TOTAL

\$

In the event that a portion of the 20__ Term Bonds is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments shown above shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 of Maturity Value, in respect of the portion of such 20__ Term Bonds optionally redeemed.

If less than all of the Refunding Bonds of any one maturity shall be called for redemption, the particular Refunding Bonds or portions thereof to be redeemed shall be selected as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent in its discretion may determine; provided, however, that the portion of any Refunding Bond to be redeemed shall be in the Maturity Value of \$5,000 or any multiple thereof. If less than all of the Refunding Bonds stated to mature on different dates shall be called for redemption, the particular Refunding Bonds or portions thereof to be redeemed shall be called by the Paying Agent in any order of maturity as directed by the District or, if the Paying Agent is not so directed, in the inverse order of maturity.

Reference is made to the Bond Resolution for a more complete description of certain defined terms used herein, as well as the provisions, among others, with respect to the nature and extent of the security for the Refunding Bonds of this series, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Refunding Bonds are issued and secured. The Registered Owner of this bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified and recited that all acts and conditions required by the Constitution and laws of the State of California to exist, to occur and to be performed or to have been met precedent to and in the issuing of the Refunding Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that payment in full for the Refunding Bonds has been received; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Refunding Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay the Accreted Value of the Refunding Bonds when due.

This bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been signed.

IN WITNESS WHEREOF, the Hanford Joint Union High School District, Kings and Tulare Counties, California, has caused this bond to be executed on behalf of the District and in their official capacities by the manual or facsimile signatures of the President of the Board of Trustees of the District and to be countersigned by the manual or facsimile signature of the Secretary to the Board of Trustees of the District, all as of the date stated above.

HANFORD JOINT UNION HIGH SCHOOL
DISTRICT

By: _____ (Facsimile Signature)
President of the Board of Trustees

COUNTERSIGNED:

(Facsimile Signature)
Secretary to the Board of Trustees

CERTIFICATE OF AUTHENTICATION

This bond is one of the bonds described in the Bond Resolution referred to herein which has been authenticated and registered on _____, 2026.

U.S. BANK TRUST COMPANY, NATIONAL
ASSOCIATION, as Paying Agent

By: _____
Authorized Representative

ASSIGNMENT

For value received, the undersigned sells, assigns and transfers to (print or typewrite name, address and zip code of Transferee): _____ this bond and irrevocably constitutes and appoints attorney to transfer this bond on the books for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the within bond in every particular, without alteration or any change whatever, and the signature(s) must be guaranteed by an eligible guarantor institution.

Social Security Number, Taxpayer Identification Number or other identifying number of Assignee: _____

Unless this bond is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any bond issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

LEGAL OPINION

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth LLP in connection with the issuance of, and dated as of the date of the original delivery of, the bonds. A signed copy is on file in my office.

(Facsimile Signature)
Secretary to the Board of Trustees

(Form of Legal Opinion)

(Form of Convertible Capital Appreciation Bond)

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TO THE PAYING AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

REGISTERED
NO.

REGISTERED
\$

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(KINGS AND TULARE COUNTIES, CALIFORNIA)
2026 GENERAL OBLIGATION REFUNDING BONDS

<u>ACCRETION RATE:</u>	<u>MATURITY DATE:</u>	<u>DATED AS OF:</u>	<u>CUSIP</u>
_____%	August 1, ____	____, 2026	

REGISTERED OWNER: CEDE & CO.

DENOMINATIONAL AMOUNT:

MATURITY VALUE:

The Hanford Joint Union High School District (the "District") in Kings and Tulare Counties (the "Counties"), California, for value received, promises to pay to the Registered Owner named above, or registered assigns, the Conversion Value on the Maturity Date, each as stated above, such Conversion Value comprising the Denominational Amount and interest accreted thereon to the Conversion Date. Prior to the Conversion Date, this bond will not bear current interest but will accrete interest, compounded on each August 1 and February 1, commencing August 1, 2026, at the Accretion Rate specified above to the Conversion Date, assuming that in any such semiannual period the sum of such compounded accreted interest and the Denominational Amount (such sum being herein called the "Accreted Value") increases in equal daily amounts on the basis of a 360-day year consisting of 12, 30-day months. After the Conversion Date, the District promises to pay to the Registered Owner named above interest on the Conversion Value from the Conversion Date until the Conversion Value is paid or provided for at the Interest Rate stated above, on August 1 and February 1 of each year, commencing ____ 1, 20__ (the "Bond Payment Dates"). This bond will bear such interest from the Bond Payment Date next preceding the date of authentication hereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to the Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before ____ 15, 20__, in which event it will bear interest from the Conversion Date. Conversion Value and interest are payable in lawful money of the United States of America, without deduction for the paying agent services, to the person in whose name this bond (or, if applicable, one or more predecessor bonds) is registered (the "Registered Owner") on the Register maintained by the Paying Agent, initially U.S. Bank Trust Company, National Association. Accreted Value or Conversion Value and redemption premium, if any, are payable upon presentation and surrender of this bond at the principal office of the Paying Agent. Interest following the Conversion Date

is payable by wire transfer by the Paying Agent on each Bond Payment Date to the Registered Owner of this bond (or one or more predecessor bonds) as shown and to the bank and account number on file at the close of business on the 15th day of the month next preceding that Bond Payment Date.

This bond is one of an authorization of bonds issued by the District pursuant to Government Code Sections 53550 and 53580 *et seq.* (the “Act”) for the purpose of refunding certain of the District’s outstanding general obligation bond indebtedness to pay all necessary legal, financial, and contingent costs in connection therewith. The bonds are being issued under authority of and pursuant to the Act, the laws of the State of California, and the resolution of the Board of Trustees of the District adopted on May 12, 2026 (the “Bond Resolution”). This bond and the issue of which this bond is one are general obligation bonds of the District payable as to both Principal and interest solely from the proceeds of the levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount in accordance with Education Code Sections 15250 and 15252. Pursuant to Government Code Section 53515, the bonds will be secured by a statutory lien on all revenues received pursuant to the levy and collection of such *ad valorem* property taxes.

Pursuant to Government Code Sections 5450 and 5451, the District has pledged all revenues received from the levy and collection of *ad valorem* property taxes for the payment of the bonds, and all amounts on deposit in the Debt Service Fund (as defined in the Bond Resolution), to the payment of the bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in the Debt Service Fund, and shall constitute an agreement between the District and the Registered Owners of the Bonds to provide security for the payment of the bonds in addition to any statutory lien that may exist.

The bonds of this issue comprise (i) \$_____ Principal amount of Current Interest Bonds, (ii) Capital Appreciation Bonds, of which \$_____ represents the Denominational Amount and \$_____ represents the Maturity Value, and (iii) Convertible Capital Appreciation Bonds, of which this bond is a part, and of which \$_____ represents the Denominational Amount and \$_____ represents the Conversion Value (each, a “Refunding Bond”).

This bond is exchangeable and transferable for a bond of like tenor, Series, maturity and principal amount and in authorized denominations at the designated office of the Paying Agent by the Registered Owner or by a person legally empowered to do so, upon presentation and surrender hereof to the Paying Agent, together with a request for exchange or an assignment signed by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. All fees and costs of transfer shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute Owner of this bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary. Capital Appreciation Bonds, Convertible Capital Appreciation Bonds, and Current Interest Bonds may not be exchanged for one another.

Neither the District nor the Paying Agent will be required to (a) issue or transfer any bond during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of bonds to be redeemed and ending with the close of business on the Bond Payment Date or day on which the applicable notice of redemption is given or (b) transfer any bond which has been selected or called for redemption in whole or in part.

The Convertible Capital Appreciation Bonds maturing on or before August 1, 20___ are not subject to redemption. The Convertible Capital Appreciation Bonds maturing on or after August 1, 20___ are subject to redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, in whole or in part, on any date on or after August 1, 20___, at a redemption price

equal to either (i) the Accreted Value thereof as of the date set for redemption, without premium, if redeemed prior to the Conversion Date, or (ii) the Conversion Value thereof, together with interest accrued thereon to the date set for redemption, without premium, if redeemed on and after the Conversion Date.

The Convertible Capital Appreciation Bonds maturing on August 1, 20__ (the “20__ Term Bonds”), are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20__, at a redemption price equal to Conversion Value of such 20__ Term Bonds, together with interest accrued thereon to the date set for redemption, without premium. The Conversion Value represented by such 20__ Term Bonds to be so redeemed and the dates therefor and the final payment date is as indicated in the following table:

<u>Redemption Dates</u>	<u>Principal Amounts</u>
TOTAL	\$

In the event that a portion of the 20__ Term Bonds is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments shown above shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 of Conversion Value, in respect of the portion of such 20__ Term Bonds optionally redeemed.

If less than all of the Refunding Bonds of any one maturity shall be called for redemption, the particular Refunding Bonds or portions thereof to be redeemed shall be selected as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent in its discretion may determine; provided, however, that the portion of any Refunding Bond to be redeemed shall be in the Conversion Value of \$5,000 or any multiple thereof. If less than all of the Refunding Bonds stated to mature on different dates shall be called for redemption, the particular Refunding Bonds or portions thereof to be redeemed shall be called by the Paying Agent in any order of maturity as directed by the District or, if the Paying Agent is not so directed, in the inverse order of maturity.

Reference is made to the Bond Resolution for a more complete description of certain defined terms used herein, as well as the provisions, among others, with respect to the nature and extent of the security for the Refunding Bonds of this series, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Refunding Bonds are issued and secured. The Registered Owner of this bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified and recited that all acts and conditions required by the Constitution and laws of the State of California to exist, to occur and to be performed or to have been met precedent to and in the issuing of the Refunding Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that payment in full for the Refunding Bonds has been received; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Refunding Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay principal of and interest on the Refunding Bonds when due.

This bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been signed.

[REMAINDER OF PAGE LEFT BLANK]

IN WITNESS WHEREOF, the Hanford Joint Union High School District, Kings and Tulare Counties, California, has caused this bond to be executed on behalf of the District and in their official capacities by the manual or facsimile signatures of the President of the Board of Trustees of the District and to be countersigned by the manual or facsimile signature of the Secretary to the Board of Trustees of the District, all as of the date stated above.

HANFORD JOINT UNION HIGH SCHOOL
DISTRICT

By: _____ (Facsimile Signature)
President of the Board of Trustees

COUNTERSIGNED:

(Facsimile Signature)
Secretary to the Board of Trustees

CERTIFICATE OF AUTHENTICATION

This bond is one of the bonds described in the Bond Resolution referred to herein which has been authenticated and registered on _____, 2026.

U.S. BANK TRUST COMPANY, NATIONAL
ASSOCIATION, as Paying Agent

By: _____
Authorized Representative

ASSIGNMENT

For value received, the undersigned sells, assigns and transfers to (print or typewrite name, address and zip code of Transferee): _____ this bond and irrevocably constitutes and appoints attorney to transfer this bond on the books for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the within bond in every particular, without alteration or any change whatever, and the signature(s) must be guaranteed by an eligible guarantor institution.

Social Security Number, Taxpayer Identification Number or other identifying number of Assignee: _____

Unless this bond is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any bond issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

LEGAL OPINION

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth LLP in connection with the issuance of, and dated as of the date of the original delivery of, the bonds. A signed copy is on file in my office.

(Facsimile Signature)
Secretary to the Board of Trustees

(Form of Legal Opinion)

§ _____
HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
2026 General Obligation Refunding Bonds

PURCHASE CONTRACT

_____, 2026

Board of Trustees
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford, California 93230

Ladies and Gentlemen:

The undersigned, Stifel Nicolaus & Co., Inc. (the “Underwriter”), offers to enter into this Purchase Contract (the “Purchase Contract”) with the Hanford Joint Union High School District (the “District”), which, upon the District’s acceptance hereof, will be binding upon the District and the Underwriter. This offer is made subject to the written acceptance of this Purchase Contract by the District and delivery of such acceptance to the Underwriter at or prior to 11:59 P.M., California Time, on the date hereof. Capitalized terms used and not otherwise defined herein shall have the meanings ascribed to such terms in the Official Statement (as defined herein) or, if not defined in the Official Statement, in the Resolution (as defined herein).

The District acknowledges and agrees that (i) the purchase and sale of the Bonds pursuant to this Purchase Contract is an arm’s-length commercial transaction between the District and the Underwriter, (ii) in connection with the matters contemplated by and with respect to all communications under this Purchase Contract, the Underwriter is acting solely as a principal and not as an agent or fiduciary of, or Municipal Advisor (as defined in Section 15B of the Securities Exchange Act of 1934, as amended (the “Exchange Act”) to, the District, (iii) the Underwriter has not assumed an advisory or fiduciary responsibility in favor of the District with respect to (x) the offering of the Bonds or the process leading thereto (whether or not the Underwriter or any affiliates of the Underwriter have advised or are currently advising the District on other matters) or (y) any other obligation to the District except the obligations expressly set forth in this Purchase Contract, (iv) the Underwriter has financial and other interests that differ from those of the District and (v) the District has consulted with its own legal, tax, municipal, accounting and other professional advisors to the extent it has deemed appropriate in connection with the offering of the Bonds. The District acknowledges that it has previously provided the Underwriter with an acknowledgement of receipt of the required disclosure under Rule G-17 of the Municipal Securities Rulemaking Board (the “MSRB”).

1. **Purchase and Sale of the Bonds.** Upon the terms and conditions and in reliance upon the representations, warranties and agreements herein set forth, the Underwriter hereby agrees to purchase from the District for reoffering to the public, and the District hereby agrees to sell to the Underwriter for such purpose, all (but not less than all) of \$_____ aggregate principal amount of the District's 2026 General Obligation Refunding Bonds (the "Bonds").

The Bonds shall be issued as current interest bonds (the "Current Interest Bonds") and capital appreciation bonds (the "Capital Appreciation Bonds"), and shall accrue or accrete interest at the rates, shall mature in the years and shall be subject to redemption as shown on Appendix A hereto, which is incorporated herein by this reference. The Current Interest Bonds will be dated the date of delivery thereof (the "Date of Delivery") and shall bear interest from such date, payable semiannually on each August 1 and February 1, commencing August 1, 2026. The Capital Appreciation Bonds will be dated their Date of Delivery, and will not bear interest on a periodic basis, instead accreting interest from the Date of Delivery thereof, compounded semiannually on August 1 and February 1 of each year, commencing August 1, 2026, and shall be paid at maturity or earlier redemption as shown in Appendix A hereto. The final maturity dates, interest and accretion rates, yields and redemption provisions of the Bonds are shown in Appendix A hereto.

The Underwriter shall purchase the Bonds at a price of \$_____ (which is equal to the principal amount of the Bonds of \$_____, plus original issue premium of \$_____, and less an Underwriter's discount of \$_____).

2. **The Bonds.** The Bonds shall be dated as of the date of their initial issuance and delivery. The Bonds shall mature on the dates shown on Appendix A hereto, shall otherwise be as described in the Official Statement (as defined herein), and shall be issued and secured pursuant to the provisions of the Resolution of the District adopted on May 12, 2026 (the "Resolution"), this Purchase Contract, and Articles 9 and 11 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code (the "Act").

The Bonds shall be executed and delivered under and in accordance with the provisions of this Purchase Contract and the Resolution. The Bonds shall be in book-entry form, shall bear CUSIP numbers, shall be in fully registered form, registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York; the Bonds shall initially be in authorized denominations of \$5,000 principal amount or Maturity Value, as applicable, or any integral multiple thereof.

The net proceeds of the Bonds will be used to currently refund certain of the District's remaining outstanding Election of 2016 General Obligation Bonds, Series A (the "Refunded Bonds"). Pursuant to an escrow agreement, dated as of _____, 2026 (the "Escrow Agreement"), by and between the District and U.S. Bank Trust Company, National Association (the "Escrow Agent"), the net proceeds of the Bonds will be deposited into an escrow fund held pursuant to the Escrow Agreement and invested in certain Federal Securities, as such term is defined in the Resolution, the principal of and interest on which shall be used to pay the redemption price of the Refunded Bonds on their first available redemption date, and interest due thereon on and before such date.

3. **Use of Documents.** The District hereby authorizes the Underwriter to use, in connection with the offer and sale of the Bonds, the Continuing Disclosure Certificate (as defined herein), this Purchase Contract, the Escrow Agreement, the Preliminary Official Statement (as

defined herein), the Official Statement, the Resolution and all information contained herein and therein and all of the documents, certificates or statements furnished by the District to the Underwriter in connection with the transactions contemplated by this Purchase Contract.

4. Establishment of Issue Price. The Underwriter agrees to make a bona fide public offering of all the Bonds at the initial public offering prices or yields to be set forth on the inside cover page of the Official Statement and Appendix A hereto.

(a) The Underwriter agrees to assist the District in establishing the issue price of the Bonds and shall execute and deliver to the District at Closing an “issue price” or similar certificate, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as Appendix B, with such modifications as may be appropriate or necessary, in the reasonable judgment of the Underwriter, the District and Stradling Yocca Carlson & Rauth LLP, as bond counsel (the “Bond Counsel”), to accurately reflect, as applicable, the sales price or prices or the initial offering price or prices to the public of the Bonds. All actions to be taken by the District under this section to establish the issue price of the Bonds may be taken on behalf of the District by Isom Advisors, A Division of Urban Futures, Inc., the District’s municipal advisor (the “Municipal Advisor”) and any notice or report to be provided to the District may be provided to the District’s Municipal Advisor.

(b) Except as otherwise set forth in Appendix A attached hereto, the District will treat the first price at which 10% of each maturity of the Bonds (the “10% test”) is sold to the public as the issue price of that maturity. At or promptly after the execution of this Purchase Contract, the Underwriter shall report to the District the price or prices at which it has sold to the public each maturity of Bonds. If at that time the 10% test has not been satisfied as to any maturity of the Bonds, the Underwriter agrees to promptly report to the District the prices at which it sells the unsold Bonds of that maturity to the public. That reporting obligation shall continue, whether or not the Closing Date has occurred, until either (i) the Underwriter has sold all Bonds of that maturity or (ii) the 10% test has been satisfied as to the Bonds of that maturity, provided that, the Underwriter’s reporting obligation after the Closing may be at reasonable periodic intervals or otherwise upon request of the District or Bond Counsel. For purposes of this Section, if Bonds mature on the same date but have different interest rates, each separate CUSIP number within that maturity will be treated as a separate maturity of the Bonds.

(c) The Underwriter confirms that it has offered the Bonds to the public on or before the date of this Purchase Contract at the offering price or prices (the “initial offering price”), or at the corresponding yield or yields, set forth in Appendix A attached hereto, except as otherwise set forth therein. Appendix A also sets forth, as of the date of this Purchase Contract, the maturities, if any, of the Bonds for which the 10% test has not been satisfied and for which the District and the Underwriter agree that the restrictions set forth in the next sentence shall apply, which will allow the District to treat the initial offering price to the public of each such maturity as of the sale date as the issue price of that maturity (the “hold-the-offering-price rule”). So long as the hold-the-offering-price rule remains applicable to any maturity of the Bonds, the Underwriter will neither offer nor sell unsold Bonds of that maturity to any person at a price that is higher than the initial offering price to the public during the period starting on the sale date and ending on the earlier of the following:

- (i) the close of the fifth (5th) business day after the sale date; or

(ii) the date on which the Underwriter has sold at least 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public.

The Underwriter will advise the District promptly after the close of the fifth business day after the sale date whether it has sold 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public.

(d) The Underwriter confirms that:

(1) any selling group agreement and any third-party distribution agreement relating to the initial sale of the Bonds to the public, together with the related pricing wires, contains or will contain language obligating each dealer who is a member of the selling group and each broker-dealer that is a party to such third-party distribution agreement, as applicable:

(A)(i) to report the prices at which it sells to the public the unsold Bonds of each maturity allocated to it, whether or not the Closing Date has occurred, until either all Bonds of that maturity allocated to it have been sold or it is notified by the Underwriter that the 10% test has been satisfied as to the Bonds of that maturity, provided that, the reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the Underwriter, and (ii) to comply with the hold-the-offering-price rule, if applicable, if and for so long as directed by the Underwriter,

(B) to promptly notify the Underwriter of any sales of Bonds that, to its knowledge, are made to a purchaser who is a related party to an underwriter participating in the initial sale of the Bonds to the public (each such term being used as defined below), and

(C) to acknowledge that, unless otherwise advised by the dealer or broker-dealer, the Underwriter shall assume that each order submitted by the dealer or broker-dealer is a sale to the public.

(2) any selling group agreement relating to the initial sale of the Bonds to the public, together with the related pricing wires, contains or will contain language obligating each dealer that is a party to a third-party distribution agreement to be employed in connection with the initial sale of the Bonds to the public to require each broker-dealer that is a party to such third-party distribution agreement to (A) report the prices at which it sells to the public the unsold Bonds of each maturity allocated to it, whether or not the Closing has occurred, until either all Bonds of that maturity allocated to it have been sold or it is notified by the Underwriter or the dealer that the 10% test has been satisfied as to the Bonds of that maturity, provided that, the reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the Underwriter or the dealer, and (B) comply with the hold-the-offering-price rule, if applicable, if and for so long as directed by the Underwriter or the dealer and as set forth in the related pricing wires.

(e) The District acknowledges that, in making the representations set forth in this section, the Underwriter will rely on (i) in the event a selling group has been created in connection with the initial sale of the Bonds to the public, the agreement of each dealer who is a member of the

selling group to comply with the requirements for establishing issue price of the Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Bonds, as set forth in a selling group agreement and the related pricing wires, and (ii) in the event that a third-party distribution agreement was employed in connection with the initial sale of the Bonds to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the requirements for establishing issue price of the Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Bonds, as set forth in the third-party distribution agreement and the related pricing wires. The District further acknowledges that the Underwriter shall not be liable for the failure of any dealer who is a member of a selling group, or of any broker-dealer that is a party to a third-party distribution agreement, to comply with its corresponding agreement to comply with the requirements for establishing issue price of the Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Bonds.

(f) The Underwriter acknowledges that sales of any Bonds to any person that is a related party to an underwriter participating in the initial sale of the Bonds to the public (each such term being used as defined below) shall not constitute sales to the public for purposes of this section. Further, for purposes of this section:

(1) “public” means any person other than an underwriter or a related party,

(2) “underwriter” means (A) any person that agrees pursuant to a written contract with the District (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the public and (B) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (A) to participate in the initial sale of the Bonds to the public (including a member of a selling group or a party to a third-party distribution agreement participating in the initial sale of the Bonds to the public),

(3) a purchaser of any of the Bonds is a “related party” to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to (i) more than 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (ii) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (iii) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other), and

(4) “sale date” means the date of execution of this Purchase Contract by all parties.

5. Review of Official Statement. The Underwriter hereby represents that it has received and reviewed the Preliminary Official Statement with respect to the Bonds, dated _____, 2026 (the “Preliminary Official Statement”), which has been duly authorized and prepared by the District for use by the Underwriter in connection with the sale of the Bonds. The District represents that it has duly authorized and caused the preparation of the Preliminary Official Statement and it has deemed the Preliminary Official Statement to be final as of its date, except for either revision or

addition of the offering price(s), interest rate(s), yield(s), selling compensation, aggregate principal amount, principal amount per maturity, redemption provisions, delivery date, rating(s) and other terms of the Bonds which depend upon the foregoing as provided in and pursuant to Rule 15c2-12 of the Securities and Exchange Commission promulgated under the Securities Exchange Act of 1934, as amended (the "Rule").

The Underwriter agrees that prior to the time the Official Statement relating to the Bonds is available, the Underwriter will send to any potential purchaser of the Bonds, upon the request of such potential purchaser, a copy of the most recent Preliminary Official Statement. Such Preliminary Official Statement shall be sent by first class mail or electronic distribution (or other equally prompt means) not later than the first business day following the date upon which each such request is received.

The Underwriter agrees to file the Official Statement with the MSRB through its Electronic Municipal Market Access system within one business day after receipt thereof from the District, but in no event later than the Closing.

6. **Closing.** At 9:00 A.M., California Time, on _____, 2026 or at such other time or on such other date as shall have been mutually agreed upon by the District and the Underwriter (the "Closing"), the District will deliver to the Underwriter, at the offices of the Depository Trust Company ("DTC") in New York, New York, or at such other place as the District and the Underwriter may mutually agree upon, the Bonds in fully registered book-entry form, duly executed and registered in the name of Cede & Co., as nominee of DTC, and at the offices of Bond Counsel in San Francisco, California, the other documents hereinafter mentioned; and the Underwriter will accept such delivery and pay the purchase price set forth in Section 1 hereof in immediately available funds by wire transfer to the account or accounts designated by the District.

7. **Representations, Warranties and Agreements of the District.** The District hereby represents, warrants and agrees with the Underwriter that:

(a) **Due Organization.** The District is a school district duly organized and validly existing under the laws of the State of California (the "State"), with the power to issue the Bonds pursuant to the Act.

(b) **Due Authorization.** (i) At or prior to the Closing, the District will have taken all action required to be taken by it to authorize the issuance and delivery of the Bonds; (ii) the District has full legal right, power, and authority to refund the Refunded Bonds, to enter into this Purchase Contract, the Continuing Disclosure Certificate and the Escrow Agreement, to adopt the Resolution, to perform its obligations under each such document or instrument, to approve the Official Statement, and to carry out and effectuate the transactions contemplated by this Purchase Contract, the Escrow Agreement, the Continuing Disclosure Certificate and the Resolution; (iii) the execution and delivery or adoption of, and the performance by the District of the obligations contained in the Bonds, the Resolution, the Escrow Agreement, the Continuing Disclosure Certificate and this Purchase Contract have been duly authorized and such authorization shall be in full force and effect as of the date hereof and at the time of the Closing; (iv) this Purchase Contract and the Escrow Agreement, assuming the due authorization, execution and delivery by the other parties thereto, and the Continuing Disclosure Certificate, constitute valid and legally binding obligations of the District, enforceable in accordance with their respective terms, except as such enforceability

may be limited by bankruptcy, insolvency, reorganization, moratorium or other laws relating to or affecting generally the enforcement of creditors' rights and except as enforcement may be subject to the application of equitable principles or the exercise of judicial discretion in appropriate cases if equitable remedies are sought, and by the limitations on legal remedies against public agencies in the State; and (v) the District has duly authorized the consummation by it of all transactions contemplated by this Purchase Contract and the Official Statement.

(c) Consents. No consent, approval, authorization, order, filing, registration, qualification, election or referendum, of or by any court or governmental agency or public body whatsoever is required, or is required and has not been taken or obtained, in connection with the issuance, delivery or sale of the Bonds, the execution and delivery of this Purchase Contract, the Escrow Agreement and the Continuing Disclosure Certificate, the adoption of the Resolution, or the consummation of the other transactions effected or contemplated herein or hereby, except for such actions as may be necessary to qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and jurisdictions of the United States as the Underwriter may reasonably request; provided, however, that the District shall not be required to subject itself to service of process in any jurisdiction in which it is not so subject as of the date hereof.

(d) Internal Revenue Code. The District has complied with the requirements of the Internal Revenue Code of 1986, as amended, with respect to the Bonds.

(e) No Conflicts. To the best knowledge of the District, the issuance of the Bonds, and the execution, delivery and performance of this Purchase Contract, the Escrow Agreement, the Continuing Disclosure Certificate, the Resolution and the Bonds, and the compliance with the provisions hereof and thereof do not conflict with or constitute on the part of the District a violation of or default under the State Constitution or any existing law, charter, ordinance, regulation, decree, order or resolution and do not conflict with or result in a violation or breach of, or constitute a default under, any agreement, indenture, mortgage, lease or other instrument to which the District is a party or by which it is bound or to which it is subject.

(f) Litigation. As of the time of acceptance hereof, no action, suit, proceeding, hearing or investigation is pending or, to the best knowledge of the District, threatened against the District: (i) in any way affecting the existence of the District or in any way challenging the respective powers of the several offices of the District or of the titles of the officials of the District to such offices; or (ii) seeking to restrain or enjoin the sale, issuance or delivery of any of the Bonds, the application of the proceeds of the sale of the Bonds, the levy or collection of *ad valorem* property taxes contemplated by the Resolution, pledged or to be pledged or available to pay the principal of and interest on the Bonds, or the pledge thereof, or in any way contesting or affecting the validity or enforceability of the Bonds, this Purchase Contract, the Escrow Agreement, the Continuing Disclosure Certificate or the Resolution or contesting the powers of the District or its authority with respect to the Bonds, the Resolution, this Purchase Contract, the Escrow Agreement, or the Continuing Disclosure Certificate; or (iii) in which a final adverse decision could (a) materially adversely affect the operations or financial condition of the District or the consummation of the transactions contemplated by this Purchase Contract, the Continuing Disclosure Certificate, the Escrow Agreement or the Resolution, (b) declare this Purchase Contract to be invalid or

unenforceable in whole or in material part, or (c) adversely affect the exclusion of the interest paid on the Bonds from Federal income taxation or the exemption of such interest from State personal income taxation.

(g) No Other Debt. Between the date hereof and the Closing, without the prior written consent of the Underwriter, the District will not have issued, and no other person will have issued in the name and on behalf of the District, any bonds, notes or other obligations for borrowed money except for such borrowings as may be described in or contemplated by the Official Statement.

(h) Certificates. Any certificates signed by any officer of the District and delivered to the Underwriter shall be deemed a representation and warranty by the District to the Underwriter, but not by the person signing the same, as to the statements made therein.

(i) Continuing Disclosure. In accordance with the requirements of the Rule and pursuant to the Resolution, at or prior to the Closing, the District shall have duly authorized, executed and delivered a Continuing Disclosure Certificate with respect to the Bonds (the "Continuing Disclosure Certificate") on behalf of each obligated person for which financial and/or operating data is presented in the Official Statement. The Continuing Disclosure Certificate shall be substantially in the form attached to the Official Statement in Appendix C. Except as otherwise disclosed in the Official Statement, the District has not, within the past five years, failed to comply in a material respect with any of its previous undertakings pursuant to the Rule to provide annual reports or notice of certain listed events.

(j) Official Statement Accurate and Complete. The Preliminary Official Statement, as of the date thereof, did not, and as of the date hereof, does not, contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary in order to make the statements made therein, in the light of the circumstances under which they were made, not misleading. As of its date and on the date of Closing, the Official Statement (and any supplement thereto) will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary in order to make the statements made therein, in the light of the circumstances under which they were made, not misleading. The District makes no representation or warranty as to the information contained in or omitted from the Preliminary Official Statement or the Official Statement in reliance upon and in conformity with information furnished in writing to the District by or on behalf of the Underwriter through a representative of the Underwriter specifically for inclusion therein.

(k) Levy of Tax. The District hereby agrees to take any and all actions as may be required by Kings County (the "County") and Tulare County (together, with the County, the "Counties") or otherwise necessary in order to arrange for the levy and collection of taxes for payment of the Bonds. In particular, the District hereby agrees to provide to the Auditor-Controller and Tax Collector/Treasurer, or comparable officer, of each of the Counties a copy of the Resolution, a copy of Appendix A hereto, and the full debt service schedule for the Bonds, in accordance with Education Code Section 15140(c) and policies and procedures of the Counties.

(l) No Material Adverse Change. The financial statements of, and other financial information regarding the District, in the Preliminary Official Statement and

Official Statement fairly present the financial position and results of the District as of the dates and for the periods therein set forth. Prior to the Closing, there will be no adverse change of a material nature in such financial position, results of operations or condition, financial or otherwise, of the District.

(m) Representation Regarding Refunded Bonds. The District hereby represents that it has not entered into any contract or agreement that would limit or restrict the District's ability to refund the Refunded Bonds or enter into this Purchase Contract for the sale of the Bonds to the Underwriter.

8. **Covenants of the District.** The District covenants and agrees with the Underwriter that:

(a) Securities Laws. The District will furnish such information, execute such instruments, and take such other action in cooperation with the Underwriter if and as the Underwriter may reasonably request in order to qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations or such states and jurisdictions, provided, however, that the District shall not be required to consent to service of process in any jurisdiction in which it is not so subject as of the date hereof;

(b) Application of Proceeds. The District will apply the proceeds from the sale of the Bonds for the purposes specified in the Resolution;

(c) Official Statement. The District hereby agrees to deliver or cause to be delivered to the Underwriter, not later than the seventh (7th) business day following the date this Purchase Contract is signed, copies of a final Official Statement substantially in the form of the Preliminary Official Statement, with only such changes therein as shall have been accepted by the Underwriter and the District (such Official Statement with such changes being herein called the "Official Statement") in such quantities as may be requested by the Underwriter not later than five (5) business days following the date this Purchase Contract is signed, in order to permit the Underwriter to comply with paragraph (b)(4) of the Rule and with the rules of the MSRB. The District hereby authorizes the Underwriter to use and distribute the Official Statement in connection with the offering and sale of the Bonds;

(d) Subsequent Events. The District hereby agrees to notify the Underwriter of any event or occurrence that may affect the accuracy or completeness of any information set forth in the Official Statement relating to the District until the date which is twenty five (25) days following the End of the Underwriting Period;

(e) References. References herein to the Preliminary Official Statement and the Official Statement include the cover, inside front cover pages and all appendices, exhibits, maps, reports and statements included therein or attached thereto; and

(f) Amendments to Official Statement. During the period ending on the 25th day after the End of the Underwriting Period (or such other period as may be agreed to by the District and the Underwriter), the District (i) shall not supplement or amend the Official Statement or cause the Official Statement to be supplemented or amended without the prior written consent of the Underwriter and (ii) shall notify the Underwriter promptly if any event shall occur, or information comes to the attention of the District, that is reasonably likely to

cause the Official Statement (whether or not previously supplemented or amended) to contain any untrue statement of a material fact or to omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. If, in the opinion of the Underwriter, such event requires the preparation and distribution of a supplement or amendment to the Official Statement, the District shall prepare and furnish to the Underwriter, at the District's expense, such number of copies of the supplement or amendment to the Official Statement, in form and substance mutually agreed upon by the District and the Underwriter, as the Underwriter may reasonably request. If such notification shall be given subsequent to the Closing, the District also shall furnish, or cause to be furnished, at its own expense, such additional legal opinions, certificates, instruments and other documents as the Underwriter may reasonably deem necessary to evidence the truth and accuracy of any such supplement or amendment to the Official Statement. The Official Statement as supplemented or amended at any time pursuant hereto will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading.

For purposes of this Purchase Contract, the "End of the Underwriting Period" is used as defined in the Rule and shall occur on the later of (A) the date of Closing or (B) when the Underwriter no longer retains an unsold balance of the Bonds; unless otherwise advised in writing by the Underwriter on or prior to the date of Closing, or otherwise agreed to by the District and the Underwriter, the District may assume that the End of the Underwriting Period is the date of Closing.

9. Representations, Warranties and Agreements of the Underwriter. The Underwriter represents to and agrees with the District that, as of the date hereof and as of the date of the Closing:

(a) The Underwriter is duly authorized to execute this Purchase Contract and to take any action under the Purchase Contract required to be taken by it.

(b) The Underwriter is in compliance with MSRB Rule G-37 with respect to the District, and is not prohibited thereby from acting as underwriter with respect to securities of the District.

(c) The Underwriter has, and has had, no financial advisory relationship, as that term is defined in State Government Code Section 53590(c) or MSRB Rule G-23, with the District with respect to the Bonds, and no investment firm controlling, controlled by or under common control with the Underwriter has or has had any such financial advisory relationship.

10. Conditions to Closing. The Underwriter has entered into this Purchase Contract in reliance upon the representations and warranties of the District contained herein and the performance by the District of its obligations hereunder, both as of the date hereof and as of the date of Closing. The Underwriter's obligations under this Purchase Contract are, and shall be subject, at the option of the Underwriter, to the following further conditions at the Closing:

(a) Representations True. The representations and warranties of the District contained herein shall be true, complete and correct in all material respects at the date hereof

and at and as of the Closing, as if made at and as of the Closing, and the statements made in all certificates and other documents delivered to the Underwriter at the Closing pursuant hereto shall be true, complete and correct in all material respects on the date of the Closing; and the District shall be in compliance with each of the agreements made by it in this Purchase Contract;

(b) Obligations Performed. At the time of the Closing, (i) the Official Statement, this Purchase Contract, the Continuing Disclosure Certificate, the Escrow Agreement and the Resolution shall be in full force and effect and shall not have been amended, modified or supplemented except as may have been agreed to in writing by the Underwriter; (ii) all actions under the Act which, in the opinion of Bond Counsel, shall be necessary in connection with the transactions contemplated hereby, shall have been duly taken and shall be in full force and effect; and (iii) the District shall perform or have performed all of their obligations required under or specified in the Resolution, this Purchase Contract, the Escrow Agreement or the Official Statement to be performed at or prior to the Closing;

(c) Adverse Rulings. No decision, ruling or finding shall have been entered by any court or governmental authority since the date of this Purchase Contract (and not reversed on appeal or otherwise set aside), or shall be pending, or, to the best knowledge of the District, threatened, which has any of the effects described in Section 7(f) hereof or contesting in any way the completeness or accuracy of the Official Statement;

(d) Marketability. Between the date hereof and the Closing, the market price or marketability of, or the ability of the Underwriter to enforce contracts for the sale of, the Bonds, at the initial offering prices of the Bonds set forth in the Official Statement, shall not have been materially adversely affected in the evidenced judgment of the Underwriter by reason of any of the following:

(1) legislation enacted by the Congress of the United States or passed by either House of the Congress, or favorably reported for passage to either House of the Congress by any committee of such House to which such legislation has been referred for consideration, or introduced in the Congress or recommended for passage by the President of the United States or a member of the President's cabinet (by press release, other form of notice or otherwise), or a decision rendered by a court established under Article III of the Constitution of the United States or by the United States Tax Court, with the purpose or effect, directly or indirectly, of changing, directly or indirectly, the federal income tax consequences or State tax consequences of interest on the Bonds or of obligations of the general character of the Bonds in the hands of the holders thereof, or an order, ruling, regulation (final, temporary or proposed) or official statement issued or made:

(i) by or on behalf of the United States Treasury Department, or by or on behalf of the Internal Revenue Service or other federal authority, with the purpose or effect, of changing directly or indirectly, the federal income tax consequences of interest on the Bonds or of obligations of the general character of the Bonds in the hands of the holders thereof; or

(ii) by or on behalf of the SEC, or any other governmental agency having jurisdiction over the subject matter thereof, to the effect that the Bonds, or obligations of the general character of the Bonds, including any and all underlying arrangements, are not exempt from registration under the Securities Act of 1933, as amended, or that the Resolution is not exempt from qualification under the Trust Indenture act of 1939, as amended;

(2) legislation enacted by the legislature of the State, or a decision rendered by a court of the State, or a ruling, order, or regulation (final or temporary) made by State authority, which would have the effect of changing, directly or indirectly, the State tax consequences of interest on obligations of the general character of the Bonds in the hands of the holders thereof;

(3) any outbreak or escalation of hostilities affecting the United States, the declaration by the United States of a national or international emergency or war, or engagement in, or escalation of, major military hostilities by the United States or the occurrence of any other national or international emergency or calamity relating to the effective operation of the government or the financial community in the United States;

(4) the declaration of a general banking moratorium by federal, New York or State authorities, or the general suspension of trading by the New York Stock Exchange, any national securities exchange, or any governmental authority securities exchange;

(5) the imposition by the New York Stock Exchange, other national securities exchange, or any governmental authority, of minimum or maximum prices or any material restrictions not now in force with respect to the Bonds, or obligations of the general character of the Bonds, or securities generally, or the material increase of any such restrictions now in force, including those relating to the extension of credit by, or the charge to the net capital requirements of, the Underwriter;

(6) an order, decree or injunction of any court of competent jurisdiction, or order, filing, regulation or official statement by the SEC, or any other governmental agency having jurisdiction over the subject matter thereof, issued or made to the effect that the issuance, offering or sale of obligations of the general character of the Bonds, or the issuance, offering or sale of the Bonds, as contemplated hereby or by the Official Statement, is or would be in violation of the federal securities laws, as amended and then in effect;

(7) there shall have occurred or any notice shall have been given of any intended downgrading, suspension, withdrawal, or negative change in credit watch status by any national rating service to the underlying credit rating of the outstanding indebtedness of the District;

(8) any amendment shall have been made to the federal or State Constitution or action by any federal or State court, legislative body, regulatory body, or other authority materially adversely affecting the tax status of the District, its

property, income securities (or interest thereon) or the validity or enforceability of the levy of taxes to pay principal of and interest on the Bonds;

(9) any event occurring, or information becoming known which, in the reasonable judgment of the Underwriter, makes untrue in any material adverse respect any statement or information contained in the Official Statement, or has the effect that the Official Statement contains any untrue statement of a material fact or omits to state a material fact required to be stated therein or necessary to make the statements made therein, in the light of the circumstances under which they were made, not misleading and, in either such event, the District refuses to permit the Official Statement to be supplemented to supply such statement or information, or the effect of the Official Statement as so supplemented is to materially adversely affect the market price or marketability of the Bonds or the ability of the Underwriter to enforce contracts for the sale of the Bonds;

(10) the occurrence, since the date hereof, of any materially adverse change in the affairs, financial condition, results of operations or properties of the District;

(11) the suspension by the SEC of trading in the outstanding securities of the District;

(12) a material disruption in securities settlement, payment or clearance services or the marketability of the Bonds or the market price thereof has been materially and adversely affected by disruptive events, occurrences or conditions in the securities or debt markets; or

(13) the purchase of and payment for the Bonds by the Underwriter, or the resale of the Bonds by the Underwriter, on the terms and conditions herein provided shall be prohibited by any applicable law, governmental authority, board, agency or commission.

(e) Delivery of Documents. At or prior to the date of the Closing, the Underwriter shall receive sufficient copies of the following documents in each case dated as of the date of Closing and satisfactory in form and substance to the Underwriter:

(1) Opinions of Bond Counsel. (A) The approving opinion of Bond Counsel, as to the validity and tax status of the Bonds, dated the date of the Closing, addressed to the District in substantially the form set forth in the Preliminary Official Statement and Official Statement; and (B) a defeasance opinion of Bond Counsel with respect to the defeasance of the Refunded Bonds addressed to the District and the Underwriter, and including therein an opinion that the Escrow Agreement has been duly authorized and delivered by the District and, assuming due authorization, execution and delivery by the Escrow Agent, is a valid and binding agreement of the District;

(2) Reliance Letter. A reliance letter from Bond Counsel to the effect that the Underwriter can rely upon the opinion described in Section 10(e)(1)(A) above;

(3) Supplemental Opinion of Bond Counsel. A supplemental opinion of Bond Counsel addressed to the District and the Underwriter, dated as of the date of Closing, substantially to the following effect:

(i) the description of the Bonds and the security for the Bonds and statements in the Official Statement on the cover page thereof and under the captions “INTRODUCTION,” “THE BONDS,” “LEGAL MATTERS – Continuing Disclosure – Current Undertaking” and “TAX MATTERS,” to the extent they purport to summarize certain provisions of the Bonds, the Resolution, the Continuing Disclosure Certificate, and the form and content of Bond Counsel’s opinion regarding the treatment of interest on the Bonds under State or federal law, fairly and accurately summarize the matters purported to be summarized therein; provided that Bond Counsel need not express any opinion with respect to (i) any information contained in Appendices __, __, __, and __ to the Official Statement, (ii) financial or statistical data or forecasts, numbers, tables, charts, estimates, projections, assumptions or expressions of opinion contained in the Official Statement, including in any of the appendices thereto, (iii) information with respect to The Depository Trust Company or its book-entry only system included therein, (iv) any CUSIP numbers or information relating thereto, (v) the District’s compliance with its obligations to file annual reports or provide notice of the events described in the Rule, (vi) any information with respect to the Underwriter or underwriting matters with respect to the Bonds, including but not limited to information under the caption “MISCELLANEOUS – Underwriting,” and (vii) any information with respect to the rating on the Bonds and the rating agency referenced therein, including but not limited to information under the caption “MISCELLANEOUS – Rating;”

(ii) the Continuing Disclosure Certificate and this Purchase Contract have each been duly authorized, executed and delivered by the District and, assuming due authorization, execution and delivery by the other parties thereto, constitute legal, valid and binding agreements of the District, enforceable in accordance with their respective terms, except as enforcement thereof may be limited by bankruptcy, insolvency, reorganization, moratorium or other laws relating to or affecting generally the enforcement of creditors’ rights and except as their enforcement may be subject to the application of equitable principles and the exercise of judicial discretion in appropriate cases if equitable remedies are sought and by the limitations on legal remedies against public agencies in the State; and

(iii) the Bonds are exempt from registration pursuant to the Securities Act of 1933, as amended, and the Resolution is exempt from qualification as an indenture pursuant to the Trust Indenture Act of 1939, as amended;

(4) Disclosure Counsel Letter. A letter of Stradling Yocca Carlson & Rauth LLP, dated the date of Closing and addressed to the District, substantially to the effect that based on such counsel’s participation in conferences with representatives of the Underwriter, the Municipal Advisor to the District, the District

and others, during which conferences the contents of the Official Statement and related matters were discussed, and in reliance thereon and on the records, documents, certificates and opinions described therein, such counsel advises the District, as a matter of fact and not opinion, that during the course of its engagement as Disclosure Counsel no information came to the attention of such counsel's attorneys rendering legal services in connection with such representation which caused such counsel to believe that the Official Statement as of its date contained any untrue statement of a material fact or omitted to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading (provided that Disclosure Counsel need not express any opinion with respect to (i) any information contained in Appendices __, __, __, and __ to the Official Statement, (ii) financial or statistical data or forecasts, numbers, tables, charts, estimates, projections, assumptions or expressions of opinion contained in the Official Statement, including in any of the appendices thereto, (iii) information with respect to The Depository Trust Company or its book-entry only system included therein, (iv) any CUSIP numbers or information relating thereto, (v) any information with respect to the Underwriter or underwriting matters with respect to the Bonds, including but not limited to information under the caption "MISCELLANEOUS – Underwriting," (vi) the District's compliance with any obligation to file annual reports or provide notices of events, each as described in the Rule, and (vii) any information with respect to the rating on the Bonds and the rating agency referenced therein, including but not limited to information under the caption "MISCELLANEOUS – Rating");

(5) District Certificates. A certificate signed by appropriate officials of the District to the effect that (i) such officials are authorized to execute this Purchase Contract, (ii) the representations, agreements and warranties of the District herein are true and correct in all material respects as of the date of Closing, (iii) the District has complied with all the terms of the Resolution, the Escrow Agreement and this Purchase Contract to be complied with by the District prior to or concurrently with the Closing, and, as to the District, such documents are in full force and effect, (iv) such District officials have reviewed the Official Statement and on such basis certify that the Official Statement does not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in light of the circumstances in which they were made, not misleading, (v) the Bonds being delivered on the date of the Closing to the Underwriter under this Purchase Contract substantially conform to the descriptions thereof contained in the Resolution, (vi) no event concerning the District has occurred since the date of the Official Statement which has not been disclosed therein or in any supplement thereto, but should be disclosed in order to make the statements in the Official Statement in light of the circumstances in which they were made not misleading, and (vii) there is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court or public body, pending or, to the best knowledge of such officials, threatened against the District, contesting in any way the completeness or accuracy of the Official Statement, the issuance of the Bonds by the District or the due adoption of the Resolution;

(6) Tax Certificate. A nonarbitrage and tax certificate of the District in form satisfactory to Bond Counsel.

(7) Rating. Evidence satisfactory to the Underwriter that (i) the Bonds shall have received a rating of “___” by Moody’s Investors Service (or such other equivalent rating as such rating agency may give) and (ii) that any such rating has not been revoked or downgraded;

(8) Resolution. A certificate, together with fully executed copies of the Resolution, of an authorized officer of the District to the effect that:

(i) such copies are true and correct copies of the Resolution; and

(ii) the Resolution was duly adopted and has not been modified, amended, rescinded or revoked and is in full force and effect on the date of the Closing;

(9) Official Statement. A certificate of the appropriate official of the District evidencing his or her determinations respecting the Preliminary Official Statement in accordance with the Rule;

(10) Certificate of the Paying Agent. A certificate of U.S. Bank Trust Company, National Association, as the paying agent (the “Paying Agent”), signed by a duly authorized officer thereof, and in form and substance satisfactory to the Underwriter, substantially to the effect that no litigation is pending or, to the best of the Paying Agent’s knowledge, threatened (either in state or federal courts) (i) seeking to restrain or enjoin the delivery by the Paying Agent of any of the Bonds, or (ii) in any way contesting or affecting any authority of the Paying Agent for the delivery of the Bonds or the validity or enforceability of the Bonds or any agreement with the Paying Agent;

(11) Certificate of the Escrow Agent. A certificate of the Escrow Agent, dated the date of Closing, signed by a duly authorized officer of the Escrow Agent, and in form and substance satisfactory to the Underwriter, to the effect that (i) the Escrow Agent has all necessary power and authority to enter into and perform its duties under the Escrow Agreement; (ii) the Escrow Agent has duly authorized, executed and delivered the Escrow Agreement, and, assuming due authorization, execution and delivery by the District, the Escrow Agreement constitutes the valid and binding agreement of the Escrow Agent enforceable against the Escrow Agent in accordance with its terms, except as enforceability may be subject to bankruptcy, insolvency, reorganization, moratorium or similar laws affecting creditors’ rights and to the application of equitable principles; (iii) the execution and delivery of the Escrow Agreement and compliance with the provisions thereof have been duly authorized by all necessary corporate action on the part of the Escrow Agent and, to the best knowledge of the Escrow Agent, will not conflict with or constitute a breach of or default under any law, administrative regulation, court decree, resolution, charter, bylaws or any agreement to which the Escrow Agent is subject or by which it is bound; and (iv) no litigation is pending or, to the best knowledge of the Escrow Agent, threatened (either in state or federal courts) against the Escrow Agent in any way contesting or affecting the validity or enforceability of the Bonds or the Escrow Agreement;

(12) Verification Report. A report and opinion of Causey Public Finance, LLC (the “Verification Agent”) with respect to the sufficiency of monies or securities, and investment earnings thereon, held under the Escrow Agreement, to refund the Refunded Bonds, all as provided in the Escrow Agreement;

(13) Underwriter’s Counsel Opinion. The opinion of Norton Rose Fulbright US LLP, as counsel to the Underwriter, in a form and substance satisfactory to the Underwriter;

(14) Continuing Disclosure Certificate. An executed copy of the Continuing Disclosure Certificate, substantially in the form presented in the Official Statement as Appendix C thereto;

(15) Escrow Agreement. The Escrow Agreement, executed by the respective parties thereto; and

(16) Other Documents. Such additional legal opinions, certificates, proceedings, instruments and other documents as Bond Counsel or the Underwriter may reasonably request to evidence compliance (i) by the District with legal requirements, (ii) the truth and accuracy, as of the time of Closing, of the representations of the District herein contained and of the Official Statement, and (iii) the due performance or satisfaction by the District at or prior to such time of all agreements then to be performed and all conditions then to be satisfied by the District.

(f) Termination. Notwithstanding anything to the contrary herein contained, if for any reason whatsoever the Bonds shall not have been delivered by the District to the Underwriter as provided in Section 6 herein, then the obligation to purchase Bonds hereunder shall terminate and be of no further force or effect except with respect to the obligations of the District and the Underwriter under Section 14 hereof.

If the District is unable to satisfy the conditions to the Underwriter’s obligations contained in this Purchase Contract or if the Underwriter’s obligations shall be terminated for any reason permitted by this Purchase Contract, this Purchase Contract may be cancelled by the Underwriter at, or at any time prior to, the time of Closing. Notice of such cancellation shall be given to the District in writing, or, if by telephone, confirmed in writing. Notwithstanding any provision herein to the contrary, the performance of any and all obligations of the District hereunder and the performance of any and all conditions contained herein for the benefit of the Underwriter may be waived by the Underwriter in writing at its sole discretion.

11. Conditions to Obligations of the District. The performance by the District of its obligations is conditioned upon (i) the performance by the Underwriter of its obligations hereunder; and (ii) receipt by the District and the Underwriter of opinions and certificates being delivered at the Closing by persons and entities other than the District.

12. Expenses. (a) To the extent that the transactions contemplated by this Purchase Contract are consummated, the District shall pay (or cause to be paid), and the Underwriter shall be under no obligation to pay, the following costs of issuance with respect to the Bonds, including but not limited to the following: (i) the fees and disbursements of the District’s Bond Counsel,

Disclosure Counsel and Municipal Advisor; (ii) the cost of the preparation, printing and delivery of the Bonds; (iii) the fees for the Bond rating, including all necessary travel expenses; (iv) the cost of the printing and distribution of the Preliminary Official Statement and Official Statement; (v) the initial fees of the Paying Agent and Fiscal Agent (as defined herein); (vi) expenses for travel, lodging, and subsistence related to rating agency visits and other meetings connected to the authorization, sale, issuance and distribution of the Bonds; (vii) the initial fees of the Escrow Agent; (ix) the fees of the Verification Agent; and (x) all other fees and expenses incident to the issuance and sale of the Bonds. The District hereby authorizes the Underwriter to wire a portion of the purchase price for the Bonds equal to \$_____ to U.S. Bank Trust Company, National Association, as fiscal agent for the District (the "Fiscal Agent"), for the payment of such costs. In the event that following payment of the expenses set forth above, there is any portion remaining, such remaining amount shall be deposited into the debt service fund for the Bonds. The District acknowledges that it has had the opportunity, in consultation with such advisors as it has deemed appropriate, to evaluate and consider the fees and expenses being incurred as part of the issuance of the Bonds.

(b) Notwithstanding any of the foregoing, the Underwriter shall pay all out of pocket expenses of the Underwriter, including the California Debt and Investment Advisory Commission fee, CUSIP fees, the fees and disbursement of counsel to the Underwriter, and other expenses (except those expressly provided above) without limitation, except travel and related expenses in connection with the bond rating.

(c) Notwithstanding Section 10(f) hereof, the District hereby agrees, in the event the purchase and sale of the Bonds does not occur as contemplated hereunder, to reimburse the Underwriter for any costs described in Subsection 12(a)(vii) above that are attributable to District personnel.

13. **Notices.** Any notice or other communication to be given under this Purchase Contract (other than the acceptance hereof as specified in the first paragraph hereof) may be given by delivering the same in writing, if to the District, to Hanford Joint Union High School District, 823 W. Lacey Blvd., Hanford, CA 93230, Attention: Renee Creech, Assistant Superintendent of Business Services & Operations, or if to the Underwriter, to Stifel Nicolaus & Co., Inc., 515 South Figueroa Street, Suite 1800, Los Angeles, CA 94101, Attention: Robert Barna, Managing Director.

14. **Parties in Interest; Survival of Representations and Warranties.** This Purchase Contract when accepted by the District in writing as heretofore specified shall constitute the entire agreement between the District and the Underwriter. This Purchase Contract is made solely for the benefit of the District and the Underwriter (including the successors or assigns of the Underwriter). No person shall acquire or have any rights hereunder or by virtue hereof. All the representations, warranties and agreements of the District in this Purchase Contract shall survive regardless of (a) any investigation or any statement in respect thereof made by or on behalf of the Underwriter, (b) delivery of and payment by the Underwriter for the Bonds hereunder, and (c) any termination of this Purchase Contract.

15. **Execution in Counterparts.** This Purchase Contract may be executed in several counterparts each of which shall be regarded as an original and all of which shall constitute but one and the same document.

16. **Applicable Law.** This Purchase Contract shall be interpreted, governed and enforced in accordance with the laws of the State applicable to contracts made and performed in such State.

Very truly yours,

STIFEL NICOLAUS & CO., INC., as Underwriter

By: _____
Managing Director

The foregoing is hereby agreed to and accepted at
_____ p.m., California Time, as of the date first
above written:

**HANFORD JOINT UNION HIGH SCHOOL
DISTRICT**

By: _____
Renee Creech
Assistant Superintendent of Business Services &
Operations

APPENDIX A

**\$ _____
HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
2026 General Obligation Refunding Bonds**

\$ _____ Current Interest Serial Bonds

<u>Maturity (August 1)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>Yield</u>	<u>Price</u>	<u>10% Rule*</u>	<u>Hold the Offering Price Rule</u>
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\$ _____ Capital Appreciation Serial Bonds

<u>Maturity (August 1)</u>	<u>Denominational Amount</u>	<u>Accretion Rate</u>	<u>Yield to Maturity</u>	<u>Maturity Value</u>	<u>Price</u>	<u>10% Rule*</u>	<u>Hold the Offering Price Rule</u>
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* 10% of each maturity of the Bonds sold to the public on the sale date.

⁽¹⁾ Yield to call at par on August 1, ____.

Redemption [TO COME]

APPENDIX B

HANFORD JOINT UNION HIGH SCHOOL DISTRICT (Kings and Tulare Counties, California) 2026 General Obligation Refunding Bonds

FORM OF ISSUE PRICE CERTIFICATE

The undersigned, on behalf of Stifel Nicolaus & Co., Inc. (“Stifel Nicolaus”) hereby certifies as set forth below with respect to the sale and issuance of the above-captioned obligations (the “Bonds”).

1. ***Sale of the [General Rule] Maturities.*** As of the date of this certificate, for each Maturity of the Bonds, the first price at which at least 10% of such Maturity was sold to the Public is the respective price listed in Schedule A.

2. ***Initial Offering Price of the Hold-the-Offering-Price Maturities.***

(a) The Underwriting Syndicate offered the Hold-the-Offering-Price Maturities to the Public for purchase at the respective initial offering prices listed in Schedule II (the “Initial Offering Prices”) on or before the Sale Date.

(b) As set forth in the Purchase Contract, the Underwriting Syndicate has agreed in writing that, (i) for each Maturity of the Hold-the-Offering-Price Maturities, they would neither offer nor sell any of the Bonds of such Maturity to any person at a price that is higher than the Initial Offering Price for such Maturity during the Holding Period for such Maturity (the “hold-the-offering-price rule”), and (ii) any selling group agreement shall contain the agreement of each dealer who is a member of the selling group, and any third-party distribution agreement shall contain the agreement of each broker-dealer who is a party to the third-party distribution agreement, to comply with the hold-the-offering-price rule. Pursuant to such agreement, no Underwriter (as defined below) has offered or sold any Maturity of the Hold-the-Offering-Price Maturities at a price that is higher than the respective Initial Offering Price for that Maturity of the Bonds during the Holding Period.]

3. ***Defined Terms.***

(a) [*General Rule Maturities* means those Maturities of the Bonds listed in Schedule A hereto as the “General Rule Maturities.”]

(b) [*Hold-the-Offering-Price Maturities* means those Maturities of the Bonds listed in Schedule A hereto as the “Hold-the-Offering-Price Maturities.”]

(c) [*Holding Period* means, with respect to a Hold-the-Offering-Price Maturity, the period starting on the Sale Date and ending on the earlier of (i) the close of the fifth business day after the Sale Date, or (ii) the date on which the Underwriting Syndicate has sold at least 10% of such Hold-the-Offering-Price Maturity to the Public at prices that are no higher than the Initial Offering Price for such Hold-the-Offering-Price Maturity.]

(d) *Issuer* means Hanford Joint Union High School District.

(e) *Maturity* means Bonds with the same credit and payment terms. Bonds with different maturity dates, or Bonds with the same maturity date but different stated interest rates, are treated as separate maturities.

(f) *Public* means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an Underwriter or a related party to an Underwriter. The term “related party” for purposes of this certificate generally means any two or more persons who have greater than 50 percent common ownership, directly or indirectly.

(g) [*Sale Date* means the first day on which there is a binding contract in writing for the sale of a Maturity of the Bonds. The Sale Date of the Bonds is _____, 2026.]

(h) *Underwriter* means (i) any person that agrees pursuant to a written contract with the Issuer (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the Public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Bonds to the Public (including a member of a selling group or a party to a third-party distribution agreement participating in the initial sale of the Bonds to the Public).

The representations set forth in this certificate are limited to factual matters only. Nothing in this certificate represents Stifel Nicolaus’s interpretation of any laws, including specifically Sections 103 and 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. The undersigned understands that the foregoing information will be relied upon by the Issuer with respect to certain of the representations set forth in the Tax Certificate and with respect to compliance with the federal income tax rules affecting the Bonds, and by Stradling Yocca Carlson & Rauth LLP , in connection with rendering its opinion that the interest on the Bonds is excluded from gross income for federal income tax purposes, the preparation of the Internal Revenue Service Form 8038-G, and other federal income tax advice that it may give to the Issuer from time to time relating to the Bonds. Except as expressly set forth above, the certifications set forth herein may not be relied upon or used by any third party or for any other purpose.

STIFEL NICOLAUS & CO., INC.

By:_____

Name:_____

By:_____

Name:_____

Dated: _____, 2026

SCHEDULE A

SALE PRICES OF THE BONDS

\$ _____
HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
2026 General Obligation Refunding Bonds

\$ _____ Current Interest Serial Bonds

<u>Maturity</u> <u>(August 1)</u>	<u>Principal</u> <u>Amount</u>	<u>Interest</u> <u>Rate</u>	<u>Yield</u>	<u>Price</u>	<u>10% Rule</u> *	<u>Hold the</u> <u>Offering</u> <u>Price Rule</u>
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\$ _____ Capital Appreciation Serial Bonds

<u>Maturity</u> <u>(August 1)</u>	<u>Denominational</u> <u>Amount</u>	<u>Accretion</u> <u>Rate</u>	<u>Yield to</u> <u>Maturity</u>	<u>Maturity</u> <u>Value</u>	<u>Price</u>	<u>10% Rule</u> *	<u>Hold the</u> <u>Offering</u> <u>Price Rule</u>
--------------------------------------	--	---------------------------------	------------------------------------	---------------------------------	--------------	-------------------	---

* 10% of each maturity of the Bonds sold to the public on the sale date.

⁽¹⁾ Yield to call at par on August 1, 20__.

NEW ISSUE -- FULL BOOK-ENTRY

Rating: Moody's: "____"
 (See "MISCELLANEOUS – Rating" herein)

In the opinion of Stradling Yocca Carlson & Rauth LLP, San Francisco, California ("Bond Counsel"), under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original discount) on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest (and original issue discount) on the Bonds is exempt from State of California personal income tax. See the caption "TAX MATTERS" herein with respect to tax consequences concerning the Bonds, including with respect to the alternative minimum tax imposed on certain large corporations.

\$ _____ *

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
2026 General Obligation Refunding Bonds

Dated: Date of Delivery

Due: August 1, as shown on inside cover

This cover page contains certain information for general reference only. It is not a summary of this issue. Investors must read the entire official statement to obtain information essential to the making of an informed investment decision. Capitalized terms used on this cover page and not otherwise defined shall have the meanings set forth herein.

The Hanford Joint Union High School District (the "District") (Kings and Tulare Counties, California) 2026 General Obligation Refunding Bonds (the "Bonds") are being issued to (i) currently refund all or a portion of the District's outstanding Election of 2016 General Obligation Bonds, Series A and (ii) pay the costs of issuing the Bonds.

The Bonds are general obligations of the District payable solely from the proceeds of *ad valorem* property taxes. The Boards of Supervisors of Kings and Tulare Counties are empowered and obligated to annually levy such *ad valorem* property taxes upon all property subject to taxation by the District, without limitation of rate or amount (except as to certain personal property which is taxable at limited rates), for the payment of principal and Accreted Value of and interest on the Bonds when due.

The Bonds will be issued in book-entry form only, and will be initially issued and registered in the name of Cede & Co. as nominee of The Depository Trust Company, New York, New York (collectively referred to herein as "DTC"). Purchasers of the Bonds (the "Beneficial Owners") will not receive physical certificates representing their interests in the Bonds, but will instead receive credit balances on the books of their respective nominees.

The Bonds will be dated as of their date of initial delivery (the "Date of Delivery"). The Bonds will be issued as current interest bonds (the "Current Interest Bonds") and capital appreciation bonds (the "Capital Appreciation Bonds"). Interest on the Current Interest Bonds accrues from the Date of Delivery, and is payable semiannually on August 1 and February 1 of each year, commencing August 1, 2026. Principal of the Current Interest Bonds is due on August 1 in the years and amounts set forth on the inside front cover pages hereof. The Capital Appreciation Bonds are dated the Date of Delivery and accrete interest from such date, compounded semiannually on August 1 and February 1 of each year, commencing August 1, 2026. The Capital Appreciation Bonds are payable only at maturity (unless earlier redeemed) and will not pay interest on a current basis. The Bonds are issuable in denominations of \$5,000 principal amount or Maturity Value, as applicable, or any integral multiple thereof.

Payments of principal and Accreted Value of and interest on the Bonds will be made by U.S. Bank Trust Company, National Association, as the designated paying agent, bond registrar and transfer agent (the "Paying Agent"), to DTC for subsequent disbursement to DTC Participants (defined herein) who will remit such payments to the Beneficial Owners of the Bonds.

The Bonds are subject to optional and mandatory sinking fund redemption as further described herein.*

Maturity Schedule*
(See inside front cover)

*The Bonds are offered when, as and if issued and received by the Underwriter, subject to the approval as to their legality by Stradling Yocca Carlson & Rauth LLP, San Francisco, California, Bond Counsel and Disclosure Counsel. Certain matters will be passed along for the Underwriter by Norton Rose Fulbright US LLP, Los Angeles, California. The Bonds, in book-entry form, will be available for delivery through the facilities of DTC in New York, New York on or about _____, 2026.**

[STIFEL NICOLAUS & CO., INC.]

* Preliminary, subject to change.

Dated: _____, 2026

MATURITY SCHEDULE*

Base CUSIP⁽¹⁾: 410360

\$ _____
HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
2026 General Obligation Refunding Bonds

\$ _____ Current Interest Serial Bonds

<u>Maturity (August 1)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>Yield</u>	<u>CUSIP[†] Suffix</u>
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\$ _____ – _____ % Current Interest Term Bonds due August 1, 20__; Yield _____ %⁽¹⁾; CUSIP[†] Suffix:

\$ _____ Capital Appreciation Serial Bonds

<u>Maturity (August 1)</u>	<u>Denominational Amount</u>	<u>Accretion Rate</u>	<u>Yield</u>	<u>Maturity Value</u>	<u>CUSIP[†] Suffix</u>
--------------------------------	----------------------------------	---------------------------	--------------	---------------------------	-------------------------------------

\$ _____ Capital Appreciation Term Bonds

<u>Maturity (August 1)</u>	<u>Denominational Amount</u>	<u>Accretion Rate</u>	<u>Yield</u>	<u>Maturity Value</u>	<u>CUSIP[†] Suffix</u>
--------------------------------	----------------------------------	---------------------------	--------------	---------------------------	-------------------------------------

*Preliminary, subject to change.

[†] CUSIP® is a registered trademark of the American Bankers Association. CUSIP® data is provided by CUSIP Global Services (CGS) which is owned by FactSet Research Systems Inc. ("FactSet"). FactSet will manage the CUSIP system on behalf of the American Bankers Association. This data is not intended to create a database and does not serve in any way as a substitute for the CGS database. None of the Underwriter, the Municipal Advisor nor the District is responsible for the selection or correctness of the CUSIP numbers set forth herein. CUSIP numbers have been assigned by an independent company not affiliated with the District, the Municipal Advisor or the Underwriter and are included solely for the convenience of the registered owners of the applicable Bonds. The CUSIP number for a specific maturity is subject to being changed after the execution and delivery of the Bonds as a result of various subsequent actions including, but not limited to, a refunding in whole or in part or as a result of the procurement of secondary market portfolio insurance or other similar enhancement by investors that is applicable to all or a portion of certain maturities of the Bonds.

This Official Statement does not constitute an offering of any security other than the original offering of the Bonds of the District. No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than those contained in this Official Statement, and if given or made, such other information or representation must not be relied upon as having been given or authorized by the District.

The issuance and sale of the Bonds have not been registered under the Securities Act of 1933 or the Securities Exchange Act of 1934, both as amended, in reliance upon exemptions provided thereunder by Sections 3(a)2 and 3(a)12, respectively, for the issuance and sale of such municipal securities. This Official Statement does not constitute an offer to sell or a solicitation of an offer to buy in any state in which such offer or solicitation is not authorized or in which the person making such offer or solicitation is not qualified to do so or to any person to whom it is unlawful to make such offer or solicitation.

Certain information set forth herein has been obtained from sources outside of the District which are believed to be reliable, but such information is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinions herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

When used in this Official Statement and in any continuing disclosure by the District in any press release and in any oral statement made with the approval of an authorized officer of the District or any other entity described or referenced in this Official Statement, the words or phrases “will likely result,” “are expected to,” “will continue,” “is anticipated,” “estimate,” “project,” “forecast,” “expect,” “intend” and similar expressions identify “forward looking statements” within the meaning of the Private Securities Litigation Reform Act of 1995. Such statements are subject to risks and uncertainties that could cause actual results to differ materially from those contemplated in such forward-looking statements. Any forecast is subject to such uncertainties. Inevitably, some assumptions used to develop the forecasts will not be realized and unanticipated events and circumstances may occur. Therefore, there are likely to be differences between forecasts and actual results, and those differences may be material.

The Underwriter has provided the following sentence for inclusion in this Official Statement: “The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.”

The District maintains a website and certain social media accounts. However, the information presented thereon is not incorporated into this Official Statement by any reference, and should not be relied upon in making investment decisions with respect to the Bonds.

References to website addresses presented herein are for informational purposes only and may be in the form of a hyperlink solely for the reader’s convenience. Unless specified otherwise, such websites and the information or links contained therein are not incorporated into, and are not part of, this final official statement for purposes of, and as that term is defined in, SEC Rule 15c2-12.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)

BOARD OF TRUSTEES

Alicia Martella, *President – Trustee Area 4*
Janet Barbeiro, *Clerk – Trustee Area 2*
Lisa Chavarin, *Trustee – Trustee Area 1*
Paul Gillum, *Trustee – Trustee Area 5*
Melonie Robinson, *Trustee – Trustee Area 3*

DISTRICT ADMINISTRATION

Dr. Victor Rosa, *Superintendent*
Renee Creech, *Assistant Superintendent of Business Services & Operations*
Julie Fagundes, *Director of Business Services*

PROFESSIONAL SERVICES

BOND AND DISCLOSURE COUNSEL

Stradling Yocca Carlson & Rauth LLP
San Francisco, California

MUNICIPAL ADVISOR

Isom Advisors, a Division of Urban Futures, Inc.
Walnut Creek, California

PAYING AGENT, REGISTRAR, TRANSFER AGENT, AND ESCROW AGENT

U.S. Bank Trust Company, National Association
Seattle, Washington

VERIFICATION AGENT

Causey Public Finance, LLC
Denver, Colorado

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\$ _____ *

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
2026 General Obligation Refunding Bonds

INTRODUCTION

This Official Statement, which includes the cover page, inside cover page and appendices hereto, provides information in connection with the sale of the Hanford Joint Union High School District (Kings and Tulare Counties, California) 2026 General Obligation Refunding Bonds (the “Bonds”).

This Introduction is not a summary of this Official Statement. It is only a brief description of and guide to, and is qualified by, more complete and detailed information contained in the entire Official Statement, including the cover page, inside cover page and appendices hereto, and the documents summarized or described herein. A full review should be made of the entire Official Statement. The offering of the Bonds to potential investors is made only by means of the entire Official Statement.

The District

The Hanford Joint Union High School District (the “District”) was established in 1892 and covers approximately 248.5 square miles of Kings County (the “County”) and Tulare County (together with the County, the “Counties”). The District serves students in grades 9 through 12 living in the City of Hanford and surrounding communities. The District operates three comprehensive senior high schools, one continuation high schools, one community day school, one online charter school and one adult school serving a population of approximately 70,500 residents. The District has projected average daily attendance (“ADA”) for fiscal year 2025-26 of _____ students and the total fiscal year 2025-26 assessed value of property within the District is \$9,275,146,868.

The District is governed by a five-member Board of Trustees (the “Board”), each member of which is elected by trustee area to a four-year term. Elections for positions to the Board are held every two years, alternating between two and three available positions. The management and policies of the District are administered by a Superintendent appointed by the Board who is responsible for day-to-day District operations as well as the supervision of the District’s other personnel. Dr. Victor Rosa currently serves as the District’s Superintendent.

See “TAX BASE FOR REPAYMENT OF BONDS” for information regarding the District’s assessed valuation, and “DISTRICT FINANCIAL INFORMATION” and “HANFORD JOINT UNION HIGH SCHOOL DISTRICT” herein for information regarding the District generally. The District’s audited financial statements for the fiscal year ended June 30, 2025 are attached hereto as APPENDIX B and should be read in its entirety.

Purpose of the Bonds

The Bonds are being issued to (i) currently refund all or a portion of the District’s outstanding Election of 2016 General Obligation Bonds, Series A (the “Prior Bonds”) and (ii) pay the costs of issuing the Bonds. The maturities of the Prior Bonds being refunded are referred to as the “Refunded Bonds.”

* Preliminary, subject to change.

See “THE BONDS – Application and Investment of Bond Proceeds,” and “ESTIMATED SOURCES AND USES OF FUNDS” herein.

Authority for Issuance of the Bonds

The Bonds are being issued pursuant to certain provisions of the Government Code and pursuant to a resolution adopted by the Board on May 12, 2026 (the “Resolution”). See “THE BONDS – Authority for Issuance” herein.

Sources of Payment for the Bonds

The Bonds are general obligations of the District payable solely from *ad valorem* property taxes. The Boards of Supervisors of the Counties is empowered and obligated to levy such *ad valorem* property taxes, without limitation as to rate or amount, upon all property within the District subject to taxation thereby (except certain personal property which is taxable at limited rates), for the payment of principal and Accreted Value of and interest on the Bonds when due. See “The Bonds – Security and Sources of Payment” and “TAX BASE FOR REPAYMENT OF BONDS” herein.

Description of the Bonds

Form and Registration. The Bonds will be issued in fully registered form only, without coupons. The Bonds will be initially registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York (“DTC”), who will act as securities depository for the Bonds. See “THE BONDS – General Provisions” and “– Book-Entry Only System” herein. Purchasers of interests in the Bonds (the “Beneficial Owners”) will not receive physical certificates representing their interests in the Bonds purchased. In the event that the book-entry only system described below is no longer used with respect to the Bonds, the Bonds will be registered in accordance with the Resolution described herein. See “THE BONDS – Discontinuation of Book-Entry Only System; Registration, Exchange and Transfer of Bonds” herein.

So long as Cede & Co. is the registered owner of the Bonds, as nominee of DTC, references herein to the “Owners,” “Bond Owners” or “Holders” of the Bonds (other than under the caption “TAX MATTERS” herein, as well as in APPENDIX A attached hereto) will mean Cede & Co. and will not mean the Beneficial Owners of the Bonds.

Current Interest and Capital Appreciation Bonds. The Bonds will be issued as current interest bonds (the “Current Interest Bonds”) and capital appreciation bonds (the “Capital Appreciation Bonds”).

The Current Interest Bonds will bear periodic interest as further described herein. The Capital Appreciation Bonds are payable only at maturity and will not bear interest on a current basis. The maturity value of each Capital Appreciation Bond is equal to its Accreted Value (defined herein) upon the maturity thereof (the “Maturity Value”), comprising its initial principal amount (the “Denominational Amount”) and the interest accreting thereon between the date of initial delivery (the “Date of Delivery”) and its respective maturity date.

Denominations. Individual purchases of interests in the Bonds will be available to purchasers of the Bonds in the denominations of \$5,000 principal amount or Maturity Value, as applicable, or any integral multiple thereof.

Redemption.* The Bonds are subject to optional and mandatory sinking fund redemption prior to their respective stated maturity dates, as further described herein. See “THE BONDS – Redemption” herein.

Payments. The Bonds will be dated as of the Date of Delivery. Interest on the Current Interest Bonds accrues from the Date of Delivery, and is payable semiannually on each August 1 and February 1, commencing August 1, 2026 (each, a “Bond Payment Date”). Principal of the Current Interest Bonds is payable in the amounts and on the dates as set forth on the inside front cover pages hereof.

The Capital Appreciation Bonds will accrete in value from their Denominational Amounts on the Date of Delivery to their respective Maturity Values, at the Accretion Rates (defined herein) per annum set forth on the inside front cover pages hereof, compounded semiannually on August 1 and February 1 of each year, commencing August 1, 2026. The Capital Appreciation Bonds are payable only at maturity (unless earlier redeemed) according to the amounts set forth in the Accreted Values table as shown in APPENDIX F attached hereto.

Payments of the principal and Accreted Value of and interest on the Bonds will be made by U.S. Bank Trust Company, National Association, as the designated paying agent, bond registrar and transfer agent (the “Paying Agent”), to DTC for subsequent disbursement through DTC Participants (defined herein) to the Beneficial Owners.

Tax Matters

In the opinion of Stradling Yocca Carlson & Rauth LLP, San Francisco, California (“Bond Counsel”) under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest (and original issue discount) on the Bonds is exempt from State of California (the “State”) personal income tax. See “TAX MATTERS” herein with respect to tax consequences relating to the Bonds, including with respect to the alternative minimum tax imposed on certain large corporations.

Offering and Delivery of the Bonds

The Bonds are offered when, as and if issued, subject to approval as to their legality by Bond Counsel. It is anticipated that the Bonds will be available in book-entry form for delivery through the facilities of DTC in New York, New York, on or about _____, 2026.*

Bond Owner’s Risks

The Bonds are general obligations of the District payable solely from *ad valorem* property taxes which may be levied on all taxable property in the District, without limitation as to rate or amount (except with respect to certain personal property which is taxable at limited rates). For more complete information regarding the taxation of property within the District, and certain other considerations, see “TAX BASE FOR REPAYMENT OF BONDS,” and “LIMITATION ON REMEDIES; BANKRUPTCY” herein.

* Preliminary, subject to change.

Continuing Disclosure

The District has covenanted that it will comply with and carry out the provisions of that certain Continuing Disclosure Certificate relating to the Bonds. Pursuant thereto, the District will covenant for the benefit of the Owners and Beneficial Owners of the Bonds to make available certain financial information and operating data relating to the District and to provide notices of the occurrence of certain listed events, in compliance with S.E.C. Rule 15c2-12(b)(5) (the “Rule”). The specific nature of the information to be made available and of the notices of listed events is summarized below under “LEGAL MATTERS – Continuing Disclosure” and “APPENDIX C – FORM OF CONTINUING DISCLOSURE CERTIFICATE” herein.

Professionals Involved in the Offering

Stradling Yocca Carlson & Rauth LLP, San Francisco, California is acting as Bond Counsel and Disclosure Counsel to the District with respect to the Bonds. Isom Advisors, a Division of Urban Futures, Inc., Walnut Creek, California, is acting as the Municipal Advisor for the District. Stradling Yocca Carlson & Rauth LLP and Isom Advisors will receive compensation from the District contingent upon the sale and delivery of the Bonds. Certain matters will be passed on for the Underwriter (defined herein) by Norton Rose Fulbright US LLP, Los Angeles, California. Causey Public Finance, LLC, will act as Verification Agent for the Refunded Bonds. From time to time, Bond Counsel represents the Underwriter on matters unrelated to the District or the Bonds.

Forward Looking Statements

Certain statements included or incorporated by reference in this Official Statement constitute “forward-looking statements” within the meaning of the United States Private Securities Litigation Reform Act of 1995, Section 21E of the United States Securities Exchange Act of 1934, as amended, and Section 27A of the United States Securities Act of 1933, as amended. Such statements are generally identifiable by the terminology used such as “plan,” “expect,” “estimate,” “project,” “budget,” “intend,” or other similar words. Such forward-looking statements include, but are not limited to, certain statements contained in the information regarding the District herein.

THE ACHIEVEMENT OF CERTAIN RESULTS OR OTHER EXPECTATIONS CONTAINED IN SUCH FORWARD-LOOKING STATEMENTS INVOLVE KNOWN AND UNKNOWN RISKS, UNCERTAINTIES AND OTHER FACTORS WHICH MAY CAUSE ACTUAL RESULTS, PERFORMANCE OR ACHIEVEMENTS DESCRIBED TO BE MATERIALLY DIFFERENT FROM ANY FUTURE RESULTS, PERFORMANCE OR ACHIEVEMENTS EXPRESSED OR IMPLIED BY SUCH FORWARD-LOOKING STATEMENTS. THE DISTRICT DOES NOT PLAN TO ISSUE ANY UPDATES OR REVISIONS TO THE FORWARD-LOOKING STATEMENTS SET FORTH IN THIS OFFICIAL STATEMENT.

Other Information

This Official Statement speaks only as of its date, and the information contained herein is subject to change. Copies of documents referred to herein and information concerning the Bonds are available from the Superintendent, Hanford Joint Union High School District, 823 W. Lacey Boulevard, Hanford, California 93230, telephone: (559) 583-5901. The District may impose a charge for copying, mailing and handling.

No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than as contained herein and, if given or made, such other information or representations must not be relied upon as having been authorized by the District.

This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy nor shall there be any sale of the Bonds by a person in any jurisdiction in which it is unlawful for such person to make such an offer, solicitation or sale.

This Official Statement is not to be construed as a contract with the purchasers of the Bonds. Statements contained in this Official Statement which involve estimates, forecasts or matters of opinion, whether or not expressly so described herein, are intended solely as such and are not to be construed as representations of fact. The summaries and references to documents, statutes and constitutional provisions referred to herein do not purport to be comprehensive or definitive, and are qualified in their entireties by reference to each of such documents, statutes and constitutional provisions.

Certain information set forth herein, other than that provided by the District, has been obtained from official sources which are believed to be reliable but it is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinions herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

THE BONDS

Authority for Issuance

The Bonds are issued pursuant to the provisions of Articles 9 and 11 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code, and pursuant to a Resolution adopted by the Board on May 12, 2026.

Security and Sources of Payment

The Bonds are general obligations of the District, payable solely from the proceeds of *ad valorem* property taxes. The Boards of Supervisors of the Counties are empowered and obligated to levy such *ad valorem* property taxes, without limitation as to rate or amount, upon all property within the District subject to taxation (except for certain personal property which is taxable at limited rates), for the payment of principal and Accreted Value of and interest on the Bonds when due.

Such *ad valorem* property taxes will be levied annually in addition to all other taxes during the period that the Bonds are outstanding in an amount sufficient to pay the principal and Accreted Value of and interest on the Bonds when due. The levy may include an allowance for an annual reserve, established for the purpose of avoiding fluctuating tax levies. However, the Counties are not obligated to establish or maintain such a reserve, and the District can make no representations that the Counties will do so. Such *ad valorem* property taxes, when collected, will be placed by the County into the Debt Service Fund (defined herein) established by the Resolution, which is required to be segregated and maintained by the County and which is designated for the payment of the Bonds, and interest thereon when due, and for no other purpose. Pursuant to the Resolution, the District has pledged funds on deposit in the Debt Service Fund to the payment of the Bonds. Although the Counties are obligated to levy *ad valorem* property taxes for the payment of the Bonds as described above, and will maintain the Debt Service Fund, the Bonds are not a debt of either of the Counties.

The moneys in the Debt Service Fund, to the extent necessary to pay the principal and Accreted Value of and interest on Bonds to which such fund relates, as the same become due and payable, will be transferred by the County to the Paying Agent. The Paying Agent will in turn remit the funds to DTC for

remittance of such principal, Accreted Value and interest to its DTC Participants (as defined herein) for subsequent disbursement to the respective Beneficial Owners of such Bonds.

The amount of the annual *ad valorem* property taxes levied by the Counties to repay the Bonds will be determined by the relationship between the assessed valuation of taxable property in the District and the amount of debt service due on the Bonds in any year. Fluctuations in the annual debt service due on the Bonds and the assessed value of taxable property in the District may cause the annual tax rates to fluctuate. Economic and other factors beyond the District's control, such as general market decline in real property values, disruption in financial markets that may reduce the availability of financing for purchasers of property, outbreak of disease, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by the State and local agencies and property used for qualified education, hospital, charitable or religious purposes), or the complete or partial destruction of the taxable property caused by a natural or manmade disaster, such as an earthquake, flood, fire (including wildfire), drought, climate change, or toxic contamination, could cause a reduction in the assessed value of taxable property within the District and necessitate a corresponding increase in the respective annual tax rates. For further information regarding the District's assessed valuation, tax rates, overlapping debt, and other matters concerning taxation, see "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the State Constitution", "TAX BASE FOR REPAYMENT OF BONDS" herein.

Statutory Liens

Pursuant to Government Code Section 53515, the Bonds will be secured by a statutory lien on all revenues received pursuant to the levy and collection of *ad valorem* property taxes for the payment thereof. The lien automatically attaches, without further action or authorization by the Board, and is valid and binding from the time the Bonds are executed and delivered. The revenues received pursuant to the levy and collection of the *ad valorem* property tax will be immediately subject to the lien, and such lien will be enforceable against the District, its successor, transferees and creditors, and all other parties asserting rights therein, irrespective of whether such parties have notice of the lien and without the need for physical delivery, recordation, filing or further act.

This statutory lien, by its terms, secures not only the Bonds, but also any other bonds of the District issued after January 1, 2016 and payable, both as to principal and interest, from the proceeds of *ad valorem* property taxes that may be levied pursuant to paragraphs (2) and (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution. The statutory lien provision does not specify the relative priority of obligations so secured or a method of allocation in the event that the revenues received pursuant to the levy and collection of such *ad valorem* property taxes are insufficient to pay all amounts then due and owing that are secured by the statutory lien.

General Provisions

The Bonds will be issued in book-entry form only and will be initially issued and registered in the name of Cede & Co., as nominee for DTC. Beneficial Owners will not receive physical certificates representing their interests in the Bonds purchased, but will instead receive credit balances on the books of their respective nominees.

Current Interest Bonds. Interest on the Current Interest Bonds accrues from the Date of Delivery and is payable semiannually on each August 1 and February 1, commencing August 1, 2026. Interest on the Current Interest Bonds will be computed on the basis of a 360-day year of 12, 30-day months. Each Current Interest Bond will bear interest from the Bond Payment Date next preceding the date of authentication thereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to and including such Bond Payment Date, in which event

it will bear interest from such Bond Payment Date, or unless it is authenticated on or before July 15, 2026, in which event it will bear interest from the Date of Delivery. The Current Interest Bonds are issuable in denominations of \$5,000 principal amount, or any integral multiple thereof, and mature on August 1 in the years and amounts set forth on the inside front cover pages hereof.

Capital Appreciation Bonds. Interest on each Capital Appreciation Bond is represented by the amount each such Bond accretes in value from its respective Denominational Amount on the Date of Delivery to the date for which the Accreted Value is calculated. The value of a Capital Appreciation Bond as of any date (the “Accreted Value”) is calculated by discounting, on a 30-day month, 360-day year basis, its Maturity Value on the basis of a constant rate (the “Accretion Rate”) compounded semiannually on February 1 and August 1 of each year to the date for which an Accreted Value is calculated, and if the date for which the Accreted Value is calculated is between February 1 and August 1, by pro-rating such Accreted Values to the closest prior or subsequent February 1 and August 1.

The Capital Appreciation Bonds will not pay interest on a periodic basis. The Capital Appreciation Bonds accrete in value from their Date of Delivery at the Accretion Rates per annum set forth on the inside front cover pages hereof, compounded semiannually on February 1 and August 1 of each year commencing August 1, 2026. The Maturity Value of a Capital Appreciation Bond is equal to the Accreted Value thereof at its maturity date.

See also the maturity schedules on the inside front cover pages hereof, “— Annual Debt Service” herein and “APPENDIX F – ACCRETED VALUES TABLE” attached hereto.

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Annual Debt Service

The following table summarizes the debt service requirements of the District for the Bonds (assuming no optional redemptions):

<u>Year Ending</u> <u>(August 1)</u>	<u>Current Interest Bonds</u>		<u>Capital Appreciation Bonds</u>		<u>Total</u>
	<u>Annual</u> <u>Principal</u> <u>Payment</u>	<u>Annual</u> <u>Interest</u> <u>Payment</u> ⁽¹⁾	<u>Annual</u> <u>Principal</u> <u>Payment</u>	<u>Accreted</u> <u>Interest</u> <u>Payment</u> ⁽²⁾	

Total

⁽¹⁾ Interest payments on the Current Interest Bonds will be made semiannually on August 1 and February 1 of each year, commencing August 1, 2026.

⁽²⁾ The Capital Appreciation Bonds are payable only at maturity on August 1 of the years indicated on the inside cover page hereof, and interest on such Capital Appreciation Bonds is compounded semiannually on August 1 and February 1, commencing August 1, 2026.

See also “HANFORD JOINT UNION HIGH SCHOOL DISTRICT – District Debt Structure – General Obligation Bonds” herein for a schedule of the combined debt service requirements for all of the District’s outstanding general obligation bonds.

Application and Investment of Bond Proceeds

The Bonds are being issued to refund on a current basis the Refunded Bonds, and to pay the costs of issuing of the Bonds.

The net proceeds from the sale of the Bonds will be deposited with U.S. Bank Trust Company, National Association, as Escrow Agent, to the credit of the fund (the “Escrow Fund”) held pursuant to an escrow agreement (the “Escrow Agreement”) by and between the District and the Escrow Agent. The monies deposited in the Escrow Fund and held as cash will be sufficient to enable the Escrow Agent to pay the principal and Accreted Value of the Refunded Bonds on their optional redemption date therefor as described above, as well as the interest due on such Refunded Bonds on such dates. Amounts deposited into the Escrow Fund under the Escrow Agreement are not available to pay any other obligations of the District.

Any accrued interest and surplus moneys in the Escrow Fund following the redemption of the Refunded Bonds will be kept separate and apart in the debt service fund of the Bonds (the “Debt Service Fund”) and used by the District only for payment of principal and Accreted Value of and interest on the

Bonds. Any excess proceeds of the Bonds not needed for the authorized purposes for which the Bonds are being issued will be transferred to the Debt Service Fund and applied to the payment of principal and Accreted Value of and interest on the Bonds. If, after payment in full of the Bonds, there remain excess proceeds, any such excess amounts will be transferred to the general fund of the District.

The sufficiency of the amounts on deposit in the Escrow Fund, together with realizable interest and earnings thereon, to refund the Refunded Bonds as described above will be verified by Causey Public Finance, LLC, as the verification agent (the “Verification Agent”). As a result of the deposit and application of funds so provided in the Escrow Agreement, and assuming the accuracy of the computations of the Underwriter and the Verification Agent, the Refunded Bonds will be defeased and the obligation of the Counties to levy *ad valorem* property taxes for payment of the Refunded Bonds will terminate. See “LEGAL MATTERS – Escrow Verification” herein.

The tables below show information on the specific maturities of the Refunded Bonds to be refunded with proceeds of the Bonds.

REFUNDED BONDS*
HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
Election of 2016 General Obligation Bonds, Series A

(Current Interest Bonds)

Maturity Date <u>(August 1)</u>	<u>CUSIP</u> [†]	<u>Principal</u> <u>Amount</u>	<u>Principal</u> <u>Amount to be</u> <u>Refunded</u>	<u>Interest</u> <u>Rate</u>	<u>Redemption Price</u> <u>(% of Principal)</u>	<u>Redemption</u> <u>Date</u>
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(Capital Appreciation Bonds)

Maturity Date <u>(August 1)</u>	<u>CUSIP</u> [†]	<u>Accretion</u> <u>Rate</u>	<u>Denominational</u> <u>Amount</u>	<u>Redemption Price</u> <u>on the</u> <u>Redemption Date</u>	<u>Redemption</u> <u>Date</u>
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* Preliminary; subject to change.

† CUSIP® is a registered trademark of the American Bankers Association. CUSIP Global Services (CGS) is managed on behalf of the American Bankers Association by FactSet Research Systems Inc. Copyright(c) 2022 CUSIP Global Services. All rights reserved. CUSIP® data herein is provided by CUSIP Global Services. This data is not intended to create a database and does not serve in any way as a substitute for the CGS database. CUSIP® numbers are provided for convenience of reference only. None of the Underwriter, the Municipal Advisor or the District is responsible for the selection, uses or correctness of the CUSIP numbers set forth herein. CUSIP numbers have been assigned by an independent company not affiliated with the District, the Municipal Advisor or the Underwriter and are included solely for the convenience of the registered owners of the applicable Refunded Bonds. The CUSIP number for a specific maturity is subject to being changed after the execution and delivery of the Bonds as a result of various subsequent actions including, but not limited to, a refunding in whole or in part or as a result of the procurement of secondary market portfolio insurance or other similar enhancement by investors that is applicable to all or a portion of certain maturities of the Refunded Bonds or the Bonds.

Investment of Bond Proceeds. Moneys in the Escrow Fund will be invested as described above. Moneys in the Debt Service Fund are expected to be invested through the County Investment Pool. See “APPENDIX E - KINGS COUNTY INVESTMENT POOL” attached hereto.

Redemption

Optional Redemption.* The Current Interest Bonds maturing on and before August 1, 20__ are not subject to redemption prior to their fixed maturity dates. The Current Interest Bonds maturing on and after August 1, 20__ may be redeemed prior to their respective stated maturity dates at the option of the District, from any source of funds, in whole or in part, on August 1, 20__ or on any date thereafter, at a redemption price equal to the principal amount of such Current Interest Bonds called for redemption, together with interest accrued thereon to the date fixed for redemption, without premium.

The Capital Appreciation Bonds maturing on or before August 1, 20__ are not subject to redemption prior to their stated maturity dates. The Capital Appreciation Bonds maturing on and after August 1, 20__ may be redeemed prior to their respective stated maturity dates at the option of the District, from any source of funds, in whole or in part, on August 1, 20__ or on any date thereafter, at a redemption price equal to the Accreted Value of such Capital Appreciation Bonds as of the date fixed for redemption, without premium.

Mandatory Redemption.* The Current Interest Bonds maturing on August 1, 20__ (the “Current Interest Term Bonds”), are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20__, at a redemption price equal to the principal amount thereof, together with accrued interest to the date fixed for redemption, without premium. The principal amount of such Current Interest Term Bonds to be so redeemed and the dates therefor and the final payment date is as indicated in the following table:

Year Ending (August 1)	Principal To Be Redeemed
<hr/>	
(1) Maturity.	

In the event that a portion of the Current Interest Term Bonds maturing on August 1, 20__ are optionally redeemed prior to maturity, the remaining mandatory sinking fund payments with respect thereto shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 principal amount, in respect of the portion of such Current Interest Term Bonds optionally redeemed.

The Capital Appreciation Term Bonds maturing on August 1, 20__ (the “Capital Appreciation Term Bonds”) are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20__, at a redemption price equal to the Accreted Value thereof, as of the date fixed for redemption, without premium. The Accreted Value represented by such Capital Appreciation Term Bonds to be so redeemed and the redemption dates therefor, and the final Accreted Value payment date is as indicated in the table on the following page:

* Preliminary, subject to change.

Redemption Date
(August 1)

Accreted Value

(1)

(1) Maturity.

In the event that a portion of the Capital Appreciation Term Bonds maturing on August 1, 20__ are optionally redeemed prior to maturity, the remaining mandatory sinking fund payments with respect thereto shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 Maturity Value, in respect of the portion of such Capital Appreciation Term Bonds optionally redeemed.

Selection of Bonds for Redemption. Whenever provision is made for the optional redemption of Bonds and less than all outstanding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, will select the Bonds for redemption as so directed and if not so directed, in inverse order of maturity. For the Bonds, within a maturity, the Paying Agent will select the Bonds for redemption as directed by the District, and if not so directed, by lot. Redemption by lot will be in such manner as the Paying Agent will determine; provided, however, that with respect to redemption by lot, the portion of any Bond to be redeemed in part shall be in the principal amount of \$5,000 or any integral multiple thereof.

Notice of Redemption. When redemption is authorized or required pursuant to the Resolution, upon written instruction from the District, the Paying Agent will give notice (a "Redemption Notice") of the redemption of the Bonds (or portions thereof). Each Redemption Notice will specify (a) the Bonds or designated portions thereof (in the case of redemption of the Bonds in part but not in whole) which are to be redeemed, (b) the date of redemption, (c) the place or places where the redemption will be made, including the name and address of the Paying Agent, (d) the redemption price, (e) the CUSIP numbers (if any) assigned to the Bonds to be redeemed, (f) the Bond numbers of the Bonds to be redeemed in whole or in part and, in the case of any Bond to be redeemed in part only, the portion of the principal amount or Accreted Value of such Bond to be redeemed, and (g) the original issue date, interest rate and stated maturity date of each Bond to be redeemed in whole or in part.

The Paying Agent will take the following actions with respect to each such Redemption Notice: (a) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given to the respective Owners of Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the bond register; (b) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given by (i) registered or certified mail, postage prepaid, (ii) telephonically confirmed facsimile transmission, or (iii) overnight delivery service, to the Securities Depository; and (c) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given by (i) registered or certified mail, postage prepaid, or (ii) overnight delivery service, to one of the Information Services. Such Redemption Notice shall be given to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

"Information Services" means the Municipal Securities Rulemaking Board's Electronic Municipal Market Access System; or, such other services providing information with respect to called

municipal obligations as the District may specify in writing to the Paying Agent or as the Paying Agent may select.

“Securities Depository” shall mean The Depository Trust Company, 55 Water Street, New York, New York 10041.

A certificate of the Paying Agent or the District that a Redemption Notice has been given as provided in the Resolution will be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given will affect the sufficiency of the proceedings for the redemption of the affected Bonds.

Conditional Notice of Redemption. With respect to any notice of optional redemption of Bonds (or portions thereof) as described above, unless upon the giving of such notice such Bonds (or portions thereof) shall be deemed to have been defeased as described in “—Defeasance” herein, such notice will state that such redemption will be conditional upon the receipt by an independent escrow agent selected by the District on or prior to the date fixed for such redemption of the moneys necessary and sufficient to pay the principal or Accreted Value of, and premium, if any, and interest on, such Bonds (or portions thereof) to be redeemed, and that, if such moneys shall not have been so received, said notice shall be of no force and effect, no portion of the Bonds will be subject to redemption on such date and such Bonds shall not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption will not be made and the Paying Agent will within a reasonable time thereafter (but in no event later than the date originally set for redemption) give notice, to the persons to whom and in the manner in which the Redemption Notice was given, that such moneys were not so received. In addition, the District has the right to rescind any Redemption Notice, by written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent will distribute a notice of the rescission of such Redemption Notice in the same manner as such notice was originally provided.

Partial Redemption of Bonds. Upon the surrender of any Bond redeemed in part only, the Paying Agent will execute and deliver to the Owner thereof a new Bond or Bonds of like tenor and maturity and of authorized denominations equal in principal amounts or Accreted Values to the unredeemed portion of the Bond surrendered. Such partial redemption is valid upon payment of the amount required to be paid to such Owner, and the District will be released and discharged thereupon from all liability to the extent of such payment.

Effect of Notice of Redemption. If notice of redemption is given as described above, and the moneys for the redemption (including the interest accrued to the applicable date of redemption) having been set aside as described in “—Defeasance” herein, the Bonds to be redeemed will become due and payable on such date of redemption.

If on such redemption date, moneys for the redemption of all the Bonds to be redeemed, together with interest accrued to such redemption date, shall be held in trust so as to be available therefor on such redemption date, and if Redemption Notice thereof shall have been given as described above, then from and after such redemption date, interest on the Bonds to be redeemed will cease to accrue and become payable. All money held for the redemption of Bonds will be held in trust for the account of the Owners of the Bonds so to be redeemed.

Bonds No Longer Outstanding. When any Bonds (or portions thereof), which have been duly called for redemption prior to maturity, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be held irrevocably in trust for the payment of the redemption price of such Bonds or portions thereof, and, accrued interest with respect thereto to the date

fixed for redemption, then such Bonds will no longer be deemed outstanding and will be surrendered to the Paying Agent for cancellation.

Book-Entry Only System

The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the District believes to be reliable, but the District takes no responsibility for the accuracy or completeness thereof. The District cannot and does not give any assurances that DTC, Direct Participants or Indirect Participants (as defined herein) will distribute to the Beneficial Owners (a) payments of principal, Accreted Value, interest, or premium, if any, on the Bonds, (b) certificates representing ownership interest in or other confirmation or ownership interest in the Bonds, or (c) redemption or other notices sent to DTC or Cede & Co., its nominee, as the registered Owner of the Bonds, or that they will so do on a timely basis or that DTC, Direct Participants or Indirect Participants will act in the manner described in this Official Statement. The current "Rules" applicable to DTC are on file with the Securities and Exchange Commission and the current "Procedures" of DTC to be followed in dealing with Participants are on file with DTC.

The Depository Trust Company, New York, New York, will act as securities depository for the Bonds. The Bonds will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Bond certificate will be issued for each maturity of the Bonds, each in the aggregate principal amount of such maturity, and will be deposited with DTC.

DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has an S&P (as defined herein) rating of "AA+". The DTC Rules applicable to DTC Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com. The information set forth on such website is not incorporated by reference herein.

Purchases of the Bonds under the DTC system must be made by or through Direct Participants, which will receive a credit for the Bonds on DTC's records. The ownership interest of each Beneficial Owner is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Bonds are to be accomplished by entries made on the

books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in the Bonds, except in the event that use of the book-entry system for the Bonds is discontinued.

To facilitate subsequent transfers, all Bonds deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Bonds with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not effect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Bonds; DTC's records reflect only the identity of the Direct Participants to whose accounts such Bonds are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Bonds may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Bonds, such as redemptions, defaults, and proposed amendments to the Resolution. For example, Beneficial Owners of Bonds may wish to ascertain that the nominee holding the Bonds for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.

Redemption notices shall be sent to DTC. If less than all of the Bonds within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to the Bonds unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to the District as soon as possible after the Record Date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Bonds are credited on the record date (identified in a listing attached to the Omnibus Proxy).

Redemption proceeds and distributions on the Bonds will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from the District or the Paying Agent, on the payable date in accordance with their respective holdings shown on DTC's records. Payments by DTC Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, the Paying Agent, or the District, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds or distributions to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of the District or the Paying Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

For every transfer and exchange of Bonds, Owners requesting such transfer or exchange may be charged a sum sufficient to cover any tax, governmental charge or transfer fees that may be imposed in relation thereto, which charge may include transfer fees imposed by the Paying Agent, DTC or the DTC Participants in connection with such transfers or exchanges.

DTC may discontinue providing its services as depository with respect to the Bonds at any time by giving reasonable notice to the District or the Paying Agent. Under such circumstances, in the event that a successor depository is not obtained, Bond certificates are required to be printed and delivered.

The District may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Bond certificates will be printed and delivered to the Owners thereof.

The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the District believes to be reliable, but the District takes no responsibility for the accuracy thereof.

Discontinuation of Book-Entry Only System; Payment to Beneficial Owners

So long as any of the Bonds remain outstanding, the District will cause the Paying Agent to maintain at its designated office all books and records necessary for the registration, exchange and transfer of such Bonds, which shall at all times be open to inspection by the District, and, upon presentation for such purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, register, exchange or transfer or cause to be registered, exchanged or transferred, on said books, Bonds as provided in the Resolution.

In the event that the book-entry system as described herein is no longer used with respect to the Bonds, the following provisions will govern the payment, registration, transfer, exchange and replacement of the Bonds.

The principal and Accreted Value of, as well as premium, if any, and interest on the Bonds upon the redemption thereof prior to the maturity will be payable in lawful money of the United States of America upon presentation and surrender of the Bonds at the designated office of the Paying Agent. Interest on the Bonds will be paid by the Paying Agent by wire transfer to the bank and account number on file with the Paying Agent as of the Record Date.

Any Bond may be exchanged for Bonds of like series, tenor, maturity and Transfer Amount (which with respect to any outstanding Bonds means the principal amount or Maturity Value thereof, as applicable) upon presentation and surrender at the designated office of the Paying Agent, together with a request for exchange signed by the registered Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Bond may be transferred on the Bond Register only upon presentation and surrender of such Bond at the designated office of the Paying Agent, together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent shall complete, authenticate and deliver a new bond or bonds of like tenor, and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Bond surrendered and bearing or accruing interest at the same rate and maturing on the same date. Current Interest Bonds and Capital Appreciation Bonds may not be exchanged for one another.

Neither the District nor the Paying Agent will be required to (a) issue or transfer any Bonds during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Bonds to be redeemed and ending with the close of business on the Bond Payment Date, or any day on which the applicable Redemption Notice is given, or (b) transfer any Bonds which have been selected or called for redemption in whole or in part.

Defeasance

All or any portion of the outstanding maturities of the Bonds may be defeased prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which together with amounts transferred from the Debt Service Fund, if any, is sufficient to pay all such Bonds outstanding and designated for defeasance (including all principal and Accreted Value thereof, interest thereon and redemption premium, if any) at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations together with amounts transferred from the Debt Service Fund, if any, and any other cash, if required, in such amount as will, together with interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Bonds outstanding and designated for defeasance (including all principal and Accreted Value thereof, interest thereon and redemption premium, if any) at or before their maturity date;

then, notwithstanding that any of such Bonds shall not have been surrendered for payment, all obligations of the District with respect to all such designated outstanding Bonds shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) above, to the Owners of the Bonds not so surrendered and paid all sums due with respect thereto.

“Government Obligations” means direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), and obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (a) a bank or trust company acts as custodian and holds the underlying United States obligations; (b) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (c) the underlying United States obligations are held in a special account, segregated from the custodian’s general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by either S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC (“S&P”) or Moody’s Investors Service (“Moody’s”).

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ESTIMATED SOURCES AND USES OF FUNDS

The proceeds of the Bonds are expected to be applied as follows:

Sources of Funds

Principal Amount of the Bonds
[Net] Original Issue Premium
Total Sources

Uses of Funds

Deposit to Debt Service Fund
Deposit to Escrow Fund
Underwriting Discount
Costs of Issuance⁽¹⁾
Total Uses

⁽¹⁾ Includes all costs of issuance to be paid from the proceeds of the Bonds, including but not limited to the legal fees, municipal advisory fees, printing costs, rating agency fees, and the costs and fees of the Paying Agent, Escrow Agent and Verification Agent.

TAX BASE FOR REPAYMENT OF BONDS

The information in this section describes ad valorem property taxation, assessed valuation, and other measures of the tax base of the District. The Bonds are payable solely from ad valorem property taxes levied and collected by the Counties on taxable property in the District, which taxes are unlimited as to rate or amount. The District's general fund is not a source for the repayment of the Bonds.

Ad Valorem Property Taxation

District property taxes are assessed and collected by the Counties at the same time and on the same tax rolls as county, city and special district property taxes. Assessed valuations are the same for both District and county taxing purposes.

Taxes are levied for each fiscal year on taxable real and personal property which is located in the District as of the preceding January 1. For assessment and collection purposes, property is classified either as "secured" or "unsecured" and is listed accordingly on separate parts of the assessment roll. The "secured roll" is that part of the assessment roll containing State assessed public utilities property and real property having a tax lien which is sufficient, in the opinion of the assessor, to secure payment of the taxes. Other property is assessed on the "unsecured roll." Unsecured property comprises certain property not attached to land such as personal property or business property. Boats and airplanes are examples of such property. Unsecured property is assessed on the "unsecured roll." A supplemental roll is developed when property changes hands or new construction is completed. The Counties each levy and collect all property taxes for property falling within their respective taxing boundaries.

The valuation of secured property is established as of January 1 and is subsequently enrolled in August. Property taxes on the secured roll are payable in two installments, due November 1 and February 1 of the calendar year. If unpaid, such taxes become delinquent on December 10 and April 10, respectively, and a 10% penalty attaches to any delinquent installment plus any additional amount determined by the tax collecting authority of each county. After the second installment of taxes on the secured roll is delinquent, the tax collector shall collect a cost of \$10 for preparing the delinquent tax records and giving notice of delinquency. Property on the secured roll with delinquent taxes is declared tax-defaulted on July 1 of the calendar year. Such property may thereafter be redeemed, until the right of redemption is terminated, by payment of the delinquent taxes and the delinquency penalty, plus a \$15

redemption fee and a redemption penalty of 1.5% per month to the time of redemption. If taxes are unpaid for a period of five years or more, the property is subject to sale by the respective tax collecting authority of the Counties.

Property taxes on the unsecured roll as of July 31 become delinquent if they are not paid by August 31 and are thereafter subject to a delinquent penalty of 10%. Taxes added to the unsecure tax roll after July 31, if unpaid are delinquent and subject to a penalty of 10% on the last day of the month succeeding the month of enrollment. In the case of unsecured property taxes, an additional penalty of 1.5% per month begins to accrue when such taxes remain unpaid on the last day of the second month after the 10% penalty attaches. The taxing authority has four ways of collecting unsecured personal property taxes: (1) a civil action against the assessee; (2) filing a certificate in the office of the county clerk specifying certain facts in order to obtain a judgment lien on specific property of the assessee; (3) filing a certificate of delinquency for record in the county recorder's office in order to obtain a lien on specified property of the assessee; and (4) seizure and sale of personal property, improvements or possessory interests belonging or assessed to the assessee. See also "– Tax Levies, Collections and Delinquencies" herein.

State law exempts from taxation \$7,000 of the full cash value of an owner-occupied dwelling, but this exemption does not result in any loss of revenue to local agencies, since the State reimburses local agencies for the value of the exemptions.

All property is assessed using full cash value as defined by Article XIII A of the State Constitution. State law provides exemptions from ad valorem property taxation for certain classes of property such as churches, colleges, non-profit hospitals, and charitable institutions.

Assessed valuation growth allowed under Article XIII A (new construction, certain changes of ownership, 2% inflation) is allocated on the basis of "situs" among the jurisdictions that serve the tax rate area within which the growth occurs. Local agencies, including K-14 school districts (as defined herein), share the growth of "base" revenues from the tax rate area. Each year's growth allocation becomes part of each agency's allocation in the following year.

Assessed Valuations

The assessed valuation of property in the District is established by the tax assessing authority for the county in which such property is located, except for public utility property which is assessed by the State Board of Equalization (the "SBE"). Assessed valuations are reported at 100% of the "full cash value" of the property, as defined in Article XIII A of the California Constitution. For a discussion of how properties currently are assessed, see "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS" herein. Certain classes of property, such as churches, colleges, not-for-profit hospitals, and charitable institutions, are exempt from property taxation and do not appear on the tax rolls.

The tables on the following page shows a 10-year history of assessed valuations in the District, as of the date the equalized assessment tax roll is established in August of each year, excluding any exemptions granted after such date in each year.

ASSESSED VALUATIONS
Fiscal Years 2015-16 through 2025-26
Hanford Joint Union High School District

Kings County Portion

	<u>Local Secured</u>	<u>Utility</u>	<u>Unsecured</u>	<u>Total</u>	<u>% Change</u>
2016-17	\$5,131,220,717	\$49,947,927	\$249,898,042	\$5,431,066,686	--
2017-18	5,407,441,376	39,262,107	250,637,165	5,697,340,648	4.90
2018-19	5,635,590,345	29,962,107	291,210,379	5,956,762,831	4.55
2019-20	5,917,581,502	18,962,107	350,466,216	6,287,009,825	5.54
2020-21	6,196,156,420	17,062,107	392,852,646	6,606,071,173	5.07
2021-22	6,475,814,224	16,107,668	376,639,070	6,868,560,962	3.97
2022-23	6,778,624,565	19,007,668	463,432,818	7,261,065,051	5.71
2023-24	7,348,430,043	17,407,668	674,030,812	8,039,868,523	10.73
2024-25	7,982,838,990	19,207,668	688,527,993	8,690,574,651	8.09
2025-26	8,279,675,462	14,687,567	879,638,655	9,174,001,684	5.56

Tulare County Portion

	<u>Local Secured</u>	<u>Utility</u>	<u>Unsecured</u>	<u>Total</u>	<u>% Change</u>
2016-17	\$49,991,112	0	\$11,183,093	\$61,174,205	--
2017-18	51,682,162	0	11,532,373	63,214,535	3.34
2018-19	54,398,417	0	11,116,120	65,514,537	3.64
2019-20	56,748,634	0	10,951,862	67,700,496	3.34
2020-21	57,972,050	0	10,866,530	68,838,580	1.68
2021-22	61,414,149	0	12,007,954	73,422,103	6.66
2022-23	67,811,651	0	18,331,224	86,142,875	17.33
2023-24	69,354,008	0	21,320,178	90,674,186	5.26
2024-25	73,693,705	0	21,198,570	94,892,275	4.65
2025-26	76,127,753	0	25,017,431	101,145,184	6.59

Total District

	<u>Local Secured</u>	<u>Utility</u>	<u>Unsecured</u>	<u>Total</u>	<u>% Change</u>
2016-17	\$5,181,211,829	\$49,947,927	\$261,081,135	\$5,492,240,891	--
2017-18	5,459,123,538	39,262,107	262,169,538	5,760,555,183	4.89
2018-19	5,689,988,762	29,962,107	302,326,499	6,022,277,368	4.54
2019-20	5,974,330,136	18,962,107	361,418,078	6,354,710,321	5.52
2020-21	6,254,128,470	17,062,107	403,719,176	6,674,909,753	5.04
2021-22	6,537,228,373	16,107,668	388,647,024	6,941,983,065	4.00
2022-23	6,846,436,216	19,007,668	481,764,042	7,347,207,926	5.84
2023-24	7,417,784,051	17,407,668	695,350,990	8,130,542,709	10.66
2024-25	8,056,532,695	19,207,668	709,726,563	8,785,466,926	8.06
2025-26	8,355,803,215	14,687,567	904,656,086	9,275,146,868	5.57

Source: California Municipal Statistics, Inc.; Percent change figures provided by the Municipal Advisor.

Economic and other factors beyond the District's control, such as a general market decline in real property values, the outbreak of disease, disruption in financial markets that may reduce the availability of financing for purchasers of property, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by the State and local agencies and property used for qualified education, hospital, charitable or religious purposes), or the complete or partial destruction of the taxable property caused by a natural or manmade disaster, such as earthquake, drought, flood, fire, wildfire, sea level rise, or toxic contamination, could cause a reduction in the assessed value of taxable property within the District. Any such reduction would result in a corresponding increase in the annual tax rate levied by the Counties to pay the debt service with respect to the Bonds. See "THE BONDS – Security and Sources of Payment" herein.

Adverse Impacts of Tariffs. The current presidential administration has sought to alter the international trading landscape through the use of widespread tariffs. If tariffs are implemented, certain impacted countries that have been impacted by the tariffs may respond with reciprocal tariffs on imports of U.S.-made goods. The international escalation of tariffs may cause significant disruptions in local, State and national economies, including immediate material impacts to industries heavily integrated into international trade. No assurances can be made that the escalation of tariffs will not materially adversely impact the local, State or national economies or the assessed valuation of property within the District, including the assessed valuation of the top taxpayers in the District, or the ability of taxpayers within the District to pay property taxes.

Seismic Events. The District is located in a seismically active region of the State. An earthquake of large magnitude could result in extensive damage to property within the District and could adversely affect the assessed valuation of property within the District, or more generally the region's economy. The Local Hazard Mitigation Plan for the City of Hanford, dated December 2012 (the "Hazard Mitigation Plan"), identifies the hazard risk in Hanford as moderate, noting that the City of Hanford has a large number of older community buildings of unreinforced masonry construction that are vulnerable to ground shaking.

Drought. California has experienced cyclical severe drought conditions over the past several years. In April 2021, the Governor announced regional drought emergencies in two Northern California counties following two years of dry conditions. These drought emergencies were eventually expanded to include all California counties by October of 2021. Among other actions, the Governor also issued Executive Order N0-27-22, which directed the State Water Control Board to issue drought declarations, including a recommendation to have urban water suppliers initiate water shortage contingency plans. Significant snowfall and precipitation in the State commencing in late 2022 and early 2023 generally eliminated most of the State's drought conditions. On March 24, 2023, the Governor rescinded most of his emergency drought declarations, including Executive Order N0-27-22. According to the U.S. Drought Monitor, as of April 23, 2026, the entirety of the County is classified as having no drought conditions, while 72.73% of Tulare County is classified in the abnormally dry category and 27.27% of Tulare County is classified as having no drought conditions. The District cannot predict if there will be future drought conditions and related water usage restrictions imposed in the future. The District can also make no representations regarding to the extent to which recent significant snowfall and precipitation, or any future winter storm activity or related rainfall, mudslides or flooding conditions, may impact District facilities or the assessed value of taxable property within the District.

Floods. The Federal Emergency Management Agency produces Flood Insurance Rate Maps that show that portions of the District are in a 100-year floodplain. A 100-year floodplain is an area expected to be inundated during a flood event of the magnitude for which there is a 1-in-100 probability of occurrence in any year. While the City of Hanford is not considered to be in an area classified as high risk for flooding by the Federal Emergency Management Agency, large portions of the County are classified as such. Due to the significant snowfall and precipitation in the State commencing in January

2023, flooding occurred in the County, which resulted in the County, as well as the State declaring a state of emergency in the County. The economic impact of the flooding in the County, included the destruction of 41% of the County's estimated \$2.43 billion in crop value in that year, plus an additional \$1 billion in additional damages.

Wildfires. Major wildfires have occurred in recent years in different regions of the State, including significant fires throughout the fall of 2020, the summer of 2021, and the winter of 2025. The District did not sustain any property losses as a result of these recent fires. However, serious and significant property damage has resulted in other areas of the State due to fire damage. The Governor has previously signed a number of measures into law intended to address a variety of issues related to mitigating the risk of wildfires, including forest management, mutual aid for fire departments, emergency alerts and other safety mandates.

Climate Change. In addition to the events described above, climate change caused by human activities may have adverse effects on the assessed value of property within the District. As greenhouse gas emissions continue to accumulate in the atmosphere as a result of economic activity, many scientists expect that climate change will intensify, increasing the frequency, severity and timing of extreme weather events such as coastal storm surges, droughts, wildfires, floods, heat waves, and rising sea levels. See also “—Drought”, “Floods”, and “—Wildfires” above. Projections of the impact of global climate change are complex and depend on a variety of factors outside of the District's control. The various scientific studies that forecast the amount and timing of adverse impacts of climate change are based on assumptions contained in such studies, but actual events may vary materially. In addition, the scientific understanding of climate change and its effects continues to evolve. Accordingly, the District is unable to forecast with certainty when or if adverse impacts of climate change will occur or the extent of such impacts.

Appeals and Adjustments of Assessed Valuations. Under State law, property owners may apply for a reduction of their property tax assessment by filing a written application, in form prescribed by the State Board of Equalization (the “SBE”), with the appropriate county board of equalization or assessment appeals board. In most cases, the appeal is filed because the applicant believes that present market conditions (such as residential home prices) cause the property to be worth less than its current assessed value. Any reduction in the assessment ultimately granted as a result of such appeal applies to the year for which application is made and during which the written application was filed. Such reductions are subject to yearly reappraisals and may be adjusted back to their original values when market conditions improve. Once the property has regained its prior value, adjusted for inflation, it once again is subject to the annual inflationary factor growth rate allowed under Article XIII A. See “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution” herein.

A second type of assessment appeal involves a challenge to the base year value of an assessed property. Appeals for reduction in the base year value of an assessment, if successful, reduce the assessment for the year in which the appeal is taken and prospectively thereafter. The base year is determined by the completion date of new construction or the date of change of ownership. Any base year appeal must be made within four years of the change of ownership or new construction date.

In addition to the above-described taxpayer appeals, county assessors may independently reduce assessed valuations based on changes in the market value of property, or for other factors such as the complete or partial destruction of taxable property caused by natural or man-made disasters such as earthquakes, drought, floods, fire, or toxic contamination pursuant to relevant provisions of the State Constitution. See also “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution” herein. Such reductions are subject to yearly reappraisals by the county assessor and may be adjusted

back to their original values when real estate market conditions improve. Once property has regained its prior assessed value, adjusted for inflation, it once again is subject to the annual inflationary growth rate factor allowed under Article XIII A.

No assurance can be given that property tax appeals or actions by the county assessor in the future will not significantly reduce the assessed valuation of property within the District.

Assembly Bill 102. On June 27, 2017, the Governor signed into law Assembly Bill 102 (“AB 102”). AB 102 restructures the functions of the SBE and creates two new separate agencies: (i) the California Department of Tax and Fee Administration, and (ii) the Office of Tax Appeals. Under AB 102, the California Department of Tax and Fee Administration will take over programs previously in the SBE Property Tax Department, such as the Tax Area Services Section, which is responsible for maintaining all property tax-rate area maps and for maintaining special revenue district boundaries. Under AB 102, the SBE will continue to perform the duties assigned by the State Constitution related to property taxes, however, beginning January 1, 2018, the SBE will only hear appeals related to the programs that it constitutionally administers and the Office of Tax Appeals will hear appeals on all other taxes and fee matters, such as sales and use tax and other special taxes and fees. AB 102 obligates the Office of Tax Appeals to adopt regulations as necessary to carry out its duties, powers, and responsibilities. No assurances can be given as to the effect of such regulations on the appeals process or on the assessed valuation of property within the District.

Assessed Valuation by Land Use. The table on the following page shows the distribution of taxable property within the District by principal use, as measured by assessed valuation and parcels in fiscal year 2025-26.

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ASSESSED VALUATION AND PARCELS BY LAND USE
Fiscal Year 2025-26
Hanford Joint Union High School District

	2025-26	% of	No. of	% of
<u>Non-Residential:</u>	<u>Assessed Valuation</u>⁽¹⁾	<u>Total</u>	<u>Parcels</u>	<u>Total</u>
Agricultural/Rural	\$1,420,812,601	17.00%	2,481	9.61%
Commercial/Office	852,696,302	10.20	825	3.20
Vacant Commercial	8,148,636	0.10	78	0.30
Industrial	609,713,877	7.30	533	2.06
Government/Social/Institutional	47,687,519	0.57	134	0.52
Miscellaneous	<u>7,289,043</u>	<u>0.09</u>	<u>225</u>	<u>0.87</u>
Subtotal Non-Residential	\$2,946,347,978	35.26%	4,276	16.56%
<u>Residential:</u>				
Single Family Residence	\$4,589,402,458	54.92%	18,294	70.85%
Condominium	29,982,618	0.36	248	0.96
Rural Residential	375,662,539	4.50	1,261	4.88
Mobile Home	21,470,803	0.26	563	2.18
Mobile Home Park	20,470,708	0.24	8	0.03
2-4 Residential Units	71,891,251	0.86	261	1.01
5+ Residential Units/Apartments	259,772,245	3.11	195	0.76
Miscellaneous Residential	2,263,025	0.03	18	0.07
Vacant Residential	<u>38,539,590</u>	<u>0.46</u>	<u>695</u>	<u>2.69</u>
Subtotal Residential	\$5,409,455,237	64.74%	21,543	83.44%
Total	\$8,355,803,215	100.00%	25,819	100.00%

⁽¹⁾ Local secured assessed valuation; excluding tax-exempt property.
Source: California Municipal Statistics, Inc.

Assessed Valuation by Jurisdiction. The following table shows a per-parcel analysis of the distribution of taxable property within the District by jurisdiction for fiscal year 2025-26.

ASSESSED VALUATION BY JURISDICTION
Fiscal Year 2025-26
Hanford Joint Union High School District

	Assessed Valuation	% of	Assessed Valuation	% of Jurisdiction
<u>Jurisdiction:</u>	<u>in District</u>	<u>District</u>	<u>of Jurisdiction</u>	<u>in District</u>
City of Hanford	\$6,431,901,587	69.35%	\$6,431,901,587	100.00%
Unincorporated Kings County	2,742,100,097	29.56	6,168,354,053	44.45
Unincorporated Tulare County	<u>101,145,184</u>	<u>1.09</u>	19,624,620,520	0.52
Total District	\$9,275,146,868	100.00%		
<u>Summary by County:</u>				
Kings County	\$9,174,001,684	98.91%	\$16,409,237,706	55.91%
Tulare County	<u>101,145,184</u>	<u>1.09</u>	53,233,875,278	0.19
Total District	\$9,275,146,868	100.00%		

Source: California Municipal Statistics, Inc.

Assessed Valuation of Single Family Homes. The following table shows the distribution of single family homes within the District among various fiscal year 2025-26 assessed valuation ranges, as well as the average and median assessed valuation of single family homes within the District.

ASSESSED VALUATION OF SINGLE FAMILY HOMES
Fiscal Year 2025-26
Hanford Joint Union High School District

	<u>No. of Parcels</u>	<u>2025-26 Assessed Valuation</u>	<u>Average Assessed Valuation</u>	<u>Median Assessed Valuation</u>
Single Family Residential	18,294	\$4,589,402,458	\$250,869	\$235,591

<u>2025-26 Assessed Valuation</u>	<u>No. of Parcels⁽¹⁾</u>	<u>% of Total</u>	<u>Cumulative % of Total</u>	<u>Total Valuation</u>	<u>% of Total</u>	<u>Cumulative % of Total</u>
\$0 - \$24,999	166	0.907%	0.907%	\$3,024,605	0.066%	0.066%
25,000 - 49,999	429	2.345	3.252	16,966,843	0.370	0.436
50,000 - 74,999	729	3.985	7.237	45,577,963	0.993	1.429
75,000 - 99,999	989	5.406	12.643	87,656,722	1.910	3.339
100,000 - 124,999	1,228	6.713	19.356	137,985,684	3.007	6.345
125,000 - 149,999	1,296	7.084	26.440	178,339,534	3.886	10.231
150,000 - 174,999	1,290	7.051	33.492	209,430,978	4.563	14.795
175,000 - 199,999	1,289	7.046	40.538	241,557,957	5.263	20.058
200,000 - 224,999	1,213	6.631	47.168	257,442,734	5.610	25.667
225,000 - 249,999	1,198	6.549	53.717	284,893,280	6.208	31.875
250,000 - 274,999	1,249	6.827	60.544	327,297,295	7.132	39.007
275,000 - 299,999	1,179	6.445	66.989	338,224,490	7.370	46.376
300,000 - 324,999	992	5.423	72.412	309,419,928	6.742	53.118
325,000 - 349,999	922	5.040	77.452	311,556,327	6.789	59.907
350,000 - 374,999	854	4.668	82.120	309,660,998	6.747	66.654
375,000 - 399,999	824	4.504	86.624	319,200,244	6.955	73.609
400,000 - 424,999	634	3.466	90.090	261,153,691	5.690	79.300
425,000 - 449,999	454	2.482	92.571	198,470,087	4.325	83.624
450,000 - 474,999	324	1.771	94.342	149,504,013	3.258	86.882
475,000 - 499,999	251	1.372	95.714	122,046,685	2.659	89.541
500,000 and greater	784	4.286	100.000	479,992,400	10.459	100.000
	18,294	100.000%		\$4,589,402,458	100.000%	

⁽¹⁾ Improved single family residential parcels. Excludes condominiums and parcels with multiple family units.
Source: California Municipal Statistics, Inc.

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Tax Levies, Collections and Delinquencies

Property taxes on the secured roll are due in two installments, November 1 and February 1 of the calendar year, and if unpaid, become delinquent after December 10 and April 10, respectively. A 10% penalty attaches to any delinquent installment plus a minimum \$10 cost on the second installment, plus any additional amount determined by the tax collecting authority of each of the counties. See “— *Ad Valorem Property Taxation*” herein.

Pursuant to Revenue and Taxation Code Section 4985.2, a tax collector may cancel any penalty, costs or other charges resulting from tax delinquency upon a finding that the late payment is due to reasonable cause and circumstances beyond the taxpayer’s control, and occurred notwithstanding the exercise of ordinary care in the absence of willful neglect, provided the property taxes are paid within four fiscal years of such taxes coming due.

The following table shows secured *ad valorem* property tax levies within the District, and amounts delinquent as of June 30, for fiscal years 2015-16 through 2024-25.

SECURED TAX CHARGES AND DELINQUENCIES – BOND DEBT SERVICE LEVY

Fiscal Years 2015-16 through 2024-25

Hanford Joint Union High School District

<u>Kings County Portion</u>			
<u>Fiscal Year</u>	<u>Secured Tax Charge⁽¹⁾</u>	<u>Amount Delinquent June 30</u>	<u>Percent Delinquent June 30</u>
2015-16	\$2,857,259.77	\$25,635.82	0.90%
2016-17	2,773,443.12	27,629.83	1.00
2017-18	2,806,965.64	38,802.57	1.38
2018-19	3,094,422.92	60,290.12	1.95
2019-20	3,186,602.95	57,764.94	1.81
2020-21	3,179,887.30	50,529.10	1.59
2021-22	2,967,081.04	45,995.92	1.55
2022-23	3,148,916.40	46,585.34	1.48
2023-24	3,051,214.47	48,806.07	1.60
2024-25	3,561,377.12	50,115.46	1.41

<u>Tulare County Portion</u>			
<u>Fiscal Year</u>	<u>Secured Tax Charge⁽¹⁾</u>	<u>Amount Delinquent June 30</u>	<u>Percent Delinquent June 30</u>
2015-16	\$28,506.86	\$405.56	1.42%
2016-17	27,938.32	770.76	2.76
2017-18	26,727.20	371	1.39
2018-19	30,912.78	964.28	3.12
2019-20	31,590.32	1,118.44	3.54
2020-21	28,858.36	131.67	0.46
2021-22	29,691.83	312.02	1.05
2022-23	32,501.09	485.39	1.49
2023-24	30,084.52	1,514.67	5.03
2024-25	34,453.10	631.75	1.83

⁽¹⁾ The District’s general obligation bond debt service levy only.

Source: *California Municipal Statistics, Inc.*

Property tax delinquencies may be impacted by economic and other factors beyond the District's or the Counties' control, including the ability or willingness of property owners to pay property taxes during an economic recession or depression. An economic recession or depression could be caused by many factors outside the control of the District, including high interest rates, reduced consumer confidence, reduced real wages or reduced economic activity as a result a natural or manmade disaster. However, State law requires the Counties to levy *ad valorem* property taxes sufficient to pay the Bonds when due.

Alternative Method of Tax Apportionment - "Teeter Plan"

Certain counties in the State of California operate under a statutory program entitled Alternative Method of Distribution of Tax Levies and Collections and of Tax Sale Proceeds (the "Teeter Plan"). Under the Teeter Plan, local taxing entities receive 100% of their tax levies net of delinquencies, but do not receive interest or penalties on delinquent taxes collected by the county. **The County has not adopted the Teeter Plan, while Tulare County has discontinued the Teeter Plan. Consequently the Teeter Plan is not available to local taxing entities within the Counties, such as the District. The District's receipt of property taxes from real property within the Counties is therefore subject to delinquencies.**

Tax Rates

A representative tax rate area ("TRA") located within the District is TRA 2-006. The table below summarizes the total *ad valorem* tax rates, as a percentage of assessed valuation, levied by all taxing entities in this TRA during the five-year period from fiscal years 2021-22 through 2025-26.

SUMMARY OF *AD VALOREM* PROPERTY TAX RATES Fiscal Years 2021-22 through 2025-26 Hanford Joint Union High School District

Typical Tax Rate per \$100 of Assessed Valuation: TRA 2-006⁽¹⁾

	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>
General Tax Rate	1.000000%	1.000000%	1.000000%	1.000000%	1.000000%
Hanford Elementary School District	.039405	.041161	.024209	.022559	.023897
Hanford Joint Union High School District	.046241	.046683	.041559	.044956	.061521
College of Sequoias Hanford Campus I.D. #1	<u>.015000</u>	<u>.015000</u>	<u>.015000</u>	<u>.015000</u>	<u>.015000</u>
Total Tax Rate	1.100646%	1.102844%	1.080768%	1.082515%	1.100418%

⁽¹⁾ The fiscal year 2025-26 assessed valuation of TRA 2-006 is \$563,320,333 which is 6.07% of the District's total assessed valuation.

Source: *California Municipal Statistics, Inc.*

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Principal Taxpayers

The more property (by assessed value) which is owned by a single taxpayer within the District, the greater amount of tax collections that are exposed to weaknesses in such a taxpayer's financial situation and ability or willingness to pay property taxes. The following table lists the 20 largest local secured taxpayers in the District in terms of their fiscal year 2025-26 secured assessed valuations. Each taxpayer listed below is a name listed on the tax rolls. The District cannot make any representation as to whether individual persons, corporations or other organizations are liable for tax payments with respect to multiple properties held in various names that in aggregate may be larger than is suggested by the table below:

LARGEST LOCAL SECURED TAXPAYERS Fiscal Year 2025-26 Hanford Joint Union High School District

	<u>Property Owner</u>	<u>Primary Land Use</u>	<u>2025-26 Assessed Valuation</u>	<u>% of Total⁽¹⁾</u>
1.	Nichols Pistachio	Food Processing	\$86,445,056	1.03%
2.	Morning Star Kings LLC	Food Processing	54,768,689	0.66
3.	Tessenderlo Kerley Inc.	Industrial	40,002,880	0.48
4.	Centennial-Hanford Center	Shopping Center	37,360,563	0.45
5.	Edgewater Isle Apartments LLC	Apartments	36,227,912	0.43
6.	Baker Rendering Corp.	Industrial	33,975,413	0.41
7.	Zonneveld Dairies Inc.	Agricultural	30,848,837	0.37
8.	545 Centennial LP	Apartments	29,757,102	0.36
9.	Marquez Investment Group LLC	Food Processing	29,069,421	0.35
10.	Wal-Mart Real Estate Business Trust	Commercial	28,054,065	0.34
11.	Bels Poultry LLC	Industrial – Feed Mill	27,301,704	0.33
12.	Lansing LLC	Agricultural	25,416,627	0.30
13.	Warmerdam Land Co. LP	Agricultural	25,361,212	0.30
14.	Costco Wholesale Corporation	Commercial	24,809,057	0.30
15.	10701 Idaho Owner LLC	Industrial	23,970,000	0.29
16.	Santokh S. and Arpinder K. Toor Trust	Agricultural	23,961,803	0.29
17.	Te Velde Family Trust	Agricultural	22,128,684	0.26
18.	Hood Packaging Corp	Industrial	21,761,840	0.26
19.	River Ranch Farms LLC	Agricultural	21,463,471	0.26
20.	Jon and Valerie Keller	Auto Dealership	<u>20,610,987</u>	<u>0.25</u>
			\$643,295,323	7.70%

⁽¹⁾ The fiscal year 2025-26 local secured assessed valuation of the District was \$8,355,803,215.

Source: California Municipal Statistics, Inc.

Statement of Direct and Overlapping Debt

Set forth on the following page is a direct and overlapping debt report (the "Debt Report") prepared by California Municipal Statistics, Inc., effective as of April 1, 2026, for debt outstanding as of April 1, 2026. The Debt Report is included for general information purposes only. The District has not reviewed the Debt Report for completeness or accuracy and makes no representation in connection therewith.

The Debt Report generally includes long-term obligations sold in the public credit markets by public agencies whose boundaries overlap the boundaries of the District in whole or in part. Such long-term obligations generally are not payable from revenues of the District (except as indicated) nor are they necessarily obligations secured by land within the District. In many cases long-term obligations issued by a public agency are payable only from the general fund or other revenues of such public agency.

The table shows the percentage of each overlapping entity's assessed value located within the boundaries of the District. The table also shows the corresponding portion of the overlapping entity's existing debt payable from property taxes levied within the District. The total amount of debt for each overlapping entity is not given in the table.

The first column in the table names each public agency which has outstanding debt as of the date of the report and whose territory overlaps the District in whole or in part. The second column shows the percentage of each overlapping agency's assessed value located within the boundaries of the District. This percentage, multiplied by the total outstanding debt of each overlapping agency (which is not shown in the table) produces the amount shown in the third column, which is the apportionment of each overlapping agency's outstanding debt to taxable property in the District.

**STATEMENT OF DIRECT AND OVERLAPPING DEBT
Hanford Joint Union High School District**

2025-26 Assessed Valuation: \$9,275,146,868

<u>DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT:</u>	<u>% Applicable</u>	<u>Debt 4/1/26</u>
College of Sequoias Hanford Campus Improvement District No. 1	100.000%	\$ 11,276,400
Hanford Joint Union High School District	100.000	50,184,830⁽¹⁾
Armona Union School District	100.000	11,598,712
Hanford School District	100.000	28,760,000
Pioneer Union School District	100.000	11,330,455
Corcoran Hospital District	9.106	987,185
Tulare Local Healthcare District	0.463	<u>619,934</u>
TOTAL DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT		\$114,757,516
 <u>DIRECT AND OVERLAPPING GENERAL FUND DEBT:</u>		
Kings County General Fund Obligations	55.908%	\$2,261,479
Tulare County Certificates of Participation	0.190	57,950
Tulare County Pension Obligation Bonds	0.190	337,716
Tulare County Office of Education Certificates of Participation	0.190	60,363
Hanford Joint Union High School District Certificates of Participation	100.000	17,040,000
Kings River-Hardwick Union School District Certificates of Participation	100.000	3,655,000
Pioneer Union School District Certificates of Participation	100.000	4,330,000
City of Hanford General Fund and Pension Obligation Bonds	100.000	<u>29,916,000</u>
TOTAL DIRECT AND OVERLAPPING GENERAL FUND DEBT		\$57,658,508
 COMBINED TOTAL DEBT		 \$172,416,024⁽²⁾

Ratios to 2025-26 Assessed Valuation:

Direct Debt (\$50,184,830).....	0.54%
Total Direct and Overlapping Tax and Assessment Debt.....	1.24%
Combined Direct Debt (\$67,224,830).....	0.72%
Combined Total Debt	1.86%

⁽¹⁾ Excludes the Bonds as described herein and includes the Refunded Bonds.

⁽²⁾ Excludes tax and revenue anticipation notes, enterprise revenue, mortgage revenue and non-bonded capital lease obligations.

Source: California Municipal Statistics, Inc

CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS

The principal and Accreted Value of and interest on the Bonds are payable from the proceeds of an ad valorem property tax levied by the Counties on taxable property within the District for the payment thereof. See “THE BONDS – Security and Sources of Payment” herein. Articles XIII A, XIII B, XIII C and XIII D of the State Constitution, Propositions 98 and 111, and certain other provisions of law discussed below, are included in this section to describe the potential effect of these Constitutional and statutory measures on the ability of the Counties to levy taxes on behalf of the District and the District to spend tax proceeds for operating and other purposes, and it should not be inferred from the inclusion of such materials that these laws impose any limitation on the ability of the Counties to levy taxes for payment of the Bonds. The tax levied by the Counties for payment of the Bonds was approved by the District’s voters in compliance with Article XIII A, Article XIII C, and all applicable laws.

Article XIII A of the California Constitution

Article XIII A of the State Constitution (“Article XIII A”) limits the amount of *ad valorem* property taxes on real property to 1% of “full cash value” as determined by the county assessor. Article XIII A defines “full cash value” to mean “the county assessor’s valuation of real property as shown on the 1975-76 bill under “full cash value,” or thereafter, the appraised value of real property when purchased, newly constructed or a change in ownership has occurred after the 1975 assessment,” subject to exemptions in certain circumstances of property transfer or reconstruction. Determined in this manner, the full cash value is also referred to as the “base year value.” The “full cash value” is subject to annual adjustment to reflect increases, not to exceed 2% for any year, or decreases in the consumer price index or comparable local data, or to reflect reductions in property value caused by damage, destruction or other factors.

Article XIII A has been amended to allow for temporary reductions of assessed value in instances where the fair market value of real property falls below the adjusted base year value described above. Proposition 8—approved by the voters in November of 1978—provides for the enrollment of the lesser of the base year value or the market value of real property, taking into account reductions in value due to damage, destruction, depreciation, obsolescence, removal of property, or other factors causing a similar decline. In these instances, the market value is required to be reviewed annually until the market value exceeds the base year value, adjusted for inflation. Reductions in assessed value could result in a corresponding increase in the annual tax rate levied by the Counties to pay debt service on the Bonds. See “THE BONDS – Security and Sources of Payment” and “TAX BASE FOR PAYMENT OF BONDS – Assessed Valuations” herein.

Article XIII A requires a vote of two-thirds or more of the qualified electorate of a city, county, special district or other public agency to impose special taxes, while totally precluding the imposition of any additional *ad valorem* property, sales or transaction tax on real property. Article XIII A exempts from the 1% tax limitation any taxes above that level required to pay debt service (a) on any indebtedness approved by the voters prior to July 1, 1978, or (b) as the result of an amendment approved by State voters on June 3, 1986, on any bonded indebtedness approved by two-thirds or more of the votes cast by the voters for the acquisition or improvement of real property on or after July 1, 1978, or (c) on bonded indebtedness incurred by a school district or community college district for the construction, reconstruction, rehabilitation or replacement of school facilities or the acquisition or lease of real property for school facilities, approved by 55% or more of the votes cast on the proposition, but only if certain accountability measures are included in the proposition. In addition, Article XIII A requires the approval of two-thirds or more of all members of the State legislature to change any State taxes for the purpose of increasing tax revenues.

Proposition 19

On November 3, 2020, State voters approved Proposition 19, a legislatively referred constitutional amendment (“Proposition 19”), which amends Article XIII A to: (i) expand special rules that give property tax savings to homeowners that are over the age of 55, severely disabled, or whose property has been impacted by wildfire or natural disaster, when they buy a different home; (ii) narrow existing special rules for inherited properties; and (iii) dedicate most of the potential new State revenue generated from Proposition 19 toward fire protection. The District cannot make any assurance as to what effect the implementation of Proposition 19 will have on District revenues or the assessed valuation of real property in the District.

Legislation Implementing Article XIII A

Legislation has been enacted and amended a number of times since 1978 to implement Article XIII A. Under current law, local agencies are no longer permitted to levy directly any property tax (except to pay voter-approved indebtedness). The 1% property tax is automatically levied by the relevant county and distributed according to a formula among taxing agencies. The formula apportions the tax roughly in proportion to the relative shares of taxes levied prior to 1979.

Increases of assessed valuation resulting from reappraisals of property due to new construction, change in ownership or from the annual adjustment not to exceed 2% are allocated among the various jurisdictions in the “taxing area” based upon their respective “situs.” Any such allocation made to a local agency continues as part of its allocation in future years.

All taxable property value included in this Official Statement is shown at 100% of taxable value and all tax rates reflect the \$1 per \$100 of taxable value (unless noted differently).

Both the United States Supreme Court and the State Supreme Court have upheld the general validity of Article XIII A.

Proposition 50 and Proposition 171

On June 3, 1986, the voters of the State approved Proposition 50. Proposition 50 amends Section 2 of Article XIII A to allow owners of property that was “substantially damaged or destroyed” by a disaster, as declared by the Governor (the “Damaged Property”), to transfer their existing base year value (the “Original Base Year Value”) to a comparable replacement property within the same county, which is acquired or constructed within five years after the disaster. At the time of such transfer, the Damaged Property will be reassessed at its full cash value immediately prior to damage or destruction (the “Original Cash Value”); however, such property will retain its base year value notwithstanding such a transfer. Property is substantially damaged or destroyed if either the land or the improvements sustain physical damage amounting to more than 50% of either the land or improvements full cash value immediately prior to the disaster. There is no filing deadline, but the assessor can only correct four years of assessments when the owner fails to file a claim within four years of acquiring a replacement property.

Under Proposition 50, the base year value of the replacement property (the “Replacement Base Year Value”) depends on the relation of the full cash value of the replacement property (the “Replacement Cash Value”) to the Original Cash Value: if the Replacement Cash Value exceeds 120% of the Original Cash Value, then the Replacement Base Year Value is calculated by combining the Original Base Year Value with such excessive Replacement Cash Value; if the Replacement Cash Value does not exceed 120% of the Original Cash Value, then the Replacement Base Year Value equals the Original Base Year Value; if the Replacement Cash Value is less than the Original Cash Value, then the

Replacement Base Year Value equals the Replacement Cash Value. The replacement property must be comparable in size, utility, and function to the Damaged Property.

On November 2, 1993, the voters of the State approved Proposition 171. Proposition 171 amends subdivision (e) of Section 2 of Article XIII A to allow owners of Damaged Property to transfer their Original Base Year Value to a “comparable replacement property” located within another county in the State, which is acquired or newly constructed within three years after the disaster.

Inter-county transfers under Proposition 171 are more restrictive than intra-county transfers under Proposition 50. For example, Proposition 171 (1) only applies to (a) structures that are owned and occupied by property owners as their principal place of residence and (b) land of a “reasonable size that is used as a site for a residence;” (2) explicitly does not apply to property owned by firms, partnerships, associations, corporations, companies, or legal entities of any kind; (3) only applies to replacement property located in a county that adopted an ordinance allowing Proposition 171 transfers; (4) claims must be timely filed within three years of the date of purchase or completion of new construction; and (5) only applies to comparable replacement property, which has a full cash value that is of “equal or lesser value” than the Original Cash Value.

Within the context of Proposition 171, “equal or lesser value” means that the amount of the Replacement Cash Value does not exceed either (1) 105% of the Original Cash Value when the replacement property is acquired or constructed within one year of the destruction, (2) 110% of the Original Cash Value when the replacement property is acquired or constructed within two years of the destruction, or (3) 115% of the Original Cash Value when the replacement property is acquired or constructed within three years of the destruction.

Unitary Property

Some amount of property tax revenue of the District is derived from utility property which is considered part of a utility system with components located in many taxing jurisdictions (“unitary property”). Under the State Constitution, such property is assessed by the SBE as part of a “going concern” rather than as individual pieces of real or personal property. State-assessed unitary and certain other property is allocated to the counties by the SBE, taxed at special county-wide rates, and the tax revenues distributed to taxing jurisdictions (including the District) according to statutory formulae generally based on the distribution of taxes in the prior year. So long as the District is not a community supported district, taxes lost through any reduction in assessed valuation will be compensated by the State as equalization aid under the State’s school financing formula. See “DISTRICT FINANCIAL INFORMATION – State Funding of Education” herein.

Article XIII B of the California Constitution

Article XIII B of the State Constitution (“Article XIII B”), as subsequently amended by Propositions 98 and 111, respectively, limits the annual appropriations of the State and of any city, county, school district, authority or other political subdivision of the State to the level of appropriations of the particular governmental entity for the prior fiscal year, as adjusted for changes in the cost of living and in population and for transfers in the financial responsibility for providing services and for certain declared emergencies. As amended, Article XIII B defines

- (a) “change in the cost of living” with respect to school districts to mean the percentage change in State per capita income from the preceding year, and
- (b) “change in population” with respect to a school district to mean the percentage change in the ADA of the school district from the preceding fiscal year.

For fiscal years beginning on or after July 1, 1990, the appropriations limit of each entity of government shall be the appropriations limit for the 1986-87 fiscal year adjusted for the changes made from that fiscal year pursuant to the provisions of Article XIII B, as amended.

The appropriations of an entity of local government subject to Article XIII B limitations include the proceeds of taxes levied by or for that entity and the proceeds of certain State subventions to that entity. “Proceeds of taxes” include, but are not limited to, all tax revenues and the proceeds to the entity from (a) regulatory licenses, user charges and user fees (but only to the extent that these proceeds exceed the reasonable costs in providing the regulation, product or service), and (b) the investment of tax revenues.

Appropriations subject to limitation do not include (a) refunds of taxes, (b) appropriations for debt service such as the Bonds, (c) appropriations required to comply with certain mandates of the courts or the federal government, (d) appropriations of certain special districts, (e) appropriations for all qualified capital outlay projects as defined by the State legislature, (f) appropriations derived from certain fuel and vehicle taxes and (g) appropriations derived from certain taxes on tobacco products.

Article XIII B includes a requirement that all revenues received by an entity of government other than the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be returned by a revision of tax rates or fee schedules within the next two subsequent fiscal years.

Article XIII B also includes a requirement that 50% of all revenues received by the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be transferred and allocated to the State School Fund pursuant to Section 8.5 of Article XVI of the State Constitution. See “—Propositions 98 and 111” herein.

Article XIII C and Article XIII D of the California Constitution

On November 5, 1996, the voters of the State approved Proposition 218, popularly known as the “Right to Vote on Taxes Act.” Proposition 218 added to the State Constitution Articles XIII C and XIII D (respectively, “Article XIII C” and “Article XIII D”), which contain a number of provisions affecting the ability of local agencies, including school districts, to levy and collect both existing and future taxes, assessments, fees and charges.

According to the “Title and Summary” of Proposition 218 prepared by the State Attorney General, Proposition 218 limits “the authority of local governments to impose taxes and property-related assessments, fees and charges.” Among other things, Article XIII C establishes that every tax is either a “general tax” (imposed for general governmental purposes) or a “special tax” (imposed for specific purposes), prohibits special purpose government agencies such as school districts from levying general taxes, and prohibits any local agency from imposing, extending or increasing any special tax beyond its maximum authorized rate without a two-thirds vote; and also provides that the initiative power will not be limited in matters of reducing or repealing local taxes, assessments, fees and charges. Article XIII C further provides that no tax may be assessed on property other than *ad valorem* property taxes imposed in

accordance with Articles XIII and XIII A of the State Constitution and special taxes approved by a two-thirds vote under Article XIII A, Section 4. Article XIII D deals with assessments and property-related fees and charges, and explicitly provides that nothing in Article XIII C or XIII D will be construed to affect existing laws relating to the imposition of fees or charges as a condition of property development.

The District does not impose any taxes, assessments, or property-related fees or charges which are subject to the provisions of Proposition 218. It does, however, receive a portion of the basic 1% *ad valorem* property tax levied and collected by the Counties pursuant to Article XIII A. The provisions of Proposition 218 may have an indirect effect on the District, such as by limiting or reducing the revenues otherwise available to other local governments whose boundaries encompass property located within the District thereby causing such local governments to reduce service levels and possibly adversely affecting the value of property within the District.

Proposition 26

On November 2, 2010, voters in the State approved Proposition 26. Proposition 26 amends Article XIII C to expand the definition of “tax” to include “any levy, charge, or exaction of any kind imposed by a local government” except the following: (1) a charge imposed for a specific benefit conferred or privilege granted directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of conferring the benefit or granting the privilege; (2) a charge imposed for a specific government service or product provided directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of providing the service or product; (3) a charge imposed for the reasonable regulatory costs to a local government for issuing licenses and permits, performing investigations, inspections, and audits, enforcing agricultural marketing orders, and the administrative enforcement and adjudication thereof; (4) a charge imposed for entrance to or use of local government property, or the purchase, rental, or lease of local government property; (5) a fine, penalty, or other monetary charge imposed by the judicial branch of government or a local government, as a result of a violation of law; (6) a charge imposed as a condition of property development; and (7) assessments and property-related fees imposed in accordance with the provisions of Article XIII D. Proposition 26 provides that the local government bears the burden of proving by a preponderance of the evidence that a levy, charge, or other exaction is not a tax, that the amount is no more than necessary to cover the reasonable costs of the governmental activity, and that the manner in which those costs are allocated to a payor bear a fair or reasonable relationship to the payor’s burdens on, or benefits received from, the governmental activity.

Propositions 98 and 111

On November 8, 1988, voters of the State approved Proposition 98, a combined initiative constitutional amendment and statute called the “Classroom Instructional Improvement and Accountability Act” (the “Accountability Act”). Certain provisions of the Accountability Act were modified by Proposition 111, discussed below, the provisions of which became effective on July 1, 1990. The Accountability Act changed State funding of public education below the university level and the operation of the State’s appropriations limit. The Accountability Act guarantees State funding for K-12 school districts and community college districts (hereinafter referred to collectively as “K-14 school districts”) at a level equal to the greater of (a) the same percentage of the State general fund revenues as the percentage appropriated to such districts in the 1986-87 fiscal year, and (b) the amount actually appropriated to such districts from the State general fund in the previous fiscal year, adjusted for increases in enrollment and changes in the cost of living. The Accountability Act permits the State legislature to suspend this formula for a one-year period.

The Accountability Act also changed how tax revenues in excess of the State appropriations limit are distributed. Any excess State tax revenues up to a specified amount are, instead of being returned to taxpayers, is transferred to K-14 school districts. Any such transfer to K-14 school districts is excluded from the appropriations limit for K-14 school districts and the K-14 school district appropriations limit for the next year is automatically increased by the amount of such transfer. These additional moneys enter the base funding calculation for K-14 school districts for subsequent years, creating further pressure on other portions of the State budget, particularly if revenues decline in a year following an Article XIII B surplus. The maximum amount of excess tax revenues which can be transferred to K-14 school districts is 4% of the minimum State spending for education mandated by the Accountability Act.

Since the Accountability Act is unclear in some details, there can be no assurances that the State legislature or a court might not interpret the Accountability Act to require a different percentage of State general fund revenues to be allocated to K-14 school districts, or to apply the relevant percentage to the State's budgets in a different way than is proposed in the Governor's Budget.

On June 5, 1990, the voters of the State approved Proposition 111 (Senate Constitutional Amendment No. 1) called the "Traffic Congestion Relief and Spending Limitation Act of 1990" ("Proposition 111") which further modified Article XIII B and Sections 8 and 8.5 of Article XVI of the State Constitution with respect to appropriations limitations and school funding priority and allocation.

The most significant provisions of Proposition 111 are summarized as follows:

- a. Annual Adjustments to Spending Limit. The annual adjustments to the Article XIII B spending limit were liberalized to be more closely linked to the rate of economic growth. Instead of being tied to the Consumer Price Index, the "change in the cost of living" is now measured by the change in State per capita personal income. The definition of "change in population" specifies that a portion of the State's spending limit is to be adjusted to reflect changes in school attendance.
- b. Treatment of Excess Tax Revenues. "Excess" tax revenues with respect to Article XIII B are now determined based on a two-year cycle, so that the State can avoid having to return to taxpayers excess tax revenues in one year if its appropriations in the next fiscal year are under its limit. In addition, the Proposition 98 provision regarding excess tax revenues was modified. After any two-year period, if there are excess State tax revenues, 50% of the excess are to be transferred to K-14 school districts with the balance returned to taxpayers; under prior law, 100% of excess State tax revenues went to K-14 school districts, but only up to a maximum of 4% of the schools' minimum funding level. Also, reversing prior law, any excess State tax revenues transferred to K-14 school districts are not built into the school districts' base expenditures for calculating their entitlement for State aid in the next year, and the State's appropriations limit is not to be increased by this amount.
- c. Exclusions from Spending Limit. Two exceptions were added to the calculation of appropriations which are subject to the Article XIII B spending limit: (i) all appropriations for "qualified capital outlay projects" as defined by the State legislature, and (ii) any increases in gasoline taxes above the 1990 level (then nine cents per gallon), sales and use taxes on such increment in gasoline taxes, and increases in receipts from vehicle weight fees above the levels in effect on January 1, 1990. These latter provisions were necessary to make effective the transportation funding package approved by the State legislature and the Governor, which was expected to raise over \$15 billion in additional taxes from 1990 through 2000 to fund transportation programs.

- d. Recalculation of Appropriations Limit. The Article XIII B appropriations limit for each unit of government, including the State, is to be recalculated beginning in fiscal year 1990-91. It is based on the actual limit for fiscal year 1986-87, adjusted forward to 1990-91 as if Proposition 111 had been in effect.
- e. School Funding Guarantee. There is a complex adjustment in the formula enacted in Proposition 98 which guarantees K-14 school districts a certain amount of State general fund revenues. Under prior law, K-14 school districts were guaranteed the greater of (1) 40.9% of State general fund revenues (“Test 1”) or (2) the amount appropriated in the prior year adjusted for changes in the cost of living (measured as in Article XIII B by reference to per capita personal income) and enrollment (“Test 2”). Under Proposition 111, K-14 school districts will receive the greater of (1) Test 1, (2) Test 2, or (3) a third test (“Test 3”), which will replace Test 2 in any year when growth in per capita State general fund revenues from the prior year is less than the annual growth in the State per capita personal income. Under Test 3, K-14 school districts will receive the amount appropriated in the prior year adjusted for change in enrollment and per capita State general fund revenues, plus an additional small adjustment factor. If Test 3 is used in any year, the difference between Test 3 and Test 2 will become a credit to schools (also referred to as a “maintenance factor”), which will be paid in future years when State general fund revenue growth exceeds personal income growth.

Proposition 39

On November 7, 2000, State voters approved an amendment (commonly known as “Proposition 39”) to the State Constitution. This amendment (1) allows school facilities bond measures to be approved by 55% (rather than two-thirds) of the voters in local elections and permits property taxes to exceed the current 1% limit in order to repay the bonds and (2) changes existing statutory law regarding charter school facilities. As adopted, the constitutional amendments may be changed only with another statewide vote of the people. The statutory provisions could be changed by a majority vote of both houses of the State legislature and approval by the Governor, but only to further the purposes of the proposition. The local school jurisdictions affected by this proposition are K-12 school districts, including the District, community college districts, and county offices of education. As noted above, the State Constitution previously limited property taxes to 1% of the value of property, and such taxes could only exceed this limit to pay for (1) any local government debt approved by the voters prior to July 1, 1978 or (2) bonds to acquire or improve real property that receive two-thirds voter approval after July 1, 1978.

The 55% vote requirement authorized by Proposition 39 applies only if the local bond measure presented to the voters includes: (1) a requirement that the bond funds can be used only for construction, rehabilitation, equipping of school facilities, or the acquisition or lease of real property for school facilities; (2) a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list; and (3) a requirement that the school board conduct annual, independent financial and performance audits until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure. Legislation approved in June 2000 placed certain limitations on local school bonds to be approved by 55% of the voters. These provisions require that such bonds may be issued only if the tax rate projected to be levied as the result of any single election would not exceed \$60 (for a unified school district), \$30 (for an elementary school district or high school district), or \$25 (for a community college district), per \$100,000 of taxable property value, when assessed valuation is projected to increase in accordance with Article XIII A. These requirements are not part of Proposition 39 and can be changed with a majority vote of both houses of the State legislature and approval by the Governor. See “– Article XIII A of the California Constitution” herein.

Jarvis vs. Connell

On May 29, 2002, the State Court of Appeal for the Second District decided the case of *Howard Jarvis Taxpayers Association, et al. v. Kathleen Connell* (as Controller of the State). The Court of Appeal held that either a final budget bill, an emergency appropriation, a self-executing authorization pursuant to State statutes (such as continuing appropriations) or the State Constitution or a federal mandate is necessary for the State Controller to disburse funds. The foregoing requirement could apply to amounts budgeted by the District as being received from the State. To the extent the holding in such case would apply to State payments reflected in the District's budget, the requirement that there be either a final budget bill or an emergency appropriation may result in the delay of such payments to the District if such required legislative action is delayed, unless the payments are self-executing authorizations or are subject to a federal mandate. On May 1, 2003, the State Supreme Court upheld the holding of the Court of Appeal, stating that the Controller is not authorized under State law to disburse funds prior to the enactment of a budget or other proper appropriation, but under federal law, the Controller is required, notwithstanding a budget impasse and the limitations imposed by State law, to timely pay those State employees who are subject to the minimum wage and overtime compensation provisions of the federal Fair Labor Standards Act.

Propositions 1A and Proposition 22

On November 2, 2004, State voters approved Proposition 1A, which amended the State Constitution to significantly reduce the State's authority over major local government revenue sources. Under Proposition 1A, the State cannot (i) reduce local sales tax rates or alter the method of allocating the revenue generated by such taxes, (ii) shift property taxes from local governments to schools or community colleges, (iii) change how property tax revenues are shared among local governments without two-third approval of both houses of the State legislature or (iv) decrease vehicle license fee revenues without providing local governments with equal replacement funding. Proposition 1A does allow the State to approve voluntary exchanges of local sales tax and property tax revenues among local governments within a county. Proposition 1A also amends the State Constitution to require the State to suspend certain State laws creating mandates in any year that the State does not fully reimburse local governments for their costs to comply with the mandates. This provision does not apply to mandates relating to schools or community colleges or to those mandates relating to employee rights.

Proposition 22, The Local Taxpayer, Public Safety, and Transportation Protection Act, approved by the voters of the State on November 2, 2010, prohibits the State from enacting new laws that require redevelopment agencies to shift funds to schools or other agencies and eliminates the State's authority to shift property taxes temporarily during a severe financial hardship of the State. In addition, Proposition 22 restricts the State's authority to use State fuel tax revenues to pay debt service on State transportation bonds, to borrow or change the distribution of State fuel tax revenues, and to use vehicle license fee revenues to reimburse local governments for State mandated costs. Proposition 22 impacts resources in the State's general fund and transportation funds, the State's main funding source for schools and community colleges, as well as universities, prisons and health and social services programs. According to an analysis of Proposition 22 submitted by the Legislative Analyst's Office (the "LAO") on July 15, 2010, the expected reduction in resources available for the State to spend on these other programs as a consequence of the passage of Proposition 22 was expected to be approximately \$1 billion in fiscal year 2010-11, with an estimated immediate fiscal effect equal to approximately 1% of the State's total general fund spending. The longer-term effect of Proposition 22, according to the LAO analysis, was expected to increase in the State's general fund costs by approximately \$1 billion annually for several decades. See also "DISTRICT FINANCIAL INFORMATION – Other Revenue Sources – *Federal and Local Sources – Tax Increment Revenue*" herein.

Propositions 30 and 55

The California Children’s Education and Health Care Protection Act of 2016 (also known as “Proposition 55”) is a constitutional amendment approved by the voters of the State on November 8, 2016. Proposition 55 extends, through 2030, the increases to personal income tax rates for high-income taxpayers that were approved as part of Temporary Taxes to Fund Education, Guaranteed Local Public Safety Funding, Initiative Constitutional Amendment (also known as “Proposition 30”). Proposition 30 increased the marginal personal income tax rate by: (i) 1% for taxable income over \$250,000 but less than \$300,001 for single filers (over \$500,000 but less than \$600,001 for joint filers and over \$340,000 but less than \$408,001 for head-of-household filers), (ii) 2% for taxable income over \$300,000 but less than \$500,001 for single filers (over \$600,000 but less than \$1,000,001 for joint filers and over \$408,000 but less than \$680,001 for head-of-household filers), and (iii) 3% for taxable income over \$500,000 for single filers (over \$1,000,000 for joint filers and over \$680,000 for head-of-household filers).

The revenues generated from the personal income tax increases will be included in the calculation of the Proposition 98 minimum funding guarantee for school districts and community college districts. See “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES – Propositions 98 and 111” herein. From an accounting perspective, the revenues generated from the personal income tax increases are being deposited into the State account created pursuant to Proposition 30 called the Education Protection Account (the “EPA”). Pursuant to Proposition 30, funds in the EPA will be allocated quarterly, with 89% of such funds provided to school districts and 11% provided to community college districts. The funds will be distributed to school districts and community college districts in the same manner as existing unrestricted per-student funding, except that no school district will receive less than \$200 per unit of ADA and no community college district will receive less than \$100 per full time equivalent student. The governing board of each school district and community college district is granted sole authority to determine how the moneys received from the EPA are spent, provided that the appropriate governing board is required to make these spending determinations in open session at a public meeting and such local governing board is prohibited from using any funds from the EPA for salaries or benefits of administrators or any other administrative costs.

Proposition 2

On November 4, 2014, voters approved the Rainy Day Budget Stabilization Fund Act (also known as “Proposition 2”). Proposition 2 is a legislatively-referred constitutional amendment which makes certain changes to State budgeting practices, including substantially revising the conditions under which transfers are made to and from the State’s Budget Stabilization Account (the “BSA”) established by the California Balanced Budget Act of 2004 (also known as “Proposition 58”).

Under Proposition 2, and beginning in fiscal year 2015-16 and each fiscal year thereafter, the State will generally be required to annually transfer to the BSA an amount equal to 1.5% of estimated State general fund revenues (the “Annual BSA Transfer”). Supplemental transfers to the BSA (a “Supplemental BSA Transfer”) are also required in any fiscal year in which the estimated State general fund revenues that are allocable to capital gains taxes exceed 8% of the total estimated general fund tax revenues. Such excess capital gains taxes—net of any portion thereof owed to K-14 school districts pursuant to Proposition 98—will be transferred to the BSA. Proposition 2 also increases the maximum size of the BSA to an amount equal to 10% of estimated State general fund revenues for any given fiscal year. In any fiscal year in which a required transfer to the BSA would result in an amount in excess of the 10% threshold, Proposition 2 requires such excess to be expended on State infrastructure, including deferred maintenance.

For the first 15-year period ending with the 2029-30 fiscal year, Proposition 2 provides that half of any required transfer to the BSA, either annual or supplemental, must be appropriated to reduce certain State liabilities, including making certain payments owed to K-14 school districts, repaying State interfund borrowing, reimbursing local governments for State mandated services, and reducing or prefunding accrued liabilities associated with State-level pension and retirement benefits. Following the initial 15-year period, the Governor and the Legislature are given discretion to apply up to half of any required transfer to the BSA to the reduction of such State liabilities. Any amount not applied towards such reduction must be transferred to the BSA or applied to infrastructure, as described above.

Proposition 2 changes the conditions under which the Governor and the Legislature may draw upon or reduce transfers to the BSA. The Governor does not retain unilateral discretion to suspend transfers to the BSA, nor does the Legislature retain discretion to transfer funds from the BSA for any reason, as previously provided by law. Rather, the Governor must declare a “budget emergency,” defined as an emergency within the meaning of Article XIIB or a determination that estimated resources are inadequate to fund State general fund expenditures, for the current or ensuing fiscal year, at a level equal to the highest level of State spending within the three immediately preceding fiscal years. Any such declaration must be followed by a legislative bill providing for a reduction or transfer. Draws on the BSA are limited to the amount necessary to address the budget emergency, and no draw in any fiscal year may exceed 50% of the funds on deposit in the BSA unless a budget emergency was declared in the preceding fiscal year.

Proposition 2 also requires the creation of the Public School System Stabilization Account (the “PSSSA”) into which transfers will be made in any fiscal year in which a Supplemental BSA Transfer is required (as described above). Such transfer will be equal to the portion of capital gains taxes above the 8% threshold that would otherwise be paid to K-14 school districts as part of the minimum funding guarantee. A transfer to the PSSSA will only be made if certain additional conditions are met, as follows: (i) the minimum funding guarantee was not suspended in the immediately preceding fiscal year, (ii) the operative Proposition 98 formula for the fiscal year in which a PSSSA transfer might be made is “Test 1,” (iii) no maintenance factor obligation is being created in the budgetary legislation for the fiscal year in which a PSSSA transfer might be made, (iv) all prior maintenance factor obligations have been fully repaid, and (v) the minimum funding guarantee for the fiscal year in which a PSSSA transfer might be made is higher than the immediately preceding fiscal year, as adjusted for ADA growth and cost of living. Proposition 2 caps the size of the PSSSA at 10% of the estimated minimum guarantee in any fiscal year, and any excess funds must be paid to K-14 school districts. Reductions to any required transfer to the PSSSA, or draws on the PSSSA, are subject to the same budget emergency requirements described above. However, Proposition 2 also mandates draws on the PSSSA in any fiscal year in which the estimated minimum funding guarantee is less than the prior year’s funding level, as adjusted for ADA growth and cost of living.

SB 858. Senate Bill 858 (“SB 858”) became effective upon the passage of Proposition 2. SB 858 includes provisions which could limit the amount of reserves that may be maintained by a school district in certain circumstances. Under SB 858, in any fiscal year immediately following a fiscal year in which the State has made a transfer into the PSSSA, any adopted or revised budget by a school district would need to contain a combined unassigned and assigned ending fund balance that (a) for school districts with an ADA of less than 400,000, is not more than two times the amount of the reserve for economic uncertainties mandated by the Education Code, or (b) for school districts with an ADA that is more than 400,000, is not more than three times the amount of the reserve for economic uncertainties mandated by the Education Code. In certain cases, the county superintendent of schools may grant a school district a waiver from this limitation on reserves for up to two consecutive years within a three-year period if there are certain extraordinary fiscal circumstances.

The District, which has an ADA of less than 400,000, is required to maintain a reserve for economic uncertainty in an amount equal to 3% of its general fund expenditures and other financing uses.

SB 751. Senate Bill 751 (“SB 751”), enacted on October 11, 2017, alters the reserve requirements imposed by SB 858. Under SB 751, in a fiscal year immediately after a fiscal year in which the amount of moneys in the PSSSA is equal to or exceeds 3% of the combined total general fund revenues appropriated for school districts and allocated local proceeds of taxes for that fiscal year, a school district budget that is adopted or revised cannot have an assigned or unassigned ending fund balance that exceeds 10% of those funds. SB 751 excludes from the requirements of those provisions community funded districts (previously known as basic aid districts) and small school districts having fewer than 2,501 units of ADA.

The Bonds are payable from ad valorem property taxes to be levied within the District pursuant to the State Constitution and other State law. Accordingly, the District does not expect SB 858 or SB 751 to adversely affect its ability to pay the principal and Accreted Value of and interest on the Bonds as and when due.

2024 State School Facilities Bond

The Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair and Safety Bond Act of 2024 (referred to herein as the “2024 State School Facilities Bond”) was a ballot measure that was approved by State voters on November 5, 2024. The 2024 State School Facilities Bond authorizes the sale and issuance of \$10 billion in State general obligation bonds for the repair, upgrade and construction of facilities at K-12 public schools, community colleges and career technical education programs, including the development of health and safety conditions.

K-12 School Facilities. The 2024 State School Facilities Bond includes \$3.3 billion for the new construction of K-12 facilities and an additional \$4 billion for the modernization of existing K-12 facilities. Up to \$10 million of the allocation for new constructions will be reserved for small school districts with an enrollment of fewer than 2,501 students. Of the \$4 billion assigned for modernization of existing K-12 facilities, up to \$115 million will be allocated for the repairment of lead in water at school facilities. Generally, K-12 school districts will be required to pay for 50% of the new construction costs and 40% of the modernization costs with local revenues. However, some districts that have lower assessed property values and meet certain other socio-economic criteria will be required to pay as low as 45% and 35% of new construction costs and modernization costs, respectively. In addition, a total of \$1.2 billion will be available for the modernization and new construction of charter school facilities (\$600 million) and technical education facilities (\$600 million). The State will award funds to technical education and charter school through an application process, and charter schools must be deemed financially sound before project approval.

Community College Facilities. The 2024 State School Facilities Bond includes \$1.5 billion for community college district facility projects, including buying land, constructing new buildings, modernizing existing buildings, and purchasing equipment.

The table below shows the expected use of bond funds under the 2024 State School Facilities Bond:

**2024 STATE SCHOOL FACILITIES BOND
Use of Bond Funds
(In Millions)**

<u>K-12 Public School Facilities</u>	
New construction	\$3,300
Modernization	4,000
Career technical education facilities	600
Charter school facilities	600
Subtotal	\$8,500
 <u>Community College Facilities</u>	
	\$1,500
Total	\$10,000

Future Initiatives

Article XIII A, Article XIII B, Article XIII C and Article XIII D and Propositions 22, 26, 30, 39, 98, 51 and 55 were each adopted as measures that qualified for the ballot pursuant to the State’s initiative process. From time to time other initiative measures could be adopted further affecting District revenues or the District’s ability to expend revenues. The nature and impact of these measures cannot be anticipated by the District.

DISTRICT FINANCIAL INFORMATION

The information in this section concerning the District's general fund finances is provided as supplementary information only, and it should not be inferred from the inclusion of this information in this Official Statement that the principal and Accreted Value of or interest on the Bonds is payable from the general fund of the District. The Bonds will be payable solely from the proceeds of an ad valorem property tax which is required to be levied by the Counties in the District in an amount sufficient for the payment thereof. See "THE BONDS – Security and Sources of Payment" herein.

State Funding of Education

School district revenues consist primarily of guaranteed State moneys, local property taxes and funds received from the State in the form of categorical aid under ongoing programs of local assistance. All State aid is subject to the appropriation of funds in the State's annual budget.

Revenue Limit Funding. Previously, school districts operated under general purpose revenue limits established by the State Department of Education. In general, revenue limits were calculated for each school district by multiplying the ADA for such district by a base revenue limit per unit of ADA. Revenue limit calculations were subject to adjustment in accordance with a number of factors designed to provide cost of living adjustments ("COLAs") and to equalize revenues among school districts of the same type. Funding of a school district's revenue limit was provided by a mix of local property taxes and State apportionments of basic and equalization aid. Since fiscal year 2013-14, school districts have been funded based on a uniform system of funding grants assigned to certain grade spans. See "—Local Control Funding Formula" herein.

Local Control Funding Formula. State Assembly Bill 97 (Stats. 2013, Chapter 47) ("AB 97"), enacted as part of the fiscal year 2013-14 State budget, established the current system for funding school districts, charter schools and county offices of education. Certain provisions of AB 97 were amended and clarified by Senate Bill 91 (Stats. 2013, Chapter 49) ("SB 91").

The primary component of AB 97 was the implementation of the Local Control Funding Formula ("LCFF"), which replaced the revenue limit funding system for determining State apportionments, as well as the majority of categorical program funding. State allocations are now provided on the basis of target base funding grants per unit of ADA (a "Base Grant") assigned to each of four grade spans. Each Base Grant is subject to certain adjustments and add-ons, as discussed below. The LCFF was implemented over a period of eight years, during which an annual transition adjustment was calculated for each school district, equal to such district's proportionate share of appropriations included in the State budget to close the gap between the prior-year funding level and the target allocation following full implementation of the LCFF. In each year, school districts had the same proportion of their respective funding gaps closed, with dollar amounts varying depending on the size of a district's funding gap.

The Base Grants per unit of ADA for each grade span, as of the first year of the LCFF's implementation, were as follows: (i) \$6,845 for grade K-3; (ii) \$6,947 for grades 4-6; (iii) \$7,154 for grades 7-8; and (iv) \$8,289 for grades 9-12. During the implementation period of the LCFF, Base Grants were required to be adjusted annually for COLAs by applying the implicit price deflator for government goods and services. The provision of COLAs is now subject to appropriation for such adjustment in the annual State budget. The differences among Base Grants are linked to differentials in statewide average revenue limit rates by district type, and are intended to recognize the generally higher costs of education at higher grade levels. See also "—State Budget Measures" herein for information on the adjusted Base Grants provided by State budgetary legislation.

The Base Grants for grades TK-3 and 9-12 are subject to adjustments of 10.4% and 2.6%, respectively, to cover the costs of class size reduction in early grades and the provision of career technical education in high schools. Unless otherwise collectively bargained for, school districts serving students in grades K-3 must maintain an average class enrollment of 24 or fewer students in grades K-3 at each school site in order to continue receiving the adjustment to the K-3 Base Grant. Such school districts must also make progress towards this class size reduction goal in proportion to the growth in their funding over the implementation period.

The State budget for fiscal year 2021-22 also implemented a plan to expand the LCFF to include Transitional Kindergarten (TK) to all four-year olds. This plan is expected to phase in cohorts of TK students over a four-year period, concluding in fiscal year 2025-26. As a result, school districts that serve TK students will be eligible to receive an add-on equal to \$2,813, multiplied by such district's second principal reporting period ADA for TK students for the current fiscal year. Beginning in fiscal year 2023-24, this add-on is subject to COLA adjustments to the same degree as LCFF Base Grants. For fiscal year 2025-26, the District has projects ADA of approximately _____ TK students. The LCFF also provides additional add-ons to school districts that received categorical block grant funding pursuant to the Targeted Instructional Improvement and Home-to-School Transportation programs during fiscal year 2012-13.

School districts that serve students of limited English proficiency ("EL" students) and students from low income families that are eligible for free or reduced priced meals, including foster youth ("LI" students), are eligible to receive additional funding grants. Enrollment counts are unduplicated, such that students may not be counted as both EL and LI. AB 97 authorizes a supplemental grant add-on (each, a "Supplemental Grant") for school districts that serve EL/LI students, equal to 20% of the applicable Base Grant multiplied by such districts' percentage of unduplicated EL/LI student enrollment. School districts whose EL/LI populations exceed 55% of their total enrollment are eligible for a concentration grant add-on (each, a "Concentration Grant") equal to 50% of the applicable Base Grant multiplied by the percentage of such district's unduplicated EL/LI student enrollment in excess of the 55% threshold.

The table on the following page shows a breakdown of the District's ADA by grade span, total enrollment, and the percentage of EL/LI student enrollment, for fiscal years 2015-16 through 2024-25, and projected amounts for fiscal year 2025-26.

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ADA, ENROLLMENT AND EL/LI ENROLLMENT PERCENTAGE
Fiscal Years 2015-16 through 2025-26
Hanford Joint Union High School District

Fiscal Year	Total District ADA⁽¹⁾	Total District Enrollment⁽²⁾	% of EL/LI Enrollment⁽³⁾
2015-16	3,613	3,837	59.65%
2016-17	3,650	3,871	60.41
2017-18	3,646	3,881	62.08
2018-19	3,719	3,977	63.44
2019-20	3,835	4,074	64.31
2020-21	3,833	4,042	62.15
2021-22	3,848	4,142	69.17
2022-23	3,915	4,237	74.51
2023-24	3,867	4,180	78.56
2024-25			
2025-26 ⁽⁴⁾			

(1) Except for fiscal year 2025-26, reflects ADA as of the second principal reporting period (“P-2 ADA”), ending on or before the last attendance month prior to April 15 of each school year. An attendance month is equal to each four-week period of instruction beginning with the first day of school for a particular school district. Excludes County-operated programs and includes Hanford Online Charter School. Figures may not sum to totals due to rounding.

(2) Reflects certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System (“CALPADS”) in each school year and used to calculate each school district’s unduplicated EL/LI student enrollment. Adjustments may be made to the certified EL/LI counts by the California Department of Education. CALPADS figures exclude preschool and adult transitional students. Excludes charter school students.

(3) For purposes of calculating Supplemental and Concentration Grants, a school district’s fiscal year 2013-14 percentage of unduplicated EL/LI students was expressed solely as a percentage of its total fiscal year 2013-14 total enrollment. For fiscal year 2014-15, the percentage of unduplicated EL/LI enrollment was based on the two-year average of EL/LI enrollment in fiscal years 2013-14 and 2014-15. Beginning in fiscal year 2015-16, a school district’s percentage of unduplicated EL/LI students has been based on a rolling average of such district’s EL/LI enrollment for the then-current fiscal year and the two immediately preceding fiscal years. Enrollment excludes County-operated programs and includes Hanford Online Charter School.

(4) Projected.

Source: Hanford Joint Union High School District.

For certain school districts that would have received greater funding levels under the prior revenue limit system, the LCFF provides for a permanent economic recovery target (“ERT”) add-on, equal to the difference between the revenue limit allocations such districts would have received under the prior system in fiscal year 2020-21, and the target LCFF allocations owed to such districts in the same year. To derive the projected funding levels, the LCFF assumes the discontinuance of deficit revenue limit funding, implementation of COLAs in fiscal years 2014-15 through 2020-21, and restoration of categorical funding to pre-recession levels. The ERT add-on will be paid incrementally over the implementation period of the LCFF. The District does not qualify for the ERT add-on.

Prior to fiscal year 2022-23, the sum of a school district’s adjusted Base, Supplemental and Concentration Grants was multiplied by such district’s P-2 ADA for the current or prior year, whichever is greater (with certain adjustments applicable to small school districts). The 2022-23 State budget amended the LCFF calculation to allow the sum of a school district’s adjusted Base, Supplemental and Concentration Grants to be multiplied by such district’s P-2 ADA for the current year, prior year or average of three prior years, whichever is greater. The funding amount generated by this calculation, together with any applicable ERT or categorical block grant add-ons, will yield a district’s total LCFF allocation. Generally, the amount of annual State apportionments received by a school district will

amount to the difference between such total LCFF allocation and such district's share of applicable local property taxes. Most school districts receive a significant portion of their funding from such State apportionments. As a result, decreases in State revenues may significantly affect appropriations made by the State Legislature to school districts.

Community Funded Districts. Certain school districts, known as "community funded" districts (previously known as "basic aid" districts), have allocable local property tax collections that equal or exceed such districts' total LCFF allocation, and result in the receipt of no State apportionment aid. Community funded school districts receive certain other non-LCFF State funding, which is deemed to satisfy the "basic aid" requirement guaranteed by Article IX, Section 6 of the State Constitution. The implication for community funded districts is that the legislatively determined allocations to school districts, and other politically determined factors, are less significant in determining their primary funding sources. Rather, property tax growth and the local economy are the primary determinants. The District does not currently qualify as a Community Funded district.

Accountability. Regulations adopted by the State Board of Education require that school districts increase or improve services for EL/LI students in proportion to the increase in funds apportioned to such districts on the basis of the number and concentration of such EL/LI students, and detail the conditions under which school districts can use supplemental or concentration funding on a school-wide or district-wide basis.

School districts are also required to adopt local control and accountability plans ("LCAPs") disclosing annual goals for all students, as well as certain numerically significant student subgroups, to be achieved in eight areas of State priority identified by the LCFF. LCAPs may also specify additional local priorities. LCAPs must specify the actions to be taken to achieve each goal, including actions to correct identified deficiencies with regard to areas of State priority. LCAPs covering a three-year period were required to be adopted beginning in fiscal year 2014-15, and updated annually thereafter. The State Board of Education has adopted a template LCAP for use by school districts.

Support and Intervention. AB 97, as amended by SB 91, established a new system of support and intervention to assist school districts meet the performance expectations outlined in their respective LCAPs. School districts must adopt their LCAPs (or annual updates thereto) in tandem with their annual operating budgets, and not later than five days thereafter submit such LCAPs or updates to their respective county superintendents of schools. On or before August 15 of each year, a county superintendent may seek clarification regarding the contents of a district's LCAP (or annual update thereto), and the district is required to respond to such a request within 15 days. Within 15 days of receiving such a response, the county superintendent can submit non-binding recommendations for amending the LCAP or annual update, and such recommendations must be considered by the respective school district at a public hearing within 15 days. A district's LCAP or annual update must be approved by the county superintendent by October 8 of each year if the superintendent determines that (i) the LCAP or annual update adheres to the State template, and (ii) the district's budgeted expenditures are sufficient to implement the actions and strategies outlined in the LCAP.

A school district is required to receive additional support if its respective LCAP or annual update thereto is not approved, if the district requests technical assistance from its respective county superintendent, or if the district does not improve student achievement across more than one State priority for one or more student subgroups. Such support can include a review of a district's strengths and weaknesses in the eight State priority areas, or the assignment of an academic expert to assist the district with identifying and implementing programs designed to improve outcomes. Assistance may be provided by the California Collaborative for Educational Excellence, a State agency created by the LCFF and charged with assisting school districts with achieving the goals set forth in their LCAPs. The State Board

of Education has developed rubrics to assess school district performance and the need for support and intervention.

The State Superintendent of Public Instruction (the “State Superintendent”) is further authorized, with the approval of the State Board of Trustees, to intervene in the management of persistently underperforming school districts. The State Superintendent may intervene directly or assign an academic trustee to act on his or her behalf. In so doing, the State Superintendent is authorized to (i) modify a district’s LCAP, (ii) impose budget revisions designed to improve student outcomes, and (iii) stay or rescind actions of the local Board of Trustees that would prevent such district from improving student outcomes; provided, however, that the State Superintendent is not authorized to rescind an action required by a local collective bargaining agreement.

Recent deportation efforts initiated by the current Presidential administration pose a potential risk to school districts relying on revenue from the LCFF. LCFF districts rely heavily on student attendance and enrollment numbers, and for certain districts, Supplemental and Concentration Grant add-ons for serving a high percentage of EL and LI students (defined herein), to secure funding. If undocumented students or students who have undocumented parents cease attending school or face deportation, districts may experience a decrease in funding. The District cannot predict the potential changes to enrollment or attendance in response to the deportation efforts initiated by the Presidential Administration.

Other State Sources. In addition to State allocations determined pursuant to the LCFF, the District receives other State revenues consisting primarily of restricted revenues designed to implement State mandated programs. Beginning in fiscal year 2013-14, categorical spending restrictions associated with a majority of State mandated programs were eliminated, and funding for these programs was folded into the LCFF. Categorical funding for certain programs was excluded from the LCFF, and school districts will continue to receive restricted State revenues to fund these programs.

Other Revenue Sources

Federal and Local Sources. The federal government provides funding for several school district programs, including special education programs, programs under the Every Student Succeeds Act, and specialized programs such as Drug Free Schools, Innovative Strategies, and Vocational & Applied Technology. However, no representation can be made that the District will continue to receive or be eligible for federal funding of education programs, including as a result of current efforts and proposals to reduce the size of the federal workforce, eliminate government programs, eliminate or merge governmental agencies and/or withhold Congressionally appropriated funds. In addition, school districts may receive additional local revenues beyond local property tax collections, such as from leases and rentals, interest earnings, interagency services, developer fees, redevelopment revenues, lottery funds, and other local sources.

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Developer Fees. The District maintains a fund, separate and apart from the general fund, to account for developer fees collected by the District. The table below sets forth the developer fees collected by the District during the last 10 fiscal years, and the projected amount for fiscal year 2025-26.

ANNUAL DEVELOPER FEE COLLECTION
Hanford Joint Union High School District
Fiscal Years 2015-16 through 2025-26

Fiscal Year	Developer Fees for the District
2015-16	\$861,152
2016-17	821,480
2017-18	566,785
2018-19	766,592
2019-20	750,052
2020-21	597,422
2021-22	1,224,501
2022-23	2,070,527
2023-24	1,240,418
2024-25	
2025-26 ⁽¹⁾	

⁽¹⁾ Projected.

Source: Hanford Joint Union High School District.

Budget Process

State Budgeting Requirements. The District is required by provisions of the State Education Code to maintain a balanced budget each year, in which the sum of expenditures and the ending fund balance cannot exceed the sum of revenues and the carry-over fund balance from the previous year. The State Department of Education imposes a uniform budgeting and accounting format for school districts. The budget process for school districts was substantially amended by Assembly Bill 1200 (“AB 1200”), which became State law on October 14, 1991. Portions of AB 1200 are summarized below. Additional amendments to the budget process were made by Assembly Bill 2585, effective as of September 9, 2014, including the elimination of the dual budget cycle option for school districts. All school districts must now be on a single budget cycle.

School districts must adopt a budget on or before July 1 of each year. The budget must be submitted to the county superintendent within five days of adoption or by July 1, whichever occurs first. The county superintendent will examine the adopted budget for compliance with the standards and criteria adopted by the State Board of Education and identify technical corrections necessary to bring the budget into compliance, and will determine if the budget allows the district to meet its current obligations, if the budget is consistent with a financial plan that will enable the district to meet its multi-year financial commitments, whether the budget includes the expenditures necessary to implement a LCAP, and whether the budget’s ending fund balance exceeds the minimum recommended reserve for economic uncertainties.

On or before September 15, the county superintendent will approve, conditionally approve or disapprove the adopted budget for each school district. Budgets will be disapproved if they fail the above standards. The district board must be notified by September 15 of the county superintendent’s recommendations for revision and reasons for the recommendations. The county superintendent may assign a fiscal advisor or appoint a committee to examine and comment on the superintendent’s recommendations. The committee must report its findings no later than September 20. Any

recommendations made by the county superintendent must be made available by the district for public inspection. No later than October 22, the county superintendent must notify the State Superintendent of Public Instruction of all school districts whose budget may be disapproved.

A school district whose budget has been disapproved must revise and readopt its budget by October 8, reflecting changes in projected income and expense since July 1, including responding to the county superintendent's recommendations. The county superintendent must determine if the budget conforms with the standards and criteria applicable to final school district budgets and not later than November 8, must approve or disapprove the revised budgets. If the budget is disapproved, the county superintendent will call for the formation of a budget review committee pursuant to Education Code Section 42127.1. No later than November 8, the county superintendent must notify the State Superintendent of Public Instruction of all school districts whose budget has been disapproved. Until a school district's budget is approved, the school district will operate on the lesser of its proposed budget for the current fiscal year or the last budget adopted and reviewed for the prior fiscal year.

Interim Financial Reports. Under the provisions of AB 1200, each school district is required to file interim certifications with the county office of education as to its ability to meet its financial obligations for the remainder of the then-current fiscal year and, based on current forecasts, for the subsequent fiscal year. The county office of education reviews the certification and issues either a positive, negative or qualified certification. A positive certification is assigned to any school district that will meet its financial obligations for the current fiscal year and subsequent fiscal year. A negative certification is assigned to any school district that will be unable to meet its financial obligations for the remainder of the current fiscal year or the subsequent fiscal year. A qualified certification is assigned to any school district that may not meet its financial obligations for the current fiscal year or the two subsequent fiscal years.

The District has never had an adopted budget disapproved by the County Superintendent of Schools, and has never received a "qualified" or "negative" certification of an Interim Financial Report pursuant to A.B. 1200.

Budgeting Trends. The table on the following page shows the District's general fund adopted budgets for the years 2021-22 through 2025-26, general fund ending results for the fiscal years 2021-22 through 2024-25, and projected totals for fiscal year 2025-26.

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GENERAL FUND BUDGETING
Fiscal Years 2021-22 through 2025-26
Hanford Joint Union High School District

	Fiscal Year 2021-22		Fiscal Year 2022-23		Fiscal Year 2023-24		Fiscal Year 2024-25		Fiscal Year 2025-26	
	<u>Budgeted⁽¹⁾</u>	<u>Audited⁽¹⁾</u>	<u>Budgeted⁽¹⁾</u>	<u>Audited⁽¹⁾</u>	<u>Budgeted⁽¹⁾</u>	<u>Audited⁽¹⁾⁽²⁾</u>	<u>Budgeted⁽¹⁾</u>	<u>Audited⁽¹⁾⁽²⁾</u>	<u>Budgeted⁽³⁾</u>	<u>Projected⁽³⁾</u>
REVENUES										
LCFF	\$46,018,129.00	\$47,069,162.00	\$51,183,807.00	\$54,638,166.00	\$60,161,434.00	\$60,614,164.00	\$62,184,300.00	\$62,863,383.00	\$64,525,734.00	\$64,499,434.00
Federal Revenue	5,051,297.00	5,146,398.00	5,162,229.00	4,873,408.00	7,463,727.00	7,145,110.00	2,315,942.00	3,741,619.00	2,443,650.00	2,710,963.57
Other State Revenue	5,076,416.00	7,697,686.00	5,754,360.00	12,592,188.00	7,316,438.00	8,328,165.00	6,612,530.00	7,180,982.00	7,444,154.22	8,636,270.22
Other Local Revenue	<u>1,668,835.00</u>	<u>1,495,006.00</u>	<u>2,022,778.00</u>	<u>2,765,524.00</u>	<u>2,441,592.00</u>	<u>4,906,957.00</u>	<u>2,666,979.00</u>	<u>5,314,884.00</u>	<u>3,323,876.00</u>	<u>3,405,907.06</u>
TOTAL REVENUES	57,814,677.00	61,408,252.00	64,123,174.00	74,869,286.00	77,383,191.00	80,994,396.00	73,779,751.00	79,100,868.00	77,737,414.22	79,252,574.85
EXPENDITURES										
Certificated Salaries	21,057,339.00	21,476,590.00	21,610,196.00	23,166,141.00	24,333,898.00	25,541,278.00	26,114,205.00	26,143,481.00	26,533,350.00	27,024,273.50
Classified Salaries	7,865,228.00	8,261,925.00	8,184,439.00	9,079,405.00	9,298,955.00	10,793,307.00	10,635,245.00	11,635,070.00	11,357,357.00	11,546,231.18
Employee Benefits	14,574,773.00	13,774,558.00	15,526,103.00	15,165,979.00	17,486,909.00	16,706,092.00	18,531,450.00	17,555,666.00	19,056,135.00	19,571,514.60
Books and Supplies	2,687,774.00	2,975,280.00	3,352,291.00	3,103,865.00	4,250,132.00	3,421,098.00	3,640,402.00	3,377,403.00	3,120,487.00	3,570,716.88
Services, Other Operating Expenses	4,757,881.00	6,121,279.00	5,929,326.00	8,696,374.00	7,911,276.00	8,894,232.00	7,450,871.00	9,023,026.00	8,585,693.00	8,887,070.91
Capital Outlay	6,806,507.00	4,772,904.00	4,150,187.00	1,421,851.00	5,768,432.00	9,671,213.00	4,152,500.00	5,986,938.00	1,887,297.00	3,144,193.88
Other Outgo ⁽⁴⁾	1,224,019.00	(101,472.00)	1,369,539.00	(101,110.00)	3,058,829.00	3,002,394.00	3,912,482.00	3,456,101.00	3,785,361.00	3,785,361.00
Debt Service - Principal	--	75,000.00	105,000.00	105,000.00	--	--	--	--	--	--
Debt Service - Interest	--	<u>355,157.00</u>	<u>707,400.00</u>	<u>707,400.00</u>	--	--	--	--	--	--
TOTAL EXPENDITURES	58,973,521.00	57,711,221.00	60,934,481.00	61,344,905.00	72,108,431.00	78,029,614.00	74,437,155.00	77,177,685.00	74,325,680.00	77,529,361.95
Excess (Deficiency) of Revenues Over Expenditures	(1,158,844.00)	3,697,031.00	3,188,693.00	13,524,381.00	5,274,760.00	2,964,782.00	(657,404.00)	1,923,183.00	3,411,734.22	1,723,212.90
OTHER FINANCING SOURCES (USES)										
Other Sources (uses)	--	(1,247,826.00)	--	--	--	--	(1,788,000.00)	--	--	--
Proceeds from leases	--	--	--	44,178.00	--	--	--	--	--	--
Transfers to other agencies	--	--	--	(1,442,239.00)	--	--	--	--	--	--
Operating Transfers In	34,691.00	54,569.00	50,996.00	67,441.00	60,000.00	--	60,000.00	--	--	--
Operating Transfers Out	<u>(83,036.00)</u>	<u>(2,525,000.00)</u>	<u>(83,036.00)</u>	<u>(3,925,870.00)</u>	<u>(2,588,000.00)</u>	<u>(3,445,109.00)</u>	--	<u>(2,600,557.00)</u>	<u>1,788,000.00</u>	<u>1,788,000.00</u>
TOTAL OTHER FINANCING SOURCES (USES)	(48,345.00)	(3,718,257.00)	(32,040.00)	(5,256,490.00)	(2,528,000.00)	(3,445,109.00)	(1,728,000.00)	(2,600,557.00)	(1,788,000.00)	(1,788,000.00)
Net Change In Fund Balance	(1,207,189.00)	(21,226.00)	3,156,653.00	8,267,891.00	2,746,760.00	(480,327.00)	(2,385,404.00)	(677,374.00)	1,623,734.22	(64,787.10)
Beginning Balance, July 1	<u>13,123,809.00</u>	<u>13,123,809.00</u>	<u>13,102,229.00</u>	<u>13,102,229.00</u>	<u>20,459,526.00⁽⁵⁾</u>	<u>20,459,526.00⁽⁵⁾</u>	<u>19,979,199.00</u>	<u>19,979,199.00</u>	<u>16,832,591.76</u>	<u>19,301,825.42</u>
Fund Balance, June 30	<u>\$11,916,620.00</u>	<u>\$13,102,583.00</u>	<u>\$16,258,882.00</u>	<u>\$21,370,120.00</u>	<u>\$23,206,286.00</u>	<u>\$19,979,199.00</u>	<u>\$17,593,795.00</u>	<u>\$19,301,825.00</u>	<u>\$18,456,325.98</u>	<u>\$19,237,038.32</u>

⁽¹⁾ From the District's Audited Financial Statements for fiscal years 2021-22 through 2024-25, respectively. See "APPENDIX B" attached hereto for the District's fiscal year 2024-25 audited financial statements.

⁽²⁾ Does not include revenues and expenditures pertaining to the Special Reserve Fund for Postemployment Benefits.

⁽³⁾ From the District's Second Interim Financial Report for fiscal year 2025-26, expected to be approved by the Board on March 10, 2026.

⁽⁴⁾ The categories "Other Outgo (excluding Transfers of Indirect Costs)" and "Other Outgo- Transfers of Indirect Costs" have been combined for comparison purposes.

⁽⁵⁾ Does not reflect reclassifying journal entries from fiscal year 2023-24.

Source: Hanford Joint Union High School District.

Accounting Practices

The accounting policies of the District conform to generally accepted accounting principles in accordance with policies and procedures of the California School Accounting Manual. This manual, according to Section 41010 of the California Education Code, is to be followed by all California school districts.

The District's expenditures are accrued at the end of the fiscal year to reflect the receipt of goods and services in that year. Revenues generally are recorded on a cash basis, except for items that are susceptible to accrual (measurable and/or available to finance operations). Current taxes are considered susceptible to accrual. Delinquent taxes not received after the fiscal year end are not recorded as revenue until received. Revenues from specific state and federally funded projects are recognized when qualified expenditures have been incurred. State block grant apportionments are accrued to the extent that they are measurable and predictable. The State Department of Education sends the District updated information from time to time explaining the acceptable accounting treatment of revenue and expenditure categories.

The District's accounting is organized on the basis of fund groups, with each group consisting of a separate set of self-balancing accounts containing assets, liabilities, fund balances, revenues and expenditures. The major fund classification is the general fund which accounts for all financial resources not requiring a special type of fund. The District's fiscal year begins on July 1 and ends on June 30.

Comparative Financial Statements

The District's audited financial statements for the year ended June 30, 2025 are included for reference in APPENDIX B hereto. Audited financial statements for the District for the fiscal year ended June 30, 2025, and prior fiscal years are on file with the District and available for public at the Office of the Director of Business Services of the District, 823 W. Lacey Boulevard, Hanford, California 93230, telephone: (559) 583-5901. The table on the following page reflects the District's revenues, expenditures and fund balances for fiscal years 2019-20 through 2024-25.

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AUDITED STATEMENT OF GENERAL FUND REVENUES, EXPENDITURES AND FUND BALANCES
Fiscal Years 2020-21 through 2024-25
Hanford Joint Union High School District

	Fiscal Year 2020-21	Fiscal Year 2021-22	Fiscal Year 2022-23	Fiscal Year 2023-24	Fiscal Year 2024-25
REVENUES:					
LCFF Sources	\$43,394,982	\$47,069,162	\$54,638,166	\$60,614,164	\$62,863,383
Federal Sources	5,068,458	5,146,398	4,873,408	7,145,110	3,741,619
Other State Sources	7,024,674	7,697,686	12,592,188	8,328,165	7,180,982
Other Local Sources	1,943,621	1,495,006	2,765,524	4,971,719	5,369,010
Total Revenues	57,431,735	61,408,252	74,869,286	81,059,158	79,154,994
EXPENDITURES:					
Current Expenses:					
Instruction	29,089,047	30,508,026	33,061,944	36,638,650	37,339,332
Instruction Related Activities:					
Supervision of Instruction	1,212,178	1,374,009	1,592,412	1,801,106	1,928,199
Instructional Library, Media & Technology	895,154	393,062	352,552	399,573	383,529
School Site Administration	4,274,791	4,416,991	4,543,400	5,340,575	5,407,381
Pupil Services:					
Home-to-School Transportation	1,463,980	1,930,355	1,989,650	3,376,702	2,978,975
Food Services	174,979	31,952	308,190	273,855	67,332
All Other Pupil Services	4,040,774	4,474,462	5,211,062	5,794,704	6,026,596
General Administration					
Data Processing	412,884	251,393	296,617	288,458	333,898
All Other Administration	2,559,500	2,645,142	2,775,107	3,521,991	3,711,626
Plant Services	4,755,601	6,219,753	8,196,090	8,036,452	9,315,281
Facility Acquisition & Construction	102,225	4,445,948	1,444,113	8,621,978	5,301,823
Ancillary Services	559,276	581,378	747,556	780,228	750,442
Community Services	221	8,593	13,812	13,894	14,292
Transfers to other agencies	--	--	--	2,303,250	2,766,179
Debt Service					
Principal	--	75,000	105,000	157,079	166,545
Interest and Other	--	355,157	707,400	703,198	686,255
Total Expenditures	49,540,610	57,711,221	61,344,905	78,051,693	77,177,685
Excess (Deficiency) of Revenues Over Expenditures Before	7,891,125	3,697,031	13,524,381	3,007,465	1,977,309
Other Financing Sources and Uses					
OTHER FINANCING SOURCES (USES):					
Other Sources (Uses) ⁽²⁾	(1,058,434)	(1,247,826)	--	--	--
Proceeds from leases	--	--	44,178	--	--
Transfers to other agencies	--	--	(1,442,239)	--	--
Transfers In	54,391	54,569	67,441	5,819	5,967
Transfers Out ⁽³⁾	(3,455,000)	(2,525,000)	(3,925,870)	(3,372,294)	(2,525,000)
NET OTHER FINANCING SOURCES (USES)	(4,459,043)	(3,718,257)	(5,256,490)	(3,366,475)	(2,519,033)
NET CHANGE IN FUND BALANCES	3,432,082	(21,226)	8,267,891	(359,010)	(541,724)
FUND BALANCE, JULY 1	9,691,727	13,123,809	13,102,229	21,370,120	21,011,110
FUND BALANCE, JUNE 30	<u>\$13,123,809</u>	<u>\$13,102,583</u>	<u>\$21,370,120</u>	<u>\$21,011,110</u>	<u>\$20,469,386</u>

⁽¹⁾ From the District's comprehensive audited financial statements for fiscal years 2020-21 through 2024-25, respectively. Reflects combined unrestricted and restricted general fund. All amounts rounded to nearest whole number.

⁽²⁾ Represents payments to the Kings County Office of Education for Special Education Services provided by the SELPA for District students enrolled in the Kings County SPED Program.

⁽³⁾ Represents a transfer from the general fund to the Special Reserve Fund for Capital Outlay Projects for capital outlay projects.

Source: Hanford Joint Union High School District.

State Budget Measures

The following information concerning the State's budget has been obtained from publicly available information which the District believes to be reliable; however, the District does not guarantee the accuracy or completeness of this information and has not independently verified such information. Furthermore, it should not be inferred from the inclusion of this information in this Official Statement that the principal and Accreted Value of and interest on the Bonds is payable from the general fund of the District. The Bonds are payable solely from the proceeds of an ad valorem property tax required to be levied in an amount sufficient for the payment thereof.

2025-26 State Budget. On June 27, 2025, the Governor signed the State budget for fiscal year 2025-26 (the "2025-26 State Budget"). The following is drawn from the DOF and LAO summaries of the 2025-26 State Budget.

The 2025-26 State Budget reported that, since the release of the Governor's proposed State budget, the imposition of federal policy changes significantly slowed economic growth within the State. Most notably, broad-based tariffs blunted economic growth and drove a downgrade of the economic forecasts built into the May revision to the proposed State budget. Additionally, the State experienced substantial cost and caseload growth in several core State programs, most notably within Medi-Cal, which combined to create a State general fund shortfall of \$11.8 billion. The 2025-26 State Budget noted that the budget did not reflect the impact of substantial cuts in federal spending included in the federal omnibus tax and spending bill signed in early July. The 2025-26 State Budget solved the projected \$11.8 billion deficit through significant reductions in ongoing programs and a mix of other broad-based measures, including:

- *Reductions* – \$2.8 billion in total reductions in fiscal year 2025-26, which grows to \$11.9 billion by fiscal year 2028-29 through (i) an enrollment freeze for full-scope Medi-Cal expansion for undocumented adults ages 19 and older, (ii) a reduction in Medi-Cal premiums for adults 19-59 with unsatisfactory immigration status, (iii) altering the Medi-Cal asset test limit, (iv) an elimination of dental benefits for adults age 19 or older with unsatisfactory immigration status, (v) a reduction in prospective payment system payments to federally qualified health centers and rural health clinics, (vi) eliminating specialty drug coverage for weight loss, (vii) a reduction in pharmacy drug rebates and (viii) requiring provider mandates for quality incentive payment program eligibility.
- *Revenues/Borrowing* – \$7.8 billion in additional revenues and borrowings through (i) \$1.3 billion of support from the managed care tax approved in November of 2024 (Proposition 35) in fiscal year 2025-26 for Medi-Cal rate increases, as well as \$263.7 million of such support in fiscal year 2026-27, (ii) a loan of \$4.4 billion across the three-year budget window, including \$1 billion for fiscal year 2025-26 from the medical providers interim payment fund loan, (iii) a loan of \$150 million in fiscal year 2025-26 from the unfair competition law fund loan (iv) a loan of \$400 million in fiscal year 2025-26 from the labor and workforce development fund loan and (v) \$1.5 billion in additional special fund and internal borrowing.
- *Fund Shifts* – \$1.2 billion in total solutions for fiscal year 2025-26 primarily through shifting the costs for Cal Fire operations from the general fund to the greenhouse gas reduction fund. The 2025-26 State Budget estimated additional savings in shifting the costs to the greenhouse gas reduction fund of \$1.3 billion in fiscal year 2026-27 and \$500 million in both fiscal years 2027-28 and 2028-29.

In its summary of the 2025-26 State Budget, the LAO estimated the budget shortfall for fiscal year 2025-26 as \$15.0 billion, and noted that the 2025-26 State Budget primarily closed the shortfall by utilizing approximately \$10 billion in borrowing, which is defined by the LAO as budget actions that achieve savings in the present but result in an obligation or higher cost for the State in a future year. The approximate \$10 billion borrowing represented two-thirds of the total solutions, with spending reductions of approximately \$2.5 billion, fund shifts of approximately \$3 billion and revenue-related solution of approximately \$300 million representing the remaining one-third of the budget solutions.

For fiscal year 2024-25, the 2025-26 State Budget projected total general fund revenues and transfers of \$226.7 billion and authorizes expenditures of \$233.6 billion. The State projected to end fiscal year 2024-25 with total reserves of approximately \$35.9 billion, including \$18.3 billion in the BSA, \$455 million in the PSSSA and \$17.1 billion in traditional general fund reserves. The State budget for fiscal year 2024-25 authorized BSA withdrawals of \$5.1 billion in fiscal year 2024-25 and \$7.1 billion in fiscal year 2025-26. The 2025-26 State Budget maintained the scheduled \$7.1 billion withdrawal for fiscal year 2025-26. For fiscal year 2025-26, the 2025-26 State Budget projected total general fund revenues and transfers of \$215.7 billion and authorizes expenditures of \$228.4 billion. The State projected to end fiscal year 2025-26 with total reserves of approximately \$15.7 billion, including \$4.5 billion in the traditional general fund reserve and \$11.2 billion in the BSA. The PSSSA and the Safety Net Reserve projected to have zero balances in fiscal year 2025-26.

The 2025-26 State Budget set total funding in fiscal year 2025-26 for all TK-12 education programs at \$137.6 billion, including \$80.5 billion from the State general fund and \$57.1 billion from other sources. The minimum funding guarantee in fiscal year 2025-26 was set at \$114.6 billion. The 2025-26 State Budget also made retroactive changes to the minimum funding guarantee in fiscal years 2023-24 and 2024-25, setting them at \$98.5 billion and \$119.9 billion, respectively. The revised general fund estimates resulted in notable adjustments to the minimum funding guarantee with an increase of approximately \$3.9 billion from the State budget for fiscal year 2024-25 over the three-year period.

For fiscal year 2024-25, the 2025-26 State Budget appropriated \$118 billion, instead of the then-calculated level of \$119.9 billion, in order to mitigate the risk of potentially appropriating more resources to the minimum funding guarantee than are available in the final calculation for fiscal year 2024-25. The minimum funding level for fiscal year 2024-25 will not be finalized until that fiscal year is certified, which is a process that will occur throughout 2026. The 2025-26 State Budget projected that Test 1 will be in effect for fiscal year 2025-26. To accommodate enrollment increases related to the continued implementation of Universal Transitional Kindergarten and property tax backfills related to the January 2025 fires in the County of Los Angeles, the 2025-26 State Budget rebenchmarked the Test 1 percentage, from approximately 39.2% to 39.6%, to increase the percentage of State general fund revenues that count towards the minimum funding guarantee.

Other significant features relating to TK-12 education funding include the following:

- *LCFF* – The 2025-26 State Budget included an LCFF COLA of 2.3%. When combined with population growth adjustments, these resulted in an increase of roughly \$2.1 billion in discretionary funds for local educational agencies, as compared to the level set in the prior State budget. As a result, the adjusted LCFF Base Grants for fiscal year 2025-26 were as follows: (i) \$11,323 for grades TK-3, (ii) \$10,411 for grades 4-6, (iii) \$10,719 for grades 7 and 8, and (iv) \$12,746 for grades 9-12. Additionally, the adjusted TK add on rate for fiscal year 2025-26 was \$5,545. The 2025-26 State Budget authorized a mandatory deposit of \$455 million into the PSSSA in fiscal year 2024-25, of which the entirety was exhausted in fiscal year 2025-26, including \$405.3 million to support LCFF costs. The LAO noted that the 2025-26 State Budget created a \$1.7 billion gap beyond

ongoing Proposition 98 funding levels. The gap was covered in fiscal year 2025-26 by one-time savings generated through deferring payments from fiscal year 2025-26 to fiscal year 2026-27, withdrawing funds from the PSSSA and repurposing some unused Proposition 98 funds from prior fiscal years. The one-time savings expired after fiscal year 2025-26 and will need to be addressed in fiscal year 2026-27 with new ongoing funds, ongoing reductions, or additional one-time actions.

- *Deferrals* – The 2025-26 State Budget reflected LCFF apportionment deferrals from 2024-25 to 2025-26 of approximately \$246.6 million, and from 2025-26 to 2026-27 of approximately \$1.9 billion.
- *Universal Transitional Kindergarten (TK)* – The 2025-26 State Budget provided \$2.1 billion (inclusive of all prior years' investments) in ongoing Proposition 98 funding to support the full implementation of universal TK so that all children who turn 4 years old by September 1 of the school year can enroll in the 2025-26 school year. The 2025-26 State Budget also provided \$1.2 billion ongoing Proposition 98 funding to support further lowering the average student-to-adult ratio from 12:1 to 10:1 in every TK classroom. Additionally, the 2025-26 State Budget shifted \$232.9 million of ongoing Proposition 98 funding for universal TK funding that was previously allocated to community college districts as a result of the Proposition 98 statutory split to the TK-12 side of the budget.
- *Before School, After School and Summer School* – \$515.5 million in ongoing Proposition 98 funding for the Expanded Learning Opportunities Program, which sought to implement before, after and summer school instruction and enrichment for students in grades TK-6, by increasing the number of local education agencies that offer universal access to students with an unduplicated count of 75 percent to an unduplicated count of 55 percent. The 2025-26 State Budget included an additional \$10.4 million to increase the minimum grant amounts from \$50,000 to \$100,000 per local educational agency.
- *Literacy Instruction* – \$480 million in one-time Proposition 98 funding for the support of the English Language Arts/English Language Development framework, which included investments such as literacy coaches, reading specialists, trainings for educators, administering screenings and providing materials. The 2025-26 State Budget also provided \$10 million in one-time Proposition 98 funding for the statewide use of English language proficiency screeners to support multilingual learners in TK.
- *Teacher Preparation and Professional Development* – \$300 million in one-time Proposition 98 funding to establish the Student Teacher Stipend Program, which will provide \$10,000 grants to qualifying teacher candidates, \$70 million in one-time Proposition 98 funding for high-quality teacher residency programs and \$30 million in one-time Proposition 98 funding to extend the timeline of existing National Board Certification Incentive Program to support National Board Certified teachers to teach in high poverty schools.
- *State Preschool* – The 2025-26 State Budget provided \$19.3 million Proposition 98 funding and \$10.2 million non-Proposition 98 funding for the California State Preschool Program to augment provider rates, supporting the costs of care. The 2025-26 State Budget also provided authority to the Department of Education to take certain actions related to the California State Preschool program.
- *Learning Recovery Emergency Block Grant* – \$378.6 million in one-time Proposition 98 funding to support the Learning Recovery Emergency Block Grant, which supports local educational agencies in establishing learning recovery initiatives through the 2027-28 school year.

- *Universal School Meals Support Grant* – \$145 million in one-time Proposition 98 funding for specialized kitchen equipment, infrastructure, training and procurement of sustainably grown food to support schools in providing more freshly prepared meals, \$10 million in one-time Proposition 98 funding to recruit and retain school food service workers and \$5 million in one-time Proposition 98 funding for a study of ultra-processed foods offered in California school meals.
- *Special Olympics* – \$30 million in one-time general funds, available over three years, for the Special Olympics of Northern and Southern California.
- *Mathematics Professional Learning Partnership* – \$30 million in one-time Proposition 98 funding for the Mathematics Professional Learning Partnership and for the Kern County Superintendent of Schools to support educator training and mathematics coaching in local educational agencies, including expanding upon collaboration with the Rural Math Collective and training mathematics coaches who can be deployed in schools with the highest need of support.
- *Summer Electronic Benefits Transfer (SUN Bucks)* – \$21.9 million in additional ongoing Proposition 98 funding to support the SUN Bucks program, which provides nutrition funding to eligible students during the summer months, to provide a match to an equal amount of federal funds to support the program.
- *Children and Youth Behavioral Health Initiative Grants* – \$20 million in one-time Proposition 98 funding to support the implementation of the Children and Youth Behavioral Health Initiative’s all-payer fee schedule.
- *Secondary School Redesign Pilot Program* – \$10 million in one-time Proposition 98 funding for the California Collaborative of Educational Excellence to administer a pilot program to redesign middle and high schools to better serve the needs of all students and increase student outcomes, and to manage a network of grantees to support peer learning and documentation of practices.
- *TK Multilingual Learner Supplemental Funding* - \$7.5 million in one-time Proposition 98 funding, available through fiscal year 2026-27, to mitigate reductions in potential LCFF apportionment to local educational agencies resulting from the exemption of TK students from the English language proficiency assessment.

For additional information regarding the 2025-26 State Budget, see the DOF and LAO websites www.dof.ca.gov and www.lao.ca.gov. However, the information presented on such website is not incorporated herein by any reference.

2026-27 Proposed State Budget. On January 9, 2026, the Governor released the proposed State budget for fiscal year 2026-27 (the “Proposed 2026-27 Budget”). The following is drawn from the DOF and LAO summaries of the Proposed 2026-27 Budget.

The Proposed 2026-27 Budget reports that the State experienced a welcome surge in revenues since the 2025-26 State Budget, with a projection approximately \$42 billion higher over the three-year budget window, from fiscal year 2024-25 through 2026-27, than the projection at the 2025-26 State Budget. Much of the revenue surge is attributable to a relatively small number of technology companies that have experienced a substantial increase in their share prices due to investor enthusiasm in artificial intelligence. Additionally, the increase in revenues is due to higher cash receipts, higher stock market levels and an improved economic outlook. However, the Proposed 2026-27 Budget reports that the constitutional funding requirements, need for an adequate budget reserve and higher program costs exceed the level of increased revenues, resulting in a projected shortfall of \$2.9 billion for fiscal year

2026-27. Despite the \$12 billion in ongoing expenditure reductions included in the 2025-26 Budget, the State continues to be confronted with structural operating deficits that need to be addressed. The Proposed 2026-27 Budget identifies dominant risks to the State budget as stock market and asset price declines and unpredictable federal policies, including continued uncertainty regarding tariffs and immigration, as well as their impact on inflation, the labor market, investment and overall demand. Additionally, significant federal policy changes for health and human services programs due to the adoption of House of Representatives (“H.R.”) 1 of 2025, which increased projected costs for the State’s Medicaid Program and Supplemental Nutrition Assistance Program in fiscal year 2026-27 by approximately \$1.4 billion. The Proposed 2026-27 Budget reports a balanced budget for fiscal year 2026-27, with a discretionary reserve of \$4.5 billion and projects a deficit of roughly \$22 billion in fiscal year 2027-28, with additional shortfalls in the two subsequent fiscal years.

The LAO notes that the administration’s revenue estimates in the Proposed 2026-27 Budget exceed LAO projections by \$25 to \$30 billion over the three-year budget window. The LAO revenue projections reflect an assessment that recent gains are unlikely to be sustainable as they are tied to an overheated stock market with a high risk of reversing course into a downturn in the next year or two. The LAO reports that the Proposed 2026-27 Budget relies on the increased revenue forecast in order to remain roughly balanced for fiscal year 2026-27 and continues to project alarming multiyear budget deficits, with estimates ranging between \$20 billion to \$35 billion annually. The LAO reports that the Proposed 2026-27 Budget does not propose material actions to address downside revenue risk.

For fiscal year 2025-26, the Proposed 2026-27 Budget projects total general fund revenues and transfers of \$235.16 billion and authorizes expenditures of \$237.66 billion. The State is projected to end the 2025-26 fiscal year with total reserves of approximately \$41.3 billion, including \$11.33 billion in the BSA, \$25.45 billion in traditional general fund reserves and \$4.51 billion in the PSSSA. For fiscal year 2026-27, the Proposed 2026-27 Budget projects total general fund revenues and transfers of approximately \$227.39 billion and authorizes expenditures of \$248.33 billion. The State is projected to end the 2026-27 fiscal year with total reserves of approximately \$23 billion, including \$4.51 billion in the traditional general fund reserve, \$14.35 billion in the BSA and \$4.10 billion in the PSSSA. The Safety Net Reserve is projected to have a zero balance across both fiscal years 2025-26 and 2026-27.

The Proposed 2026-27 Budget sets total funding in fiscal year 2026-27 for all TK-12 education programs at \$149.1 billion, including \$88.7 billion from the State general fund and \$60.4 billion from other sources. TK-12 per-pupil funding totals \$27,418, including \$20,427 from Proposition 98 sources. The minimum funding guarantee in fiscal year 2026-27 is set at \$125.5 billion. The Proposed 2026-27 Budget also makes retroactive changes to the minimum funding guarantee in fiscal years 2024-25 and 2025-26, setting them at \$123.8 billion and \$121.4 billion, respectively. The revisions to the minimum funding guarantee represent an increase of approximately \$21.7 billion over the three-year period relative to the 2025-26 State Budget. For fiscal year 2025-26, the Proposed 2026-27 Budget appropriates \$117.6 billion, instead of the currently calculated level of \$121.4 billion, in order to mitigate the risk of potentially appropriating more resources to the minimum funding guarantee than are available in the final calculation for 2025-26. Potential adjustments will be evaluated at the May revision to the Proposed 2026-27 Budget and will not be final until the certification of the 2025-26 minimum funding guarantee. The Proposed 2026-27 Budget projects Test 1 of the guarantee to be in effect for fiscal years 2024-25, 2025-26 and 2026-27, meaning the funding level is equal to roughly 40% of State general fund revenues that count towards the minimum funding guarantee.

Other significant features relating to TK-12 education funding include the following:

- *LCFF* – The Proposed 2026-27 Budget includes an LCFF COLA of 2.41%. When combined with population growth adjustments, this would result in an increase of roughly \$2 billion in discretionary funds for local educational agencies. The Proposed 2026-27 Budget fully repays budgetary deferrals of \$1.9 billion in 2026-27, and includes an ongoing increase of \$30.7 million to provide an increase in LCFF for necessary small schools. The Proposed 2026-27 Budget also provides \$228 million in ongoing Proposition 98 funding to reflect a 2.41% COLA for specific categorical programs and the LCFF Equity Multiplier. Finally, the Proposed 2026-27 Budget reflects a \$15.6 million decrease in ongoing Proposition 98 funding to reflect ADA changes applicable to LCFF funding for county offices of education, as well as a 2.41% COLA.
- *Master Plan for Career Education/Student Support and Professional Development Discretionary Block Grant* – \$100 million in one-time Proposition 98 funding to increase access to college and career pathways for high school students, including expanding access to dual enrollment and dual credit opportunities. \$2.8 billion in one-time Proposition 98 funding for a discretionary block grant to implement statewide priorities including: professional development for teachers in English language arts and mathematics, teacher recruitment and retention, professional development related to transitional kindergarten and career pathways and dual enrollment expansion consistent with the Master Plan for Career Education. Additionally, \$250 million in one-time Proposition 98 funding to continue teacher residency programs through fiscal year 2029-30.
- *Before School, After School and Summer School* – An additional \$62.4 million in ongoing Proposition 98 funding to provide a guarantee of \$1,800 per pupil for local educational agencies with less than 55 percent unduplicated pupils, bringing the total \$4.7 billion in ongoing Proposition 98 funding for the Expanded Learning Opportunities Program.
- *Facilities* – \$1.5 billion in one-time funds from bonds issued under Proposition 2 (2024) to support school construction projects in fiscal year 2026-27. See “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS - 2024 State School Facilities Bond” herein.
- *Learning Recovery Emergency Block Grant* – \$757.3 million in one-time Proposition 98 funding to support the Learning Recovery Emergency Block Grant, which supports local educational agencies in establishing learning recovery initiatives through the 2027-28 school year.
- *Home-to-School Transportation* – \$322 million in one-time and \$239.2 million in ongoing Proposition 98 funding to reflect higher costs in the Home-to-School Transportation Program.
- *Kitchen Infrastructure and Training* – \$100 million in one-time Proposition 98 funding for specialized kitchen equipment, infrastructure, and training to support schools in providing more freshly prepared meals made with locally grown ingredients.
- *Reading Difficulties Risk Screening* – \$40 million in one-time Proposition 98 funding to support continued implementation of student reading difficulties screenings.
- *Los Angeles County Wildfire Recovery* – \$22.9 million in one-time Proposition 98 funding to support local educational agencies that are continuing to recover from the January 2025 Los Angeles County wildfires.

- *Universal and Targeted Assistance* – An additional \$13.3 million ongoing Proposition 98 funding, for a total of \$131.9 million ongoing, for county offices of education to provide universal and targeted support to school districts and charter schools, including those eligible for differentiated assistance.
- *Financial Crisis and Management Assistance Team (FCMAT)* – \$994,000 in additional ongoing Proposition 98 funding to support increased FCMAT workload.
- *Nutrition* – An ongoing decrease of \$67.9 million in ongoing Proposition 98 funding to fully fund the Universal School Meals Program, reflecting a reduction in fiscal year 2025-26 estimates compared to the 2025-26 State Budget and an increase in meal reimbursement rates.
- *Local Property Tax Adjustments* – A decrease of \$1.4 billion in fiscal year 2026-27 and \$18 million in fiscal year 2025-26 in ongoing Proposition 98 funding for school districts and county offices of education.
- *Technology Initiatives* – \$629,000 in additional ongoing Proposition 98 funding to support the K-12 High Speed Network program and \$966,000 in additional ongoing Proposition 98 funding to support increased California School Information System costs.
- *Curriculum-Embedded Performance Tasks for Science* – \$890,000 in ongoing Proposition 98 funding to maintain performance task resources at the Los Angeles County Office of Education in support of inquiry-based science instruction.

Future Actions and Events. The District cannot predict what additional actions will be taken in the future by the State legislature and the Governor to address changing State revenues and expenditures. The District also cannot predict the impact such actions will have on State revenues available in the current or future years for education. The State budget will be affected by national and State economic conditions and other factors over which the District will have no control. Certain actions or results could produce a significant shortfall of revenue and cash, and could consequently impair the State's ability to fund schools. State budget shortfalls in future fiscal years may also have an adverse financial impact on the financial condition of the District. However, the obligation to levy *ad valorem* property taxes upon all taxable property within the District for the payment and Accreted Value of and interest on the Bonds would not be impaired.

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HANFORD JOINT UNION HIGH SCHOOL DISTRICT

The information in this section concerning the operations of the District and the District's finances are provided as supplementary information only, and it should not be inferred from the inclusion of this information in this Official Statement that the principal and Accreted Value of and interest on the Bonds are payable from the general fund of the District. The Bonds are payable solely from the revenues generated by an ad valorem property tax required to be levied by the Counties on taxable property within the District for the payment thereof. See "THE BONDS – Security and Sources of Payment" herein.

Introduction

The District was established in 1892 and covers approximately 248.5 square miles of Kings and Tulare Counties. The District serves students in grades 9 through 12 living in the City of Hanford and surrounding communities. The District operates three comprehensive senior high schools, one continuation high schools, one community day school, one online charter school and one adult school serving a population of approximately 70,500 residents. For the fiscal year of 2025-26, the District has projected average daily attendance ("ADA") of _____ and enrollment of _____ students for fiscal year 2025-26 of _____ students. Taxable property within the District has a fiscal year 2024-25 assessed valuation of \$9,275,146,868.

Unless otherwise indicated, the following financial, statistical and demographic data has been provided by the District. Additional information concerning the District and copies of subsequent audited financial reports of the District may be obtained by contacting: Hanford Joint Union High School District, Attention: Superintendent, 823 W. Lacey Boulevard, Hanford, California 93230. The District may impose a charge for copying, mailing and handling.

Administration

The District is governed by a five-member Board, each member of which is elected by trustee area to serve a four-year term within five trustee areas. Elections for positions on the Board are held every two years, alternating between two and three available positions. Current members of the Board, together with their offices, the dates their terms expire, and assigned trustee areas are listed below:

BOARD OF TRUSTEES Hanford Joint Union High School District

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Paul Gillum	President	December 2028
Melonie Robinson	Clerk	December 2026
Janet Barbeiro	Trustee	December 2028
Lisa Chavarin	Trustee	December 2026
Alicia Martella	Trustee	December 2026

The Superintendent of the District, appointed by the Board, is responsible for management of the day-to-day operations and supervises the work of the other District administrators. Following are brief biographies of the Superintendent, Assistant Superintendent of Business Services & Operations and Director of Business Services.

Dr. Victor Rosa, Superintendent. Dr. Rosa joined the District as the Superintendent in 2019. Prior to joining the District, Dr. Rosa served as the Assistant Superintendent of Curriculum and Instruction of Lemoore Union High School District. Dr. Rosa has over twenty years of experience

working in education having served as a high school English teacher, a high school principal and Assistant Superintendent of Curriculum and Instruction. Dr. Rosa is a graduate of Hanford High School, one of the District's schools. Dr. Rosa received a Bachelor's Degree in Social Science from Chapman University. He also received teaching and administrative credentials and a Master's Degree in Education from Chapman University. In addition, Dr. Rosa received a Doctorate in Organizational Leadership from the University of LaVerne. Dr. Rosa is an active member in the Hanford community serving on various boards from the Economic Development Corporation to the Education Foundation.

Renee Creech, Assistant Superintendent of Business Services & Operations. Mrs. Creech joined the District in 1989 as an Account Clerk. Prior to becoming Assistant Superintendent of Business Services & Operations, Mrs. Creech served as Director of Business Services. She received her Bachelor of Science degree from Chapman University in Business Administration in 1996. Mrs. Creech joined the District's management team in 2000. She is an active member of the Hanford Education Foundation and has served various roles with the Kings County 4-H Program.

Julie Fagundes, Director of Business Services. Mrs. Fagundes joined the District in 2019 as the Director of Business. Prior to starting with the District, Mrs. Fagundes served as the Chief Business Official for Lemoore Union Elementary School District for seven years and as a Budget Analyst for Visalia Unified School District for five years. She earned her Bachelor of Science degree in Organizational Leadership from Fresno Pacific University in 2007. Mrs. Fagundes completed the School Business Management Program in 2017 through the University of Southern California, Rossier School of Education.

District Enrollment

On average throughout the District, the regular education pupil-teacher ratio is approximately _____. The following table shows a 10-year enrollment figures for the District for fiscal years 2015-16 through 2025-26.

HISTORICAL ENROLLMENT
Fiscal Years 2015-16 through 2025-26
Hanford Joint Union High School District

Year	Enrollment⁽¹⁾	Annual % Change
2015-16	3,837	(1.89)
2016-17	3,871	0.89
2017-18	3,881	0.26
2018-19	3,977	2.47
2019-20	4,074	2.44
2020-21	4,042	(0.79)
2021-22	4,142	2.47
2022-23	4,237	2.29
2023-24	4,028	(4.93)
2024-25		
2025-26		

⁽¹⁾ Reflects CALPADS enrollment. Enrollment excludes County-operated programs and Hanford Online Charter School.
Source: Hanford Joint Union High School District.

Charter School

Charter schools are largely independent schools operating as part of the public school system created pursuant to Part 26.8 (beginning with Section 47600) of Division 4 of Title 2 of the Education Code (the “Charter School Law”). A charter school is usually created or organized by a group of teachers, parents and community leaders, or a community-based organization, and may be approved by an existing local public school district, a county board of education, or the State Board of Education.

A charter school is generally exempt from the laws governing school districts, except where specifically noted in the law. The Charter School Law acknowledges that among its intended purposes are: (i) to provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; (ii) to hold schools accountable for meeting measurable pupil outcomes and provide schools a way to shift from a rule-based to a performance-based system of accountability; and (iii) to provide competition within the public school system to stimulate improvements in all public schools.

The District has certain fiscal oversight and other responsibilities with respect to both independent and dependent charter schools established within its boundaries. However, independent charter schools receive funding directly from the State, and such funding would not be reported in the District’s audited financial statements. Dependent charter schools receive their funding from the District, and their funding would be reflected in the District’s audited financial statements.

There are three independent charter schools currently operating within the District (Kings Valley Academy II, California Virtual Academy, and Crossroads Charter Academy), along with one District-approved dependent charter school, Hanford Online Charter School (“Hanford Online Charter School”). Crossroads Charter received its charter from the Armona Union Elementary School District in 2003, and began operating in the 2003-04 school year. Crossroads Charter 9-12 enrollment for fiscal year 2025-26 is _____. Kings Valley Academy II 9-12 enrollment for fiscal year 2025-26 is _____ and California Virtual Academy at Kings enrollment for fiscal year 2025-26 is _____. The National Center for Education Statistics (“NCES”) Common Core of Data (CCD) collection for the fiscal year of 2025-26, which contains the enrollment data for the above referenced charter schools, is anticipated to be published in August 2026.

The District can make no representations regarding how many District students will transfer to charter schools in the future or back to the District from charter schools, and the corresponding financial impact on the District.

Labor Relations

The District currently employs ____ full-time equivalent (“FTE”) certificated employees and ____ FTE classified employees. In addition, the District currently employs ____ part-time faculty and staff. District employees, except management and some part-time employees, are represented by the two bargaining units as noted below:

LABOR RELATIONS – BARGAINING UNITS Hanford Joint Union High School District

<u>Labor Organization</u>	<u>Number of Employees In Bargaining Unit</u>	<u>Contract Expiration Date</u>
Hanford Secondary Educators Association	_____	June 30, 2027
California School Employees Association	_____	June 30, 2026

Source: Hanford Joint Union High School District.

District Retirement Systems

The information set forth below regarding the STRS and PERS programs, other than the information provided by the District regarding its annual contributions thereto, has been obtained from publicly available sources which are believed to be reliable but are not guaranteed as to accuracy or completeness, and should not to be construed as a representation by either the District or the Underwriter

STRS. All full-time certificated employees, as well as certain classified employees, are members of the California State Teachers' Retirement System ("STRS"). STRS provides retirement, disability and survivor benefits to plan members and beneficiaries under a defined benefit program (the "STRS Defined Benefit Program"). The STRS Defined Benefit Program is funded through a combination of investment earnings and statutorily set contributions from three sources: employees, employers, and the State. Benefit provisions and contribution amounts are established by State statutes, as legislatively amended from time to time.

Prior to fiscal year 2014-15, and unlike typical defined benefit programs, none of the employee, employer nor State contribution rates to the STRS Defined Benefit Program varied annually to make up funding shortfalls or assess credits for actuarial surpluses. Previously, the combined employer, employee and State contributions to the STRS Defined Benefit Program have not been sufficient to pay actuarially required amounts. As a result, and due to significant investment losses, the unfunded actuarial liability of the STRS Defined Benefit Program increased significantly prior to the implementation of AB 1469 (defined below). In September 2013, STRS projected that the STRS Defined Benefit Program would be depleted in 31 years assuming existing contribution rates continued, and other significant actuarial assumptions were realized. In an effort to reduce the unfunded actuarial liability of the STRS Defined Benefit Program, the State passed the legislation described below to increase contribution rates.

Prior to July 1, 2014, K-14 school districts were required by such statutes to contribute 8.25% of eligible salary expenditures, while participants contributed 8% of their respective salaries. On June 24, 2014, the Governor signed AB 1469 ("AB 1469") into law as a part of the State's fiscal year 2014-15 budget. AB 1469 seeks to fully fund the unfunded actuarial obligation with respect to service credited to members of the STRS Defined Benefit Program before July 1, 2014 (the "2014 Liability"), within 32 years, by increasing member, K-14 school district and State contributions to STRS. Commencing July 1, 2014, the employee contribution rate increased over a three-year phase-in period in accordance with the following schedule:

MEMBER CONTRIBUTION RATES STRS (Defined Benefit Program)

<u>Effective Date</u>	<u>STRS Members Hired Prior to January 1, 2013</u>	<u>STRS Members Hired After January 1, 2013</u>
July 1, 2014	8.150%	8.150%
July 1, 2015	9.200	8.560
July 1, 2016	10.250	9.205

Source: AB 1469.

Pursuant to the Reform Act (defined below), the contribution rates for members ("PEPRA Members") hired after the Implementation Date (defined below) will be adjusted if the normal cost increases by more than 1% since the last time the member contribution was set. The contribution rate for employees ("Classic Members") hired before the Implementation Date (defined below) increased from 9.205% of creditable compensation for fiscal year commencing July 1, 2017 to 10.205% of creditable

compensation effective July 1, 2018. For fiscal year commencing July 1, 2021, the contribution rate was 10.250% for Classic Members and 10.205% for PEPRA Members. For fiscal year commencing July 1, 2022, the contribution rate is 10.250% for Classic Members and 10.205% for PEPRA Members. For fiscal year commencing July 1, 2023, the contribution rate is 10.250% for Classic Members and 10.205% for PEPRA Members. For fiscal year commencing July 1, 2024, the contribution rate is 10.250% for Classic Members and 10.205% for PEPRA Members. For fiscal year commencing July 1, 2025, the contribution rate will be 10.250% for Classic Members and 10.205% for PEPRA Members.

Pursuant to AB 1469, K-14 school districts' contribution rate increased over a seven-year phase-in period in accordance with the following schedule:

**K-14 SCHOOL DISTRICT CONTRIBUTION RATES
STRS (Defined Benefit Program)**

<u>Effective Date</u>	<u>K-14 school districts</u>
July 1, 2014	8.88%
July 1, 2015	10.73
July 1, 2016	12.58
July 1, 2017	14.43
July 1, 2018	16.28
July 1, 2019	18.13
July 1, 2020	19.10

Source: AB 1469.

Based upon the recommendation from its actuary, for fiscal year 2021-22 and each fiscal year thereafter the STRS Teachers' Retirement Board (the "STRS Board"), is required to increase or decrease the K-14 school districts' contribution rate to reflect the contribution required to eliminate the remaining 2014 Liability by June 30, 2046; provided that the rate cannot change in any fiscal year by more than 1% of creditable compensation upon which members' contributions to the STRS Defined Benefit Program are based; and provided further that such contribution rate cannot exceed a maximum of 20.25%. In addition to the increased contribution rates discussed above, AB 1469 also requires the STRS Board to report to the State Legislature every five years (commencing with a report due on or before July 1, 2019) on the fiscal health of the STRS Defined Benefit Program and the unfunded actuarial obligation with respect to service credited to members of that program before July 1, 2014. The reports are also required to identify adjustments required in contribution rates for K-14 school districts and the State in order to eliminate the 2014 Liability.

On June 27, 2019, the Governor signed SB 90 ("SB 90") into law as a part of the 2019-20 Budget. Pursuant to SB 90, the State Legislature appropriated \$2.246 billion to be transferred to the Teacher's Retirement Fund for the STRS Defined Benefit Program to pay in advance, on behalf of employers, part of the contributions required for fiscal years 2019-20 and 2020-21, resulting in K-14 school districts having to contribute 1.03% less in fiscal year 2019-20 and 0.70% less in fiscal year 2020-21, resulting in employer contribution rates of 17.1% in fiscal year 2019-20 and 18.4% in fiscal year 2020-21. In addition, the State made a contribution of \$1.117 billion to be allocated to reduce the employer's share of the unfunded actuarial obligation determined by the STRS Board upon recommendation from its actuary. This additional payment was reflected in the June 30, 2020 actuarial valuation. Subsequently, the State's 2020-21 Budget redirected \$2.3 billion previously appropriated to STRS and PERS pursuant to SB 90 for long-term unfunded liabilities to further reduce the employer contribution rates in fiscal year 2020-21 and 2021-22. As a result, the effective employer contribution rate was 16.15% in fiscal year 2020-21 and 16.92% in fiscal year 2021-22. The employer contribution

rate was 19.1% in fiscal year 2022-23, 19.1% in fiscal year 2023-24, 19.1% in fiscal year 2024-25 and will be 19.1% in fiscal year 2025-26.

The District's contributions to STRS were \$3,032,270 in fiscal year 2020-21, \$3,481,643 in fiscal year 2021-22, \$4,259,198 in fiscal year 2022-23, \$4,673,805 in fiscal year 2023-24, and \$_____ in fiscal year 2024-25. The District currently projects \$_____ for its contribution to STRS for fiscal year 2025-26.

The State also contributes to STRS, currently in an amount equal to 8.328% for fiscal year 2024-25 and 8.328% for fiscal year 2025-26. The State's contribution reflects a base contribution rate of 2.017%, and a supplemental contribution rate that will vary from year to year based on statutory criteria. Based upon the recommendation from its actuary, for fiscal year 2017-18 and each fiscal year thereafter, the STRS Board is required, with certain limitations, to increase or decrease the State's contribution rates to reflect the contribution required to eliminate the unfunded actuarial accrued liability attributed to benefits in effect before July 1, 1990. However, the maximum increase or decrease in a given year is limited to 0.5% of payroll under the STRS valuation policy. Once the State has eliminated its share of the STRS' unfunded actuarial obligation, the State contribution will be immediately reduced to the base contribution rate of 2.017% of payroll.

In addition, the State is currently required to make an annual general fund contribution up to 2.5% of the fiscal year covered STRS member payroll to the Supplemental Benefit Protection Account (the "SBPA"), which was established by statute to provide supplemental payments to beneficiaries whose purchasing power has fallen below 85% of the purchasing power of their initial allowance.

PERS. Classified employees working four or more hours per day are members of the California Public Employees' Retirement System ("PERS"). PERS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by the State statutes, as legislatively amended from time to time. PERS operates a number of retirement plans including the Public Employees Retirement Fund ("PERF"). PERF is a multiple-employer defined benefit retirement plan. In addition to the State, employer participants at June 30, 2024 included 1,600 public agencies and 1,336 K-14 school districts and charter schools. PERS acts as the common investment and administrative agent for the member agencies. The State and K-14 school districts (for "classified employees," which generally consist of school employees other than teachers) are required by law to participate in PERF. Employees participating in PERF generally become fully vested in their retirement benefits earned to date after five years of credited service. One of the plans operated by PERS is for K-14 school districts throughout the State (the "Schools Pool").

Contributions by employers to the Schools Pool are based upon an actuarial rate determined annually and contributions by plan members vary based upon their date of hire. Pursuant to SB 90, the State Legislature appropriated \$904 million to the Schools Pool, including transfers in fiscal years 2019-20 and 2020-21 to the Public Employees Retirement Fund to pay, in advance on behalf of K-14 school district employers, part of the contributions required for K-14 school district employers for such fiscal years, as well as additional amounts to be applied toward certain unfunded liabilities for K-14 school district employers. In June 2020, SB 90 was amended by Assembly Bill 84/Senate Bill 111 ("AB 84"). Under AB 84, \$144 million of the State contribution under SB 90 was deemed to satisfy a portion of the State's required contribution in fiscal year 2019-20, and the amounts previously allocated toward future liabilities were redirected such that, \$430 million will satisfy a portion of the employer contribution rate in fiscal year 2020-21, and \$330 million will satisfy a portion of the employer contribution rate in fiscal year 2021-22. As a result of the payments made by the State pursuant to SB 90, as amended by AB 84, the employer contribution rate was 19.721% for fiscal year 2019-20, 20.7% in fiscal year 2020-21, and 22.91% for fiscal year 2021-22. The employer contribution rate was 25.37% in fiscal year 2022-23,

26.68% in fiscal year 2023-24, 27.05% in fiscal year 2024-25, 26.81% in fiscal year 2025-26, and will be 26.40% in fiscal year 2026-27. Classic Members contribute at a rate established by statute, which was 7% in fiscal years 2023-24 through 2025-26, while PEPRA Members contribute at an actuarially determined rate, which was 8% in fiscal years 2023-24 through 2025-26. For the Schools Pool Actuarial Valuation as of June 30, 2025 (the “2025 PERS Actuarial Valuation”), the total normal cost did not change by more than 1% relative to the basis currently in effect, therefore the PEPRA Member contribution rate will remain 8% in fiscal year 2026-27. See “—California Public Employees’ Pension Reform Act of 2013” herein.

The District’s contributions to PERS \$1,595,642 in fiscal year 2020-21, \$1,941,142 in fiscal year 2021-22, \$4,259,198 in fiscal year 2022-23, \$3,132,868 in fiscal year 2023-24, and \$_____ in fiscal year 2024-25. The District currently projects \$_____ for its contribution to PERS for fiscal year 2025-26.

State Pension Trusts. Each of STRS and PERS issues a separate comprehensive financial report that includes financial statements and required supplemental information. Copies of such financial reports may be obtained from each of STRS and PERS as follows: (i) STRS, P.O. Box 15275, Sacramento, California 95851-0275; (ii) PERS, P.O. Box 942703, Sacramento, California 94229-2703. Moreover, each of STRS and PERS maintains a website, as follows: (i) STRS: www.calstrs.com; (ii) PERS: www.calpers.ca.gov. However, the information presented in such financial reports or on such websites is not incorporated into this Official Statement by any reference.

Both STRS and PERS have substantial statewide unfunded liabilities. The amount of these unfunded liabilities will vary depending on actuarial assumptions, returns on investments, salary scales and participant contributions. The following table summarizes information regarding the actuarially-determined accrued liability for both STRS and PERS. Actuarial assessments are “forward-looking” information that reflect the judgment of the fiduciaries of the pension plans, and are based upon a variety of assumptions, one or more of which may not materialize or be changed in the future. Actuarial assessments will change with the future experience of the pension plans.

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FUNDED STATUS
STRS (Defined Benefit Program) and PERS (Schools Pool)
(Dollar Amounts in Millions) ⁽¹⁾
Fiscal Years 2012-13 through 2024-25

STRS

Fiscal Year	Accrued Liability	Value of Trust Assets (MVA)⁽²⁾	Unfunded Liability (MVA)⁽²⁾	Value of Trust Assets (AVA)⁽³⁾	Unfunded Liability (AVA)⁽³⁾
2012-13	\$222,281	\$157,176	\$74,374	\$148,614	\$73,667
2013-14	231,213	179,749	61,807	158,495	72,718
2014-15	241,753	180,633	72,626	165,553	76,200
2015-16	266,704	177,914	101,586	169,976	96,728
2016-17	286,950	197,718	103,468	179,689	107,261
2017-18	297,603	211,367	101,992	190,451	107,152
2018-19	310,719	225,466	102,636	205,016	105,703
2019-20	322,127	233,253	107,999	216,252	105,875
2020-21	332,082	292,980	60,136	242,363	89,719
2021-22	346,089	283,340	85,803	257,537	88,552
2022-23	359,741	299,148	85,571	273,155	86,586
2023-24	380,507	321,910	85,532	291,838	88,669

PERS

Fiscal Year	Accrued Liability	Value of Trust Assets (MVA)	Unfunded Liability (MVA)	Value of Trust Assets (AVA)⁽³⁾	Unfunded Liability (AVA)⁽³⁾
2012-13	\$61,487	\$49,482	\$12,005	\$56,250	\$5,237
2013-14	65,600	56,838	8,761	-- ⁽⁴⁾	-- ⁽⁴⁾
2014-15	73,325	56,814	16,511	-- ⁽⁴⁾	-- ⁽⁴⁾
2015-16	77,544	55,785	21,759	-- ⁽⁴⁾	-- ⁽⁴⁾
2016-17	84,416	60,865	23,551	-- ⁽⁴⁾	-- ⁽⁴⁾
2017-18	92,071	64,846	27,225	-- ⁽⁴⁾	-- ⁽⁴⁾
2018-19 ⁽⁵⁾	99,528	68,177	31,351	-- ⁽⁴⁾	-- ⁽⁴⁾
2019-20 ⁽⁶⁾	104,062	71,400	32,662	-- ⁽⁴⁾	-- ⁽⁴⁾
2020-21	110,507	86,519	23,988	-- ⁽⁴⁾	-- ⁽⁴⁾
2021-22	116,982	79,386	37,596	-- ⁽⁴⁾	-- ⁽⁴⁾
2022-23	124,924	84,292	40,632	-- ⁽⁴⁾	-- ⁽⁴⁾
2023-24	133,978	93,187	40,791	-- ⁽⁴⁾	-- ⁽⁴⁾
2024-25 ⁽⁷⁾	141,195	105,452	35,743	-- ⁽⁴⁾	-- ⁽⁴⁾

⁽¹⁾ Amounts may not add due to rounding.

⁽²⁾ Reflects market value of assets, including the assets allocated to the SBPA reserve. Since the benefits provided through the SBPA are not a part of the projected benefits included in the actuarial valuations summarized above, the SBPA reserve is subtracted from the STRS Defined Benefit Program assets to arrive at the value of assets available to support benefits included in the respective actuarial valuations.

⁽³⁾ Reflects actuarial value of assets.

⁽⁴⁾ Effective for the June 30, 2014 actuarial valuation, PERS no longer uses an actuarial value of assets.

⁽⁵⁾ For the fiscal year 2020-21 actuarially determined contribution, the additional \$430 million State contribution made pursuant to AB 84 did not directly impact the actuarially determined contribution as it was not yet in the Schools Pool by the June 30, 2019 actuarial valuation date. The additional State contribution was treated as an advance payment toward the unfunded accrued liability contribution with required employer contribution rate correspondingly reduced.

⁽⁶⁾ For the fiscal year 2021-22 actuarially required contribution, the impact of the additional \$330 million State contribution made pursuant to AB 84 is directly reflected in the actuarially determined contribution, because the additional payment was in the Schools Pool as of the June 30, 2020 actuarial valuation date, which served to reduce the required employer contribution rate by 2.16% of payroll.

⁽⁷⁾ On April 13, 2026, the PERS Board (defined below) approved the K-14 school district contribution rate for fiscal year 2026-27 and released certain actuarial information to be incorporated into the 2025 PERS Actuarial Valuation to be released later in 2026

Source: PERS Schools Pool Actuarial Valuation; STRS Defined Benefit Program Actuarial Valuation.

The STRS Board has sole authority to determine the actuarial assumptions and methods used for the valuation of the STRS Defined Benefit Program. Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2010, through June 30, 2015) (the “2017 Experience Analysis”), on February 1, 2017, the STRS Board adopted a new set of actuarial assumptions that reflect member’s increasing life expectancies and current economic trends. These new assumptions were first reflected in the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2016 (the “2016 STRS Actuarial Valuation”). The new actuarial assumptions include, but are not limited to: (i) adopting a generational mortality methodology to reflect past improvements in life expectancies and provide a more dynamic assessment of future life spans, (ii) decreasing the investment rate of return (net of investment and administrative expenses) to 7.25% for the 2016 STRS Actuarial Valuation and 7.00% for the June 30, 2017 actuarial evaluation, and (iii) decreasing the projected wage growth to 3.50% and the projected inflation rate to 2.75%.

Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2007, through June 30, 2022) (the “2024 Experience Analysis”), on January 10, 2024, the STRS Board adopted a new set of actuarial assumptions that will be first reflected in the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2023. The payroll growth assumption was decreased to 3.25% from 3.50% due to the projected need for fewer teachers due to projected declining enrollment in the State over the next 20 years, while the following actuarial assumptions remained unchanged since the CalSTRS Experience Analysis (spanning July 1, 2015 through July 1, 2018) (the “2020 Experience Analysis”): long-term investment return (7.0%), (ii) price inflation (2.75%), and (iii) wage growth (3.50%). Certain demographic assumptions were also updated, including changing the assumed life expectancy of STRS retirees to more closely reflect recent trends. The 2024 STRS Actuarial Valuation (defined below) continues using the Entry Age Normal Actuarial Cost Method.

The STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2024 (the “2024 STRS Actuarial Valuation”) reports that, based on an actuarial value of assets, the unfunded actuarial obligation increased by approximately \$2.1 billion since the 2023 STRS Actuarial Valuation and the funded ratio increased by 0.8% to 76.7% over such time period. This increase in unfunded actuarial obligation was primarily due to salary increases that exceeded those assumed in the valuation, which resulted in a larger-than expected increase in the actuarial obligation. The funded ratio continued to increase primarily due to the required contributions made by employers and the State in fiscal year 2023-24 to eliminate their share of the unfunded actuarial obligation by 2046. The STRS Board has no authority to adjust rates to pay down the portion of the unfunded actuarial obligation related to service accrued on or after July 1, 2014 for member benefits adopted after 1990 (the “Unallocated UAO”). There was a decrease in the surplus (a negative unfunded actuarial obligation) for the Unallocated UAO from \$356 million as of June 30, 2023 to \$140 million as of June 30, 2024.

According to the 2024 STRS Actuarial Valuation, the future revenues from contributions and appropriations for the STRS Defined Benefit Program are projected to be approximately sufficient to finance its obligations with a projected ending funded ratio in fiscal year ending June 30, 2043 of 100.7%. This finding assumes adjustments to contribution rates in line with the funding plan and STRS Board policies, the future recognition of the currently deferred asset gains, and is based on the valuation assumptions and valuation policy adopted by the STRS Board, including a 7.00% investment rate of return assumption.

On November 13, 2025, STRS released its 2025 Review of Funding Levels and Risks (the “STRS 2025 Review of Funding Levels and Risks”), which is based on the 2024 STRS Actuarial Valuation. The STRS 2025 Review of Funding Levels and Risks notes that funding projections have improved slightly since the completion of the June 30, 2023 actuarial valuation that was presented to the STRS

Board in May 2025 in part due to the investment return earned by STRS in fiscal year 2024-25. Full funding is now projected to occur in 2043, three years ahead of schedule.

The key results and findings noted in the STRS 2024 Review of Funding Levels and Risks were that (i) current contribution rates for the State and employers are still projected to be sufficient to allow both the state and employers to eliminate their share of the STRS unfunded actuarial obligation by 2046 and contribution rate increases are not expected to be needed for fiscal year 2026–27, (ii) the state remains well ahead of schedule to eliminate its share of the STRS unfunded actuarial obligation (currently projected to be eliminated in 2027) and the State’s share of the unfunded actuarial obligation could quickly increase if STRS were to experience a year in which the investment return is significantly below the assumed rate of return, (iii) the largest risk facing STRS’ ability to reach full funding remains investment-related risk, especially considering the STRS Defined Benefit Program continues to mature, which will increase the system’s sensitivity to investment experience, (iv) the risk that a negative investment return might impact STRS’ ability to reach full funding is expected to increase once the state fully eliminates its share of STRS’ unfunded actuarial obligation because of a trigger that will require the state contribution rate to immediately drop to 2.017%, potentially limiting STRS’ ability to react to changing conditions because, once this occurs, the STRS Board would only be able to raise the State contribution rate by 0.5% each year, taking 12 years to simply return to the State contribution rate in place in the prior fiscal year, potentially resulting in a situation where the State can no longer eliminate its share of the unfunded liability by 2046, and (v) STRS’ ability to reach full funding is dependent on meeting its current actuarial assumptions over the long term and uncertain investment markets and a potential decline in the number of teachers could put pressure on STRS’ ability to meet some of its long-term actuarial assumptions and impact its ability to reach full funding.

The STRS 2025 Review of Funding Levels and Risks notes highlighted risks associated with longevity, the size of active membership and investments. STRS performs an in-depth study of mortality every four years as part of the experience analysis. The most recent analysis was completed in January 2024, at which time the STRS Board adopted new mortality assumptions. The STRS 2025 review of Funding Levels and Risks notes that, overall, STRS experienced greater mortality than projected under the previous assumptions. The analysis included data that was impacted by the COVID-19 pandemic, and it remains uncertain whether the COVID-19 virus will continue to impact mortality levels over the long term. The STRS Board adopted mortality rates that were slightly lower than what the data indicated, essentially not fully reflecting the impact of the pandemic. Regardless, the assumptions adopted did result in a slight decrease in life expectancy compared with the previous assumptions. To mitigate longevity risk, STRS uses a technique known as generational mortality. This technique anticipates future improvements in life expectancy in the funding of the system, recognizing potential improvements in mortality ahead of time.

In January 2024, the STRS Board adopted a change to the rate at which the payroll is assumed to increase, from 3.5% per year down to 3.25% per year. With this change, STRS now assumes that the population of active teachers will decline slowly over time. This assumption is key in determining contribution rates and whether the funding plan will successfully eliminate the current unfunded actuarial obligation by 2046 since STRS collects contributions as a percentage of payroll. If the active membership declines faster than anticipated and the payroll fails to grow as assumed, STRS’ ability to make progress toward full funding could be at risk. Retirements from active teachers are expected to increase significantly over the next 10 years. Although an increase in retirements does not necessarily impact long-term funding, if schools do not replace the teachers who retire in the future, that could result in a reduction in the overall number of teachers and impact STRS’ ability to reach full funding by 2046. With the anticipated decline in the number of children enrolled in K–12 public schools, the risk that the number of teachers may go down in the future is real and was one of the considerations when the STRS Board lowered the payroll growth assumption in January 2024.

After being fairly steady between 2010 and 2020, California experienced a significant decline in enrollment in both K–12 public schools and community colleges starting in 2020–21. Total enrollment in K–12 public schools in California dropped by approximately 310,000, or a 5% reduction, between 2019–20 and 2022–23. At the same time, the number of students enrolled at community colleges dropped by 310,000, or a 20% reduction, between the fall of 2019 and the fall of 2021. Since then, enrollment has rebounded by almost 200,000 from the fall of 2021 to the fall of 2024. Still, enrollment in community colleges is down more than 7%, or about 115,000, since 2019. In November 2024, the State updated its projection of K–12 enrollments. The updated projection assumes the number of children enrolled in K–12 public schools will continue to decline for the next 20 years. The most recent projection anticipates a decline of approximately 10% over the next 10 years and approximately 16% over the next 20 years. If the anticipated reduction in enrollment results in a need for fewer teachers in California, it would impact the number of active teachers who participate in the STRS Defined Benefit Program and ultimately the growth in payroll. The situation could intensify if school districts were to face budget issues and rely either on layoffs or hiring freezes, leaving positions vacant as teachers leave or retire to reduce budget pressure. One countervailing force that could potentially offset some of the factors listed above would be reductions in class sizes.

The STRS 2025 Review of Funding Levels and Risks notes that investment volatility and the risk that STRS may not be able to meet its assumed investment return over the long-term remains the greatest risk facing STRS today. The combination of a maturing system and the decreasing timeframe of the funding plan only serves to increase this risk. STRS 2024 Review of Funding Levels and Risks notes that (i) when investment returns are below expectations, the unfunded actuarial obligation increases, requiring additional contributions to bridge the gap; however, the funding plan provides the STRS Board limited authority to increase contribution rates for both the state and employers through 2046 for this purpose; (ii) the State bears the greatest risk when it comes to investment volatility due to rules set in the funding plan that allocate the largest share of the assets to the State which results in its share of the unfunded actuarial obligation being the most sensitive to investment volatility; (iii) the specific restrictions the funding plan places on contribution rate increases for both the State and employers limit STRS' ability to respond to investment volatility, and (iv) since the funding plan expires in 2046, after which the STRS Board's authority to adjust contribution rates terminates, the time period over which to fund an existing and new unfunded actuarial obligation is declining each year.

On July 30, 2025, STRS reported a net return on investments of 8.5% for fiscal year 2024-25, ending with the total fund value of \$367.7 billion as of June 30, 2025. The 2024-25 return keeps STRS on track long term, as the 5-, 10-, 20-, and 30-year returns, including the 9.4% 5-year return, all surpass the actuarial assumption of 7.0%, despite inflation, rising interest rates and geopolitical uncertainty. In its news release reporting the fiscal year 2024-25 investment return, STRS noted that it is ahead of schedule in reaching full funding by 2046.

In recent years, the PERS Board of Administration (the “PERS Board”) has taken several steps, as described below, intended to reduce the amount of the unfunded accrued actuarial liability of its plans, including the Schools Pool.

On March 14, 2012, the PERS Board voted to lower the PERS' rate of expected price inflation and its investment rate of return (net of administrative expenses) (the “PERS Discount Rate”) from 7.75% to 7.5%. On February 18, 2014, the PERS Board voted to keep the PERS Discount Rate unchanged at 7.5%. On November 17, 2015, the PERS Board approved a new funding risk mitigation policy to incrementally lower the PERS Discount Rate by establishing a mechanism whereby such rate is reduced by a minimum of 0.05% to a maximum of 0.25% in years when investment returns outperform the existing PERS Discount Rate by at least four percentage points (revised to two percentage points in 2017). On December 21, 2016, the PERS Board voted to lower the PERS Discount Rate to 7.0% over a

three year phase-in period in accordance with the following schedule: 7.375% for the June 30, 2017 actuarial valuation, 7.25% for the June 30, 2018 actuarial valuation and 7.00% for the June 30, 2019 actuarial valuation. The new discount rate went into effect July 1, 2017 for the State and July 1, 2018 for K-14 school districts and other public agencies. Lowering the PERS Discount Rate means employers that contract with PERS to administer their pension plans will see increases in their normal costs and unfunded actuarial liabilities. Active members hired after January 1, 2013, under the Reform Act (defined below) will also see their contribution rates rise. The PERS Funding Risk Mitigation Policy triggered an automatic decrease of 0.2% in the PERS Discount Rate due to the investment return in fiscal year 2020-21, lowering such rate to 6.8%. On April 15, 2024, the PERS Board removed the automatic mechanism to reduce the discount rate and added a provision to the Funding Risk Mitigation Policy to bring an agenda item to the PERS Board for discussion if a funding risk mitigation event occurs.

On April 17, 2013, the PERS Board approved new actuarial policies aimed at returning PERS to fully-funded status within 30 years. The policies included a rate smoothing method with a 30-year fixed amortization period for gains and losses, a five-year increase of public agency contribution rates, including the contribution rate at the onset of such amortization period, and a five year reduction of public agency contribution rates at the end of such amortization period. The new actuarial policies were first included in the June 30, 2014 actuarial valuation and were implemented with respect the State, K-14 school districts and all other public agencies in fiscal year 2015-16.

Also, on February 20, 2014, the PERS Board approved new demographic assumptions reflecting (i) expected longer life spans of public agency employees and related increases in costs for the PERS system and (ii) trends of higher rates of retirement for certain public agency employee classes, including police officers and firefighters. The new actuarial assumptions were first reflected in the Schools Pool in the June 30, 2015 actuarial valuation. The increase in liability due to the new assumptions will be amortized over 20 years with increases phased in over five years, beginning with the contribution requirement for fiscal year 2016-17. The new demographic assumptions affect the State, K-14 school districts and all other public agencies.

On February 14, 2018, the PERS Board approved a new actuarial amortization policy with an effective date for actuarial valuations beginning on or after June 30, 2019, which includes (i) shortening the period over which actuarial gains and losses are amortized from 30 years to 20 years, (ii) requiring that amortization payments for all unfunded accrued liability bases established after the effective date be computed to remain a level dollar amount throughout the amortization period, (iii) removing the 5-year ramp-up and ramp-down on unfunded accrued liability bases attributable to assumptions changes and non-investment gains/losses established on or after the effective date and (iv) removing the 5-year ramp-down on investment gains/losses established after the effective date. While PERS expects that reducing the amortization period for certain sources of unfunded liability will increase future average funding ratios, provide faster recovery of funded status following market downturns, decrease expected cumulative contributions, and mitigate concerns over intergenerational equity, such changes may result in increases in future employer contribution rates.

The PERS Board is required to undertake an experience study every four years under its Actuarial Assumptions Policy and State law. As a result of the most recent experience study, on November 18, 2025 (the “2025 Experience Study”), the PERS Board approved new actuarial assumptions, including (i) maintaining the current 6.8% discount rate, (ii) increasing the inflation rate from 2.3% to 2.5% per year, (iii) maintaining the assumed real wage inflation assumption to 0.5%, which results in an increase of total wage inflation of 2.80% to 3.0%, (iv) maintaining the payroll growth rate at 2.8%, and (v) certain changes to demographic assumptions relating to modifications to the mortality rates, retirement rates, and disability rates (both work and non-work related), and rates of salary increases due to seniority and promotion. These actuarial assumptions will be incorporated into the actuarial valuation for fiscal year

ending June 30, 2025 and first impacted contribution rates for school districts in fiscal year 2026-27. Based on the timing of this study, the member data used for the analysis, which runs through June 30, 2023, does include impacts of COVID-19. Due to the anomalies created by COVID-19, some of the COVID-19 data was excluded.

On November 15, 2021, the PERS Board selected a new asset allocation mix through its periodic Asset Liability Management Study which guided the fund's investment portfolio for the subsequent four years, retained the current 6.8% discount rate and approved adding 5% leverage to increase diversification. The new asset allocation took effect July 1, 2022 and impacted contribution rates for employers and PEPRAs employees beginning in fiscal year 2022-23.

In November 2024, PERS released its 2024 Annual Review of Funding Levels and Risk (the "2024 PERS Funding Levels and Risk Report"), which provided a summary of the current funding levels of the system, the near-term outlook for required contributions and risks faced by the system in the near and long-term. The 2024 PERS Funding Levels and Risk Report notes that over the next several years there is the potential for various factors to either further increase required contributions or add additional financial strain on employers and their ability to make required contributions, including inflation and near-term economic turmoil. The 2024 PERS Funding Levels and Risk Report notes that over the last few years, price inflation has been significantly higher than the PERS long-term assumption of 2.3%, which can affect liability measures and investment returns in several ways and which can be difficult to quantify. The most direct impact of high inflation is that retirees can receive higher than expected cost-of-living adjustments and active employees can receive higher than expected salary increases, which could increase actuarial losses in the future. The 2024 PERS Funding Levels and Risk report concludes that, as of June 30, 2023, the PERS Retirement System had experienced a couple of years of investment returns below the expected return of 6.8%, and actuarial losses primarily due to high inflation which resulted in unexpected cost of living adjustments for retirees and higher than expected member pay increases, which resulted in increased employer contributions along with further increases forecasted for the near future. Despite the strong investment return for the fiscal year ending June 30, 2024, the 2024 PERS Funding Levels and Risk Report notes that employer contributions are currently at relatively high levels due to large amounts of unfunded accrued liability and uncertainty within the economy suggests possible economic turmoil in the near future. The 2024 PERS Funding Levels and Risk Report concludes that the ability of employers to continue making required contributions to the system is the area of greatest concern.

On April 13, 2026, the PERS Board established the employer contribution rates for fiscal year 2026-27 and released information from the 2025 PERS Actuarial Valuation, ahead of its release date later in 2026. From June 30, 2024 to June 30, 2025, the funded status of the Schools Pool increased by 5.1% (from 69.6% to 74.7%) and the unfunded accrued liability decreased by approximately \$5.0 billion. The primary driver of improvement was investment return greater than expected. Based on final assets as of June 30, 2025, the investment return for 2024-25 was 12.0% after reduction for administrative expenses, generating an actuarial investment gain of \$4.9 billion. This gain will be amortized over 20 years with a five-year ramp, decreasing the employer contribution rate in 2026-27 by 0.49% of pay. Due to the five-year ramp, this impact will escalate each year until it reaches an estimated reduction of 2.16% of pay in 2030-31. Non-investment experience during fiscal year 2024-25, which includes both demographic experience and economic experience other than from investments, increased unfunded accrued liability by \$0.6 billion, which will be amortized over 20 years, increasing the employer contribution rate by 0.19% in fiscal year 2026-27. Combined with a 0.17% decrease of the employer normal cost rate, the net effect of non-investment experience is an increase of 0.02% in the employer rate. Total payroll in 2024-25 increased by 6.6% over the prior year, compared with 2.8% expected. This served to reduce the employer contribution rate by 0.61% of pay in 2026-27 as the dollar amount of the unfunded liability contribution is divided by a larger payroll.

Assuming all actuarial assumptions are realized, including an assumed investment return of 6.80%, and no changes to assumptions, methods or benefits will occur during the projection period, along with the expected reductions in normal cost due to the continuing transition of active members from Classic Members to PEPRA Members, the projected contribution rate for fiscal year 2027-28 is 26.8%, 25.9% in fiscal year 2028-29, 25.1% in fiscal year 2029-30, 24.0% in fiscal year 2030-31, and 23.8% in fiscal year 2031-32. The actual investment return for fiscal year 2025-26 was not known at the time these projections were made. The projections above assume the investment return for that year will be 6.8%. If the actual investment return differs from 6.80%, the actual contribution requirements for the projected years will differ from those shown above.

The District can make no representations regarding the future program liabilities of STRS, or whether the District will be required to make additional contributions to STRS in the future above those amounts required under AB 1469. The District can also provide no assurances that the District's required contributions to PERS will not increase in the future.

California Public Employees' Pension Reform Act of 2013. On September 12, 2012, the Governor signed into law the California Public Employees' Pension Reform Act of 2013 (the "Reform Act"), which makes changes to both STRS and PERS, most substantially affecting new employees hired after January 1, 2013 (the "Implementation Date"). For PEPRA Members, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor (the age factor is the percent of final compensation to which an employee is entitled for each year of service) from age 60 to 62 and increasing the eligibility of the maximum age factor of 2.4% from age 63 to 65. Similarly, for non-safety PERS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor from age 55 to 62 and increases the eligibility requirement for the maximum age factor of 2.5% to age 67. Among the other changes to PERS and STRS, the Reform Act also: (i) requires all new participants enrolled in PERS and STRS after the Implementation Date to contribute at least 50% of the total annual normal cost of their pension benefit each year as determined by an actuary, (ii) requires STRS and PERS to determine the final compensation amount for employees based upon the highest annual compensation earnable averaged over a consecutive 36-month period as the basis for calculating retirement benefits for new participants enrolled after the Implementation Date (previously 12 months for STRS members who retire with 25 years of service), and (iii) caps "pensionable compensation" for new participants enrolled after the Implementation Date at 100% of the federal Social Security contribution (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers) and benefit base for members participating in Social Security or 120% for members not participating in social security (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers), while excluding previously allowed forms of compensation under the formula such as payments for unused vacation, annual leave, personal leave, sick leave, or compensatory time off.

GASB Statement Nos. 67 and 68. On June 25, 2012, GASB approved Statements Nos. 67 and 68 ("Statements") with respect to pension accounting and financial reporting standards for state and local governments and pension plans. The new Statements, No. 67 and No. 68, replace GASB Statement No. 27 and most of Statements No. 25 and No. 50. The changes impact the accounting treatment of pension plans in which state and local governments participate. Major changes include: (1) the inclusion of unfunded pension liabilities on the government's balance sheet (previously, such unfunded liabilities are typically included as notes to the government's financial statements); (2) more components of full pension costs being shown as expenses regardless of actual contribution levels; (3) lower actuarial discount rates being required to be used for underfunded plans in certain cases for purposes of the financial statements; (4) closed amortization periods for unfunded liabilities being required to be used for certain purposes of the financial statements; and (5) the difference between expected and actual

investment returns being recognized over a closed five-year smoothing period. In addition, according to GASB, Statement No. 68 means that, for pensions within the scope of the Statement, a cost-sharing employer that does not have a special funding situation is required to recognize a net pension liability, deferred outflows of resources, deferred inflows of resources related to pensions and pension expense based on its proportionate share of the net pension liability for benefits provided through the pension plan. Because the accounting standards do not require changes in funding policies, the full extent of the effect of the new standards on the District is not known at this time. The reporting requirements for pension plans took effect for the fiscal year beginning July 1, 2013 and the reporting requirements for government employers, including the District, took effect for the fiscal year beginning July 1, 2014.

As of June 30, 2025, the District reported its proportionate shares of the net pension liabilities for the STRS and PERS programs to be \$26,076,147 and \$21,322,688, respectively. For more information, see “— District Debt Structure – Long-Term Debt” herein and “APPENDIX B – 2024-25 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note 11” attached hereto.

Other Post-Employment Benefits

Plan Description. The postemployment defined benefit OPEB plan (the “Plan”) is a single-employer defined benefit healthcare plan administered by the District that provides medical, dental, vision, and hearing insurance benefits to eligible retirees and their spouses (the “Benefits”). Membership of the Plan currently consists of ___ retirees and beneficiaries currently receiving benefits and ___ active Plan members.

Funding Policy. The District’s funding policy is based on the projected pay-as-you-go financing requirements for which there is no actuarially determined contribution, nor any condition requirement established by statute or contract. For fiscal years 2020-21 through 2024-25, the District contributed \$221,482, \$166,835, \$156,482, \$225,814, and \$_____, respectively, to the Plan, all of which was used for current premiums. For fiscal year 2025-26, the District projects a contribution of \$_____ to the Plan, all of which are expected to be used for current premiums.

The District has not established an irrevocable trust to prefund its Benefits, and no prefunding of Benefits has been made by the District.

[TO BE CONFIRMED] In addition, the District, as of _____, 2026, currently has deposited \$_____ in a Special Reserve Fund for Postemployment Benefits (“Fund 20”) to begin funding its unfunded actuarial accrued liability (discussed herein) with respect to the Benefits. This fund, however, has not been irrevocably pledged to the payment of the Benefits, and may be accessed for other purposes upon Board action.

Accrued Liability. The District has implemented *GASB Statement #74, Financial Reporting for Postemployment Benefit Plans Other Than Pensions* (“GASB Statement No. 74”) and *GASB Statement #75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* (“GASB Statement No. 75”), pursuant to which the District has commissioned and received an actuarial study of its liability with respect to the Benefits. GASB Statements No. 74 and No. 75 (discussed below) require biennial actuarial valuations for all plans. The most recent actuarial study for the Plan had a valuation date of July 1, 20___. The Study concluded that, as of a June 30, 20___ measurement date, the Total OPEB Liability (the “TOL”) with respect to such Benefits was \$_____. Because the District does not maintain a qualifying irrevocable trust, the District’s Net OPEB Liability (the “NOL”) is equal to the TOL. For more information regarding the District’s other post-employment benefit liability, see “APPENDIX B – 2024-25 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note 10” attached hereto.

GASB Statement Nos. 74 and 75. On June 2, 2015, the GASB approved Statement Nos. 74 and 75 with respect to pension accounting and financial reporting standards for public sector post-retirement benefit programs and the employers that sponsor them. GASB Statement No. 74 replaces GASB Statements No. 43 and 57 and Statement No. 75 replaces GASB Statement No. 45.

Most of GASB Statement No. 74 applies to plans administered through trusts, in which contributions are irrevocable, trust assets are dedicated to providing other post-employment benefits to plan members, and trust assets are legally protected from creditors. GASB Statements No. 74 and No. 75 will require a liability for OPEB obligations, known as the Net OPEB Liability (the “NOL”), to be recognized on the balance sheet of the plan and the participating employer’s financial statements. In addition, an OPEB expense (service cost plus interest on total OPEB liability plus current-period benefit changes minus member contributions minus assumed earning on plan investments plus administrative expenses plus recognition of deferred outflows minus recognition of deferred inflows) will be recognized in the income statement of the participating employers. In the notes to its financial statements, employers providing other post-employment benefits will also have to include information regarding the year-to-year change in the NOL and a sensitivity analysis of the NOL to changes in the discount rate and healthcare trend rate. The required supplementary information will also be required to show a 10-year schedule of the plan’s net OPEB liability reconciliation and related ratios, and any actuarially determined contributions and investment returns.

Under GASB Statement No. 74, the measurement date must be the same as the plan’s fiscal year end, but the actuarial valuation date may be any date up to 24 months prior to the measurement date. For the TOL, if the valuation date is before the measurement date, the results must be projected forward from the valuation date to the measurement date using standard actuarial roll-forward techniques. For plans that are unfunded or have assets insufficient to cover the projected benefit payments, a discount rate reflecting a 20-year tax-exempt municipal bond yield or index rate must be used. For plans with assets that meet the GASB Statement No. 74 requirements, a projection of the benefit payments and future Fiduciary Net Position (the “FNP”) is performed based on the funding policy and assumptions of the plan, along with the methodology specified in GASB.

GASB Statement No. 74 has an effective date for plan fiscal years beginning after June 15, 2016 and GASB Statement No. 75 is effective for employer fiscal years beginning after June 15, 2017. The District first recognized GASB Statement No. 74 and GASB Statement No. 75 in its financial statements for fiscal year 2017-18. See “APPENDIX B – 2022-23 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note 10” attached hereto..

Joint Powers Agreements

The District participates in three joint powers agreements with joint powers authorities (each, a “JPA”). The District is a member of Kings County Self-Insured Schools (“KCSIS”), Self-Insured Schools of California II (SISC II), and the Kings Schools Transportation Authority (“KTSA”) JPAs. The relationships between the District and JPAs are such that they are not component units of the District for financial reporting purposes. These entities have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, fund transactions between the entities and the District are included in the District’s audited financial statements. See also “APPENDIX B – 2024-25 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note 13” attached hereto.

Risk Management

Employee Medical Benefits. [TO BE CONFIRMED] The District is self-insured for medical and dental benefits, and purchases insurance for vision and life. For its self-insurance activity, the District records an estimated liability for medical and dental claims. Claims liabilities are based on estimates of the ultimate cost of reported claims (including future claim adjustment expenses) and an estimate for claims incurred, but not reported based on historical experience.

Workers' Compensation. [TO BE CONFIRMED] Kings County Self-Insured Schools ("KCSIS") arranges and provides workers' compensation insurance for its member districts. KCSIS is governed by a board consisting of a representative from each member district. The board controls the operations of KCSIS, including the selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in KCSIS.

Special Education Transportation. [TO BE CONFIRMED] The District is a member of the Kings Schools Transportation Authority (KSTA) which arranges for and provides transportation services for students in the county Special Education program. The JPA is operated by a governing board that is made up of the school districts that rotate in and out. All Kings County schools are a member.

Cybersecurity

The District, like many other public and private entities, relies on a large and complex technology environment to conduct its operations. As a recipient and provider of personal, private, or sensitive information, the District is subject to multiple cyber threats including, but not limited to, hacking, viruses, malware and other attacks on computer and other sensitive digital networks and systems. Entities or individuals may attempt to gain unauthorized access to the District's digital systems for the purposes of misappropriating assets or information or causing operational disruption and damage.

To date, the District has not experienced an attack on its computer operating systems which resulted in a breach of its cybersecurity systems that are in place. However, no assurance can be given that the District's efforts to manage cyber threats and attacks will, in all cases, be successful or that any such attack will not materially impact the operations or finances of the District. The District is also reliant on other entities and service providers, such as the Paying Agent or the Counties or any Dissemination Agent engaged by the District in connection with compliance by the District with its continuing disclosure undertakings. No assurance can be given that the District may not be affected by cyber threats and attacks against other entities or service providers in a manner which may affect the Owners of the Bonds, e.g., systems related to the timeliness of payments on the Bonds or compliance with disclosure filings pursuant to the Continuing Disclosure Certificate. Additionally, the District carries cybersecurity insurance.

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District Debt Structure

Long-Term Debt. A schedule of changes in long-term debt for the year ended June 30, 2025 is shown below:

	Balance			Balance
	<u>July 1, 2024</u>	<u>Additions</u>	<u>Deletions</u>	<u>June 30, 2025</u>
General Obligation Bonds	\$56,273,758	\$13,305,000	\$15,823,803	\$53,754,955
Unamortized premium	4,650,639	932,782	1,668,380	3,915,041
Accreted Interest	<u>10,965,835</u>	<u>1,411,682</u>	<u>626,197</u>	<u>11,751,320</u>
Total general obligation bonds	71,890,232	15,649,464	18,118,380	69,421,316
Certificates of Participation	17,845,000	--	620,000	17,225,000
Unamortized premium	1,610,876	--	64,435	1,546,441
Unamortized discount	<u>(94,889)</u>	<u>--</u>	<u>(7,300)</u>	<u>(87,589)</u>
Total certificates of participation	19,360,987	--	677,135	18,683,852
Leases	11,545	--	11,545	--
Compensated absences	289,703	126,673	--	416,376
Total OPEB liability	14,831,726	--	3,644	14,828,082
Net pension liability	<u>47,920,847</u>	<u>--</u>	<u>522,032</u>	<u>47,398,815</u>
TOTAL	\$154,305,040	\$15,776,137	\$19,332,736	\$150,748,441

Source: Hanford Joint Union High School District.

Certificates of Participation. On July 29, 2020, the District executed and delivered its Certificates of Participation (2020 School Financing Project) evidencing principal in the amount of \$17,510,000 (the “2020 Certificates,” and together with the 2008 Certificates, the “Certificates”), the net proceeds of which were used to finance certain capital projects at the District, including capital projects at Hanford High School and Hanford West High School. The 2020 Certificates are payable from lease payments made by the District pursuant to a lease-purchase agreement, by and between the District and the Local Facilities Finance Corporation, for use and possession of certain District real property.

The table on the following page shows future lease payments due from the District in connection with the Certificates.

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CERTIFICATES OF PARTICIPATION
Hanford Joint Union High School District

Year Ending (August 1)	2020 Certificates	Total Payments
2026	\$871,600.00	\$871,600.00
2027	899,400.00	899,400.00
2028	920,800.00	920,800.00
2029	946,000.00	946,000.00
2030	964,800.00	964,800.00
2031	987,400.00	987,400.00
2032	1,013,600.00	1,013,600.00
2033	1,043,200.00	1,043,200.00
2034	1,066,000.00	1,066,000.00
2035	1,097,200.00	1,097,200.00
2036	1,121,400.00	1,121,400.00
2037	1,148,800.00	1,148,800.00
2038	1,179,200.00	1,179,200.00
2039	1,207,400.00	1,207,400.00
2040	1,238,400.00	1,238,400.00
2041	1,267,000.00	1,267,000.00
2042	1,303,200.00	1,303,200.00
2043	1,336,600.00	1,336,600.00
2044	1,367,200.00	1,367,200.00
2045	1,395,000.00	1,395,000.00
2046	1,435,000.00	1,435,000.00
2047	1,469,400.00	1,469,400.00
2048	1,510,200.00	1,510,200.00
2049	<u>1,542,000.00</u>	<u>1,542,000.00</u>
Totals	<u>\$28,330,800.00</u>	<u>\$28,330,800.00</u>

Source: Hanford Joint Union High School District.

General Obligation Bonds. The District has outstanding general obligation bonds pursuant to two voter-approved authorizations. The District's general obligation bonds are payable solely from ad valorem property taxes levied within the District, which taxes are unlimited as to rate or amount. The District's general fund is not a source of repayment for the District's general obligation bonds. The table on the following page shows the currently outstanding prior bond issuances of the District, not including the Bonds.

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OUTSTANDING GENERAL OBLIGATION BONDS
Hanford Joint Union High School District

Bond Issuance	Initial Principal Amount	Principal Currently Outstanding⁽¹⁾	Date of Delivery
Election of 2004 General Obligation Bonds, Series B	\$6,500,000.00		August 6, 2008
2014 General Obligation Refunding Bonds	2,835,000.00		June 26, 2014
Election of 2016 General Obligation Bonds, Series A	12,999,992.75		May 22, 2018
Election of 2016 General Obligation Bonds, Series B	10,999,962.10		July 29, 2020
Election of 2016 General Obligation Bonds, Series C	9,000,000.00		July 29, 2023
2025 General Obligation Refunding Bonds	13,305,000.00		June 25, 2025

⁽¹⁾ As of _____, 2026.

Source: Hanford Joint Union High School District.

The annual debt service requirements for the District's outstanding general obligation bonds are included in the table on the following page.

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HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
General Obligation Bonds – Aggregate Debt Service

Year Ending August 1	2004 Series B Bonds	2014 Refunding Bonds	2016 Series A Bonds⁽¹⁾	2016 Series B Bonds	2016 Series C Bonds	2025 Refunding Bonds	<u>The Bonds</u>	<u>Total Annual Debt Service</u>
2026	--	\$426,000.00	\$332,000.00	\$174,000.00	\$1,199,500.00	\$2,871,750.00		
2027	--	424,300.00	332,000.00	194,000.00	964,250.00	3,005,750.00		
2028	--	422,300.00	332,000.00	214,000.00	1,003,750.00	3,142,500.00		
2029	--	--	332,000.00	654,000.00	1,014,750.00	3,286,250.00		
2030	\$3,080,000.00	--	332,000.00	779,000.00	1,083,500.00	131,000.00		
2031	--	--	332,000.00	1,299,000.00	1,132,000.00	2,751,000.00		
2032	3,635,000.00	--	332,000.00	834,000.00	1,171,000.00	--		
2033	3,705,000.00	--	332,000.00	844,000.00	1,220,750.00	--		
2034	3,775,000.00	--	332,000.00	974,000.00	1,270,500.00	--		
2035	4,120,000.00	--	332,000.00	834,000.00	--	--		
2036	4,195,000.00	--	332,000.00	979,000.00	--	--		
2037	--	--	3,492,000.00	74,000.00	--	--		
2038	--	--	3,654,000.00	74,000.00	--	--		
2039	--	--	3,805,000.00	74,000.00	--	--		
2040	--	--	3,955,000.00	74,000.00	--	--		
2041	--	--	4,125,000.00	74,000.00	--	--		
2042	--	--	4,275,000.00	74,000.00	--	--		
2043	--	--	--	3,809,000.00	--	--		
2044	--	--	--	3,959,000.00	--	--		
2045	--	--	--	<u>1,924,000.00</u>	--	--		
Total:	\$22,510,000.00	\$1,272,600.00	\$26,958,000.00	\$17,915,000.00	\$10,060,000.00	\$15,188,250.00		

⁽¹⁾ Excludes debt service payments on the Refunded Bonds as described herein.

Source: Hanford Joint Union High School District.

TAX MATTERS

In the opinion of Bond Counsel, under existing statutes, regulations, rulings and judicial decisions, and assuming certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes, and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. However, it should be noted that for tax years beginning after December 31, 2022, with respect to applicable corporations as defined in Section 59(k) of the Internal Revenue Code of 1986, as amended (the “Code”), generally certain corporations with more than \$1,000,000,000 of average annual adjusted financial statement income, interest (and original issue discount) with respect to the Bonds might be taken into account in determining adjusted financial statement income for purposes of computing the alternative minimum tax imposed by Section 55 of the Code on such corporations. In the further opinion of Bond Counsel, interest (and original issue discount) on the Bonds is exempt from State of California personal income tax.

The excess of the stated redemption price at maturity of a Bond over the issue price of a Bond (the first price at which a substantial amount of the Bonds of a maturity is to be sold to the public) constitutes original issue discount. Original issue discount accrues under a constant yield method, and original issue discount will accrue to a Bond Owner before receipt of cash attributable to such excludable income. The amount of original issue discount deemed received by the Bond Owner will increase the Bond Owner’s basis in the applicable Bond.

Bond Counsel’s opinion as to the exclusion from gross income of interest (and original issue discount) on the Bonds is based upon certain representations of fact and certifications made by the District and others and is subject to the condition that the District complies with all requirements of the Code, that must be satisfied subsequent to the issuance of the Bonds to assure that interest (and original issue discount) on the Bonds will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause the interest (and original issue discount) on the Bonds to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Bonds. The District has covenanted to comply with all such requirements.

The amount by which a Bond Owner’s original basis for determining loss on sale or exchange in the applicable Bond (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable bond premium, which must be amortized under Section 171 of the Code; such amortizable Bond premium reduces the Bond Owner’s basis in the applicable Bond (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Bond premium may result in a Bond Owner realizing a taxable gain when a Bond is sold by the Owner for an amount equal to or less (under certain circumstances) than the original cost of the Bond to the Owner. Purchasers of the Bonds should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable Bond premium.

The Internal Revenue Service (the “IRS”) has initiated an expanded program for the auditing of tax-exempt bond issues, including both random and targeted audits. It is possible that the Bonds will be selected for audit by the IRS. It is also possible that the market value of the Bonds might be affected as a result of such an audit of the Bonds (or by an audit of similar Bonds). No assurance can be given that in the course of an audit, as a result of an audit, or otherwise, Congress or the IRS might not change the Code (or interpretation thereof) subsequent to the issuance of the Bonds to the extent that it adversely affects the exclusion from gross income of interest on the Bonds or their market value.

SUBSEQUENT TO THE ISSUANCE OF THE BONDS THERE MIGHT BE FEDERAL, STATE, OR LOCAL STATUTORY CHANGES (OR JUDICIAL OR REGULATORY CHANGES TO OR INTERPRETATIONS OF FEDERAL, STATE, OR LOCAL LAW) THAT AFFECT THE FEDERAL, STATE, OR LOCAL TAX TREATMENT OF THE BONDS INCLUDING THE IMPOSITION OF ADDITIONAL FEDERAL INCOME OR STATE TAXES ON OWNERS OF TAX-EXEMPT STATE OR LOCAL OBLIGATIONS, SUCH AS THE BONDS. THESE CHANGES COULD ADVERSELY AFFECT THE MARKET VALUE OR LIQUIDITY OF THE BONDS. NO ASSURANCE CAN BE GIVEN THAT SUBSEQUENT TO THE ISSUANCE OF THE BONDS STATUTORY CHANGES WILL NOT BE INTRODUCED OR ENACTED OR JUDICIAL OR REGULATORY INTERPRETATIONS WILL NOT OCCUR HAVING THE EFFECTS DESCRIBED ABOVE. BEFORE PURCHASING ANY OF THE BONDS, ALL POTENTIAL PURCHASERS SHOULD CONSULT THEIR TAX ADVISORS REGARDING POSSIBLE STATUTORY CHANGES OR JUDICIAL OR REGULATORY CHANGES OR INTERPRETATIONS, AND THEIR COLLATERAL TAX CONSEQUENCES RELATING TO THE BONDS.

Bond Counsel's opinions may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. Bond Counsel has not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The authorizing resolutions and the Tax Certificate relating to the Bonds permit certain actions to be taken or to be omitted if a favorable opinion of Bond Counsel is provided with respect thereto. Bond Counsel expresses no opinion as to the effect on the exclusion from gross income of interest (and original issue discount) on the Bonds for federal income tax purposes with respect to any Bond if any such action is taken or omitted based upon the advice of counsel other than Stradling Yocca Carlson & Rauth LLP.

Although Bond Counsel has rendered an opinion that interest on the Bonds is excluded from gross income for federal income tax purposes provided that the District continues to comply with certain requirements of the Code, the ownership of the Bonds and the accrual or receipt of interest with respect to the Bonds may otherwise affect the tax liability of certain persons. Bond Counsel expresses no opinion regarding any such tax consequences. Accordingly, before purchasing any of the Bonds, all potential purchasers should consult their tax advisors with respect to collateral tax consequences relating to the Bonds

Copies of the proposed forms of opinions of Bond Counsel for the Bonds is attached hereto as APPENDIX A.

LIMITATION ON REMEDIES; BANKRUPTCY

General. State law contains certain safeguards to protect the financial solvency of school districts. See "DISTRICT FINANCIAL INFORMATION – Budget Process" herein. If the safeguards are not successful in preventing a school district from becoming insolvent, the State Superintendent, operating through an administrator thereby, may be authorized under State law to file a petition under Chapter 9 of the United States Bankruptcy Code (the "Bankruptcy Code") on behalf of the school district for the adjustment of its debts, assuming that the school district meets certain other requirements contained in the Bankruptcy Code necessary for filing a petition under Chapter 9. School districts are not themselves authorized to file a bankruptcy proceeding, and they are not subject to involuntary bankruptcy.

Bankruptcy courts are courts of equity and as such have broad discretionary powers. If the District were to become the debtor in a proceeding under Chapter 9 of the Bankruptcy Code, the automatic stay provisions of Bankruptcy Code Sections 362 and 922 generally would prohibit creditors from taking any action to collect amounts due from the District or to enforce any obligation of the District related to such amounts due, without consent of the District or authorization of the bankruptcy court

(although such stays would not operate to block creditor application of pledged special revenues to payment of indebtedness secured by such revenues). In addition, as part of its plan of adjustment in a Chapter 9 bankruptcy case, the District may be able to alter the priority, interest rate, principal amount, payment terms, collateral, maturity dates, payment sources, covenants (including tax-related covenants), and other terms or provisions of the Bonds and other transaction documents related to the Bonds, as long as the bankruptcy court determines that the alterations are fair and equitable. There also may be other possible effects of a bankruptcy of the District that could result in delays or reductions in payments on the Bonds. Moreover, regardless of any specific adverse determinations in any District bankruptcy proceeding, the fact of a District bankruptcy proceeding could have an adverse effect on the liquidity and market price of the Bonds.

Bankruptcy courts are courts of equity and as such have broad discretionary powers. If the District were to become the debtor in a proceeding under Chapter 9 of the Bankruptcy Code, the automatic stay provisions of Bankruptcy Code Sections 362 and 922 generally would prohibit creditors from taking any action to collect amounts due from the District or to enforce any obligation of the District related to such amounts due, without consent of the District or authorization of the bankruptcy court (although such stays would not operate to block creditor application of pledged special revenues to payment of indebtedness secured by such revenues). In addition, as part of its plan of adjustment in a Chapter 9 bankruptcy case, the District may be able to alter the priority, interest rate, principal amount, payment terms, collateral, maturity dates, payment sources, covenants (including tax-related covenants), and other terms or provisions of the Bonds and other transaction documents related to the Bonds, as long as the bankruptcy court determines that the alterations are fair and equitable. There also may be other possible effects of a bankruptcy of the District that could result in delays or reductions in payments on the Bonds. Moreover, regardless of any specific adverse determinations in any District bankruptcy proceeding, the fact of a District bankruptcy proceeding could have an adverse effect on the liquidity and market price of the Bonds.

Statutory Lien. Pursuant to Government Code Section 53515, the Bonds are secured by a statutory lien on all revenues received pursuant to the levy and collection of the tax, and such lien automatically arises, without the need for any action or authorization by the District or the Board, and is valid and binding from the time the Bonds are executed and delivered. See “THE BONDS – Security and Sources of Payment” herein. Although a statutory lien would not be automatically terminated by the filing of a Chapter 9 bankruptcy petition by the District, the automatic stay provisions of the Bankruptcy Code would apply and payments that become due and owing on the Bonds during the pendency of the Chapter 9 proceeding could be delayed, unless the Bonds are determined to be secured by a pledge of “special revenues” within the meaning of the Bankruptcy Code and the pledged ad valorem property taxes are applied to pay the Bonds in a manner consistent with the Bankruptcy Code.

Special Revenues. If the ad valorem property tax revenues that are pledged to the payment of the Bonds are determined to be “special revenues” within the meaning of the Bankruptcy Code, then the application in a manner consistent with the Bankruptcy Code of the pledged ad valorem property tax revenues should not be subject to the automatic stay. “Special revenues” are defined to include, among others, taxes specifically levied to finance one or more projects or systems of the debtor, but excluding receipts from general property, sales, or income taxes levied to finance the general purposes of the debtor. State law prohibits the use of the tax proceeds for any purpose other than payment of the Bonds, and the Bond proceeds can only be used to finance or refinance the acquisition or improvement of real property and other capital expenditures included in the proposition, so such tax revenues appear to fit the definition of special revenues. However, there is no binding judicial precedent dealing with the treatment in bankruptcy proceedings of ad valorem property tax revenues collected for the payments of general obligation bonds in the State, so no assurance can be given that a bankruptcy court would not hold otherwise.

Possession of Tax Revenues; Remedies. The County on behalf of the District is expected to be in possession of the annual ad valorem property taxes and certain funds to repay the Bonds and may invest these funds in the County's pooled investment fund, as described in "THE BONDS – Application and Investment of Bond Proceeds" herein and "APPENDIX E – KINGS COUNTY INVESTMENT POOL" attached hereto. If the County goes into bankruptcy and has possession of tax revenues (whether collected before or after commencement of the bankruptcy), and if the County does not voluntarily pay such tax revenues to the owners of the Bonds, it is not entirely clear what procedures the owners of the Bonds would have to follow to attempt to obtain possession of such tax revenues, how much time it would take for such procedures to be completed, or whether such procedures would ultimately be successful. Further, should those investments suffer any losses, there may be delays or reductions in payments on the Bonds.

Opinion of Bond Counsel Qualified by Reference to Bankruptcy, Insolvency and Other Laws Relating to or Affecting Creditor's Rights. The proposed form of the approving opinion of Bond Counsel attached hereto as APPENDIX A is qualified by reference to bankruptcy, insolvency and other laws relating to or affecting creditor's rights. Bankruptcy proceedings, if initiated, could subject the owners of the Bonds to judicial discretion and interpretation of their rights in bankruptcy or otherwise, and consequently may entail risks of delay, limitation, or modification of their rights.

LEGAL MATTERS

Legality for Investment in California

Under provisions of the Financial Code, the Bonds are legal investments for commercial banks in California to the extent that the Bonds, in the informed opinion of the bank, are prudent for the investment of funds of depositors, and under provisions of the Government Code, are eligible for security for deposits of public moneys in the State.

Expanded Reporting Requirements

Under Section 6049 of the Internal Revenue Code of 1986, as amended by the Tax Increase Prevention and Reconciliation Act of 2005 ("TIPRA"), interest paid on tax-exempt obligations will be subject to information reporting in a manner similar to interest paid on taxable obligations. The effective date for this provision is for interest paid after December 31, 2005, regardless of when the tax-exempt obligations were issued. The purpose of this change was to assist in relevant information gathering for the IRS relating to other applicable tax provisions. TIPRA provides that backup withholding may apply to such interest payments made after March 31, 2007 to any bondholder who fails to file an accurate Form W-9 or who meets certain other criteria. The information reporting and backup withholding requirements of TIPRA do not affect the excludability of such interest from gross income for federal income tax purposes.

Continuing Disclosure

Current Undertaking. In connection with the issuance of the Bonds, the District has covenanted for the benefit of Owners and Beneficial Owners of the Bonds to provide certain financial information and operating data relating to the District (the "Annual Reports") by not later than nine months following the end of the District's fiscal year (which currently ends June 30), commencing with the report for the 2025-26 fiscal year, and to provide notices of the occurrence of certain listed events. The Annual Reports and notices of listed events will be filed by the District in accordance with the requirements of the Rule. The specific nature of the information to be contained in the Annual Reports or the notices of listed events

is included in “APPENDIX C – FORM OF CONTINUING DISCLOSURE CERTIFICATE FOR THE BONDS” attached hereto. These covenants have been made in order to assist the Underwriter in complying with the Rule.

Previous Undertakings. Within the past five years, the District has not failed to file in a timely manner annual reports or notices of listed events as required by its prior undertaking entered into pursuant to the Rule.

Absence of Material Litigation

No litigation is pending or threatened concerning the validity of the Bonds, and a certificate to that effect will be furnished to purchasers at the time of the original delivery of the Bonds. The District is not aware of any litigation pending or threatened questioning the political existence of the District or contesting the District’s ability to receive *ad valorem* property taxes or to collect other revenues or contesting the District’s ability to issue and retire the Bonds.

The District is subject to lawsuits and claims in the ordinary course of its operations. In the opinion of the District, the aggregate amount of the uninsured liabilities of the District under these lawsuits and claims will not materially affect the finances of the District.

Escrow Verification

Upon delivery of the Bonds, the Verification Agent will deliver a report on the mathematical accuracy of certain computations based upon certain information and assertions provided to them by the Underwriter relating to (a) the adequacy of the maturing principal of and interest on the Federal Securities in the Escrow Fund, together with any moneys held therein as cash, to pay the redemption price of and interest on the Refunded Bonds.

Legal Opinion

The legal opinions of Bond Counsel, approving the validity of the Bonds, will be supplied to the original purchasers of the Bonds without cost. Copies of the proposed form of such legal opinions are attached to this Official Statement as APPENDIX A.

MISCELLANEOUS

Rating

The Bonds have been assigned a rating of “___” by Moody’s. The rating reflects only the views of the rating agency, and any explanation of the significance of such rating should be obtained from the rating agency at the following address: Moody’s Investors Service, 7 World Trade Center at 250 Greenwich, New York, NY 10007.

Generally, rating agencies base their ratings on information and materials furnished to them (which may include information and material from the District which is not included in this Official Statement) and on investigations, studies and assumptions by the rating agencies. There is no assurance that the rating will be retained for any given period of time or that the same will not be revised downward or withdrawn entirely by the rating agency if, in the judgment of the rating agency, circumstances so warrant. The District undertakes no responsibility to oppose any such revision or withdrawal. Any such downward revision or withdrawal of the rating obtained may have an adverse effect on the market price of the Bonds.

The District has covenanted in a Continuing Disclosure Certificate to file on the Municipal Securities Rulemaking Board's Electronic Municipal Market Access website ("EMMA") notices of any ratings changes on the Bonds. See "APPENDIX C - FORM OF CONTINUING DISCLOSURE CERTIFICATE" attached hereto. Notwithstanding such covenant, information relating to rating changes on the Bonds may be publicly available from the rating agency prior to such information being provided to the District and prior to the date the District is obligated to file a notice of rating change on EMMA. Purchasers of the Bonds are directed to the rating agency and its website and official media outlets for the most current rating changes with respect to the Bonds after the initial issuance of the Bonds.

Financial Statements

The financial statements with supplemental information for the year ended June 30, 2025, the independent auditor's report of the District, and the related statements of activities and of cash flows for the year then ended, and the report of Christy White, Inc. (the "Auditor") dated January 19, 2026, are included in this Official Statement as APPENDIX B. In connection with the inclusion of the financial statements and the reports of the Auditor herein, the District did not request the Auditor to, and the Auditor has not undertaken to, update its report or to take any action intended or likely to elicit information concerning the accuracy, completeness or fairness of the statements made in this Official Statement, and no opinion is expressed by the Auditor with respect to any event subsequent to the date of its report.

Underwriting

Purchase of the Bonds. Stifel, Nicolaus & Co., Inc. (the "Underwriter") has agreed, pursuant to a purchase contract relating to the Bonds, by and between the District and the Underwriter, to purchase all of the Bonds. The Underwriter will purchase the Bonds for a purchase price of \$_____, (which is equal to the initial principal amount of the Bonds of \$_____, plus original issue premium of \$_____, and less the Underwriter's discount of \$_____).

The purchase contract for the Bonds provides that the Underwriter will purchase all of the Bonds if any are purchased, the obligation to make such purchase being subject to certain terms and conditions set forth in such purchase contract, the approval of certain legal matters by bond counsel and certain other conditions. The initial offering prices stated on the inside cover of this Official Statement may be changed from time to time by the Underwriter, subject to the requirements of the purchase contract for the Bonds. The Underwriter may offer and sell Bonds to certain dealers and others at prices lower than such initial offering prices.

Underwriter Disclosures. *The Underwriter has provided the following information for inclusion in this Official Statement. The District does not guarantee the accuracy or completeness of the following information, and the inclusion thereof should be construed as a representation of the District.*

Additional Information

The purpose of this Official Statement is to supply information to prospective buyers of the Bonds. Quotations from and summaries and explanations of the Bonds, the Resolution providing for issuance of the Bonds, and the constitutional provisions, statutes and other documents referenced herein, do not purport to be complete, and reference is made to said documents, constitutional provisions and statutes for full and complete statements of their provisions.

Some of the data contained herein has been taken or constructed from District records. Appropriate District officials, acting in their official capacities, have reviewed this Official Statement and have determined that, as of the date hereof, the information contained herein is, to the best of their knowledge and belief, true and correct in all material respects and does not contain an untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made herein, in light of the circumstances under which they were made, not misleading.

Any statements in this Official Statement involving matters of opinion, whether or not expressly so stated, are intended only as such and not as representations of fact. This Official Statement is not to be construed as a contract or agreement between the District and the purchasers or Owners, beneficial or otherwise, of any of the Bonds. This Official Statement and the delivery thereof have been duly approved and authorized by the District.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

By _____
Superintendent

APPENDIX A

FORM OF OPINION OF BOND COUNSEL

Upon issuance and delivery of the Bonds, Stradling Yocca Carlson & Rauth LLP, Bond Counsel, proposes to render its final approving opinion with respect to the Bonds in substantially the following form:

_____, 2026

Board of Trustees
Hanford Joint Union High School District

Members of the Board of Trustees:

We have examined a certified copy of the record of the proceedings relative to the issuance and sale of \$ _____ Hanford Joint Union High School District (Kings and Tulare Counties, California) 2026 General Obligation Refunding Bonds (the “Bonds”). As to questions of fact material to our opinion, we have relied upon the certified proceedings and other certifications of public officials furnished to us without undertaking to verify the same by independent investigation.

Based on our examination as bond counsel of existing law, certified copies of such legal proceedings and such other proofs as we deem necessary to render this opinion, we are of the opinion, as of the date hereof and under existing law, that:

1. Such proceedings and proofs show lawful authority for the issuance and sale of the Bonds pursuant to Articles 9 and 11 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code, and a resolution adopted by the Board of Trustees of the Hanford Joint Union High School District (the “District”) on May 12, 2026 (the “Resolution”).
2. The Bonds constitute valid and binding general obligations of the District, payable as to both principal and interest from the proceeds of a levy of *ad valorem* property taxes on all property subject to such taxes by the District, which taxes are unlimited as to rate or amount.
3. Under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals; however, it should be noted that with respect to applicable corporations as defined in Section 59(k) of the Internal Revenue Code of 1986, as amended (the “Code”), interest (and original issue discount) with respect to the Bonds might be taken into account in determining adjusted financial statement income for the purposes of computing the alternative minimum tax imposed on such corporations.
4. Interest (and original issue discount) on the Bonds is exempt from State of California personal income tax.
5. The difference between the issue price of a Bond (the first price at which a substantial amount of the Bonds of a maturity is to be sold to the public) and the stated redemption price at maturity with respect to such Bonds (to the extent the redemption price at maturity is greater than the issue price) constitutes original issue discount. Original issue

discount accrues under a constant yield method, and original issue discount will accrue to a Bond Owner before receipt of cash attributable to such excludable income. The amount of original issue discount deemed received by a Bond Owner will increase the Bond Owner's basis in the applicable Bond.

6. The amount by which a Bond Owner's original basis for determining loss on sale or exchange of the applicable Bond (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable bond premium, which must be amortized under Section 171 of the Code; such amortizable Bond premium reduces the Bond Owner's basis in the applicable Bond (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Bond premium may result in a Bond Owner realizing a taxable gain when a Bond is sold by the Bond Owner for an amount equal to or less (under certain circumstances) than the original cost of the Bond to the Bond Owner. Purchasers of the Bonds should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable Bond premium.

The opinions expressed herein may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The Resolution and the Tax Certificate relating to the Bonds permit certain actions to be taken or to be omitted if a favorable opinion of Bond Counsel is provided with respect thereto. No opinion is expressed herein as to the effect on the exclusion from gross income of interest (and original issue discount) for federal income tax purposes with respect to any Bond if any such action is taken or omitted based upon the advice of counsel other than ourselves. Other than expressly stated herein, we express no opinion regarding tax consequences with respect to the Bonds.

The opinions expressed herein as to the exclusion from gross income of interest (and original issue discount) on the Bonds are based upon certain representations of fact and certifications made by the District and others and are subject to the condition that the District complies with all requirements of the Code, that must be satisfied subsequent to the issuance of the Bonds to assure that such interest (and original issue discount) will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause interest (and original issue discount) on the Bonds to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Bonds. The District has covenanted to comply with all such requirements.

It is possible that subsequent to the issuance of the Bonds there might be federal, state, or local statutory changes (or judicial or regulatory interpretations of federal, state, or local law) that affect the federal, state, or local tax treatment of the Bonds or the market value of the Bonds. No assurance can be given that subsequent to the issuance of the Bonds such changes or interpretations will not occur.

The rights of the owners of the Bonds and the enforceability thereof may be subject to bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights heretofore or hereafter enacted to the extent constitutionally applicable and their enforcement may also be subject to the exercise of judicial discretion in appropriate cases, and by the limitations on legal remedies against public agencies in the State of California.

Respectfully submitted,

APPENDIX B

2024-25 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT

APPENDIX C

FORM OF CONTINUING DISCLOSURE CERTIFICATE

This Continuing Disclosure Certificate (the “Disclosure Certificate”) is executed and delivered by the Hanford Joint Union High School District (the “District”) in connection with the issuance of \$ _____ of the District’s 2026 General Obligation Refunding Bonds (the “Bonds”). The Bonds are being issued pursuant to a Resolution of the District adopted on May 12, 2026 (the “Resolution”). The District covenants and agrees as follows:

SECTION 1. Purpose of the Disclosure Certificate. This Disclosure Certificate is being executed and delivered by the District for the benefit of the Holders and Beneficial Owners of the Bonds and in order to assist the Participating Underwriter in complying with Securities and Exchange Commission Rule 15c2-12(b)(5).

SECTION 2. Definitions. In addition to the definitions set forth in the Resolution, which apply to any capitalized term used in this Disclosure Certificate unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

“Annual Report” shall mean any Annual Report provided by the District pursuant to, and as described in, Sections 3 and 4 of this Disclosure Certificate.

“Beneficial Owner” shall mean any person which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of any Bonds for federal income tax purposes.

“Dissemination Agent” shall mean initially the District, or any successor Dissemination Agent designated in writing by the District and which has filed with the District a written acceptance of such designation.

“Financial Obligation” shall mean (a) a debt obligation; (b) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) guarantee of (a) or (b). The term “Financial Obligation” does not include municipal securities as to which a final official statement has been provided to the Municipal Rulemaking Board consistent with the Rule.

“Holders” shall mean registered owners of the Bonds.

“Listed Events” shall mean any of the events listed in Sections 5(a) or 5(b) of this Disclosure Certificate.

“Official Statement” shall mean the Official Statement dated as of _____, 2026 and relating to the offer and sale of the Bonds.

“Participating Underwriter” shall mean Stifel, Nicolaus & Co., Inc., as the original underwriter of the Bonds required to comply with the Rule in connection with the offering of the Bonds.

“Repository” shall mean the Municipal Securities Rulemaking Board, which can be found at <http://emma.msrb.org/>, or any other repository of disclosure information that may be designated by the Securities and Exchange Commission as such for purposes of the Rule in the future.

“Rule” shall mean Rule 15c2-12(b)(5) adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

“State” shall mean the State of California.

SECTION 3. Provision of Annual Reports.

(a) The District shall, or shall cause the Dissemination Agent to, not later than nine months after the end of the District’s fiscal year (presently ending June 30), commencing with the report for the 2025-26 fiscal year, provide to the Repository an Annual Report which is consistent with the requirements of Section 4 of this Disclosure Certificate. The Annual Report may be submitted as a single document or as separate documents comprising a package, and may cross-reference other information as provided in Section 4 of this Disclosure Certificate; provided that the audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the date required above for the filing of the Annual Report if they are not available by that date. If the District’s fiscal year changes, it shall give notice of such change in the same manner as for a Listed Event under Section 5(b).

(b) Not later than thirty (30) days (nor more than sixty (60) days) prior to said date the Dissemination Agent shall give notice to the District that the Annual Report shall be required to be filed in accordance with the terms of this Disclosure Certificate. Not later than fifteen (15) Business Days prior to said date, the District shall provide the Annual Report in a format suitable for reporting to the Repository to the Dissemination Agent (if other than the District). If the District is unable to provide to the Repository an Annual Report by the date required in subsection (a), the District shall send a notice in a timely manner to the Repository in substantially the form attached as Exhibit A with a copy to the Dissemination Agent. The Dissemination Agent shall not be required to file a Notice to Repository of Failure to File an Annual Report.

(c) The Dissemination Agent shall file a report with the District stating it has filed the Annual Report in accordance with its obligations hereunder, stating the date it was provided to the Repository.

SECTION 4. Content and Form of Annual Reports.

(a) The District’s Annual Report shall contain or include by reference the following:

1. The audited financial statements of the District for the prior fiscal year, prepared in accordance with generally accepted accounting principles as promulgated to apply to governmental entities from time to time by the Governmental Accounting Standards Board. If the District’s audited financial statements are not available by the time the Annual Report is required to be filed pursuant to Section 3(a), the Annual Report shall contain unaudited financial statements in a format similar to the financial statements contained in the final Official Statement, and the audited financial statements shall be filed in the same manner as the Annual Report when they become available.

2. Material financial information and operating data with respect to the District of the type included in the Official Statement in the following categories (to the extent not included in the District’s audited financial statements):

(a) State funding received by the District for the last completed fiscal year;

- (b) average daily attendance of the District for the last completed fiscal year;
- (c) outstanding District indebtedness;
- (d) summary financial information on revenues, expenditures and fund balances for the District's general fund reflecting adopted budget for the current fiscal year;
- (e) assessed valuation of taxable property within the District, for the current fiscal year;
- (f) secured *ad valorem* tax charges and delinquencies within the District, for the last completed year; and
- (g) largest twenty local secured taxpayers within the District, for the current fiscal year.

Any or all of the items listed above may be included by specific reference to other documents, including official statements of debt issues of the District or related public entities, which have been submitted to the Repository or the Securities and Exchange Commission. If the document included by reference is a final official statement, it must be available from the Municipal Securities Rulemaking Board. The District shall clearly identify each such other document so included by reference.

(b) The Annual Report shall be filed in an electronic format accompanied by identifying information prescribed by the Municipal Securities Rulemaking Board.

SECTION 5. Reporting of Significant Events.

(a) Pursuant to the provisions of this Section 5(a), the District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds in a timely manner not in excess of 10 business days after the occurrence of the event:

- 1. principal and interest payment delinquencies.
- 2. tender offers.
- 3. defeasances.
- 4. rating changes.
- 5. adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, or Notices of Proposed Issue (IRS Form 5701-TEB).
- 6. unscheduled draws on the debt service reserves reflecting financial difficulties.
- 7. unscheduled draws on credit enhancement reflecting financial difficulties.
- 8. substitution of the credit or liquidity providers or their failure to perform.
- 9. bankruptcy, insolvency, receivership or similar event (within the meaning of the Rule) of the District. For the purposes of the event identified in this Section 5(a)(9), the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other

proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

10. default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

(b) Pursuant to the provisions of this Section 5(b), the District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds, if material:

1. non-payment related defaults.
2. modifications to rights of Bondholders.
3. optional, contingent or unscheduled bond calls.
4. unless described under Section 5(a)(5) above, material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds.
5. release, substitution or sale of property securing repayment of the Bonds.
6. the consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms.
7. appointment of a successor or additional trustee or paying agent with respect to the Bonds or the change of name of such a trustee or paying agent.
8. incurrence of a Financial Obligation of the District, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect Bond Owners.

(c) Whenever the District obtains knowledge of the occurrence of a Listed Event under Section 5(b) hereof, the District shall as soon as possible determine if such event would be material under applicable federal securities laws.

(d) If the District determines that knowledge of the occurrence of a Listed Event under Section 5(b) hereof would be material under applicable federal securities laws, the District shall (i) file a notice of such occurrence with the Repository in a timely manner not in excess of 10 business days after the occurrence of the event or (ii) provide notice of such reportable event to the Dissemination Agent in format suitable for filing with the Repository in a timely manner not in excess of 10 business days after the occurrence of the event. The Dissemination Agent shall have no duty to independently prepare or file

any report of Listed Events. The Dissemination Agent may conclusively rely on the District's determination of materiality pursuant to Section 5(c).

SECTION 6. Termination of Reporting Obligation. The District's obligations under this Disclosure Certificate shall terminate upon the legal defeasance, prior redemption or payment in full of all of the Bonds. If such termination occurs prior to the final maturity of the Bonds, the District shall give notice of such termination in the same manner as for a Listed Event under Section 5(a) or Section 5(b), as applicable.

SECTION 7. Dissemination Agent. The District may, from time to time, appoint or engage a Dissemination Agent (or substitute Dissemination Agent) to assist it in carrying out its obligations under this Disclosure Certificate, and may discharge any such Agent, with or without appointing a successor Dissemination Agent. The Dissemination Agent may resign upon fifteen (15) days written notice to the District. Upon such resignation, the District shall act as its own Dissemination Agent until it appoints a successor. The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Disclosure Certificate and shall not be responsible to verify the accuracy, completeness or materiality of any continuing disclosure information provided by the District. The District shall compensate the Dissemination Agent for its fees and expenses hereunder as agreed by the parties. Any entity succeeding to all or substantially all of the Dissemination Agent's corporate trust business shall be the successor Dissemination Agent without the execution or filing of any paper or further act.

SECTION 8. Amendment; Waiver. Notwithstanding any other provision of this Disclosure Certificate, the District may amend this Disclosure Certificate, and any provision of this Disclosure Certificate may be waived, provided that the following conditions are satisfied:

- (a) If the amendment or waiver relates to the provisions of Sections 3(a), 4, 5(a) or 5(b), it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the Bonds, or the type of business conducted;
- (b) The undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Bonds, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances;
- (c) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the Holders or Beneficial Owners of the Bonds; and
- (d) No duties of the Dissemination Agent hereunder shall be amended without its written consent thereto.

In the event of any amendment or waiver of a provision of this Disclosure Certificate, the District shall describe such amendment in the next Annual Report, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the District. In addition, if the amendment relates to the accounting principles to be followed in preparing financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under Section 5(b), and (ii) the Annual Report for the year in which the change is made should present a comparison (in narrative form and also, if feasible, in quantitative form) between the

financial statements as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

SECTION 9. Additional Information. Nothing in this Disclosure Certificate shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Disclosure Certificate or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Disclosure Certificate. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Disclosure Certificate, the District shall have no obligation under this Certificate to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

SECTION 10. Default. In the event of a failure of the District to comply with any provision of this Disclosure Certificate any Holder or Beneficial Owner of the Bonds may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Disclosure Certificate. A default under this Disclosure Certificate shall not be deemed an event of default under the Resolution, and the sole remedy under this Disclosure Certificate in the event of any failure of the District to comply with this Disclosure Certificate shall be an action to compel performance.

SECTION 11. Duties, Immunities and Liabilities of Dissemination Agent. The Dissemination Agent shall have only such duties as are specifically set forth in this Disclosure Certificate. The Dissemination Agent acts hereunder solely for the benefit of the District; this Disclosure Certificate shall confer no duties on the Dissemination Agent to the Participating Underwriter, the Holders and the Beneficial Owners. The District agrees to indemnify and save the Dissemination Agent, its officers, directors, employees and agents, harmless against any loss, expense and liabilities which it may incur arising out of or in the exercise or performance of its powers and duties hereunder, including the costs and expenses (including attorney's fees) of defending against any claim of liability, but excluding liabilities due to the Dissemination Agent's negligence or willful misconduct. The obligations of the District under this Section shall survive resignation or removal of the Dissemination Agent and payment of the Bonds. The Dissemination Agent shall have no liability for the failure to report any event or any financial information as to which the District has not provided an information report in format suitable for filing with the Repository. The Dissemination Agent shall not be required to monitor or enforce the District's duty to comply with its continuing disclosure requirements hereunder.

SECTION 12. Beneficiaries. This Disclosure Certificate shall inure solely to the benefit of the District, the Dissemination Agent, the Participating Underwriter and Holders and Beneficial Owners from time to time of the Bonds, and shall create no rights in any other person or entity.

Dated: _____, 2026

HANFORD JOINT UNION HIGH SCHOOL
DISTRICT

By _____
Dr. Victor Rosa
Superintendent

EXHIBIT A

NOTICE TO REPOSITORY OF FAILURE TO FILE ANNUAL REPORT

Name of District: HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Name of Bond Issue: 2026 General Obligation Refunding Bonds

Date of Issuance: _____, 2026

NOTICE IS HEREBY GIVEN that the District has not provided an Annual Report with respect to the above-named Bonds as required by the Continuing Disclosure Certificate relating to the Bonds. The District anticipates that the Annual Report will be filed by _____.

Dated: _____

HANFORD JOINT UNION HIGH SCHOOL
DISTRICT

By _____ [form only; no signature required]

APPENDIX D

GENERAL ECONOMIC AND DEMOGRAPHIC INFORMATION FOR KINGS COUNTY AND THE CITY OF HANFORD

The portion of Tulare County served by the District represents less than one percent of the assessed valuation of the District as a whole. Therefore, additional economic or demographic data on Tulare County is not provided in this Official Statement. The following information regarding the City of Hanford (the “City”) and Kings County (the “County”) is included only for the purpose of supplying general information regarding the local community and economy. The Bonds are not a debt of the City, the County or Tulare County. This material has been prepared by or excerpted from the sources as noted herein and has not been reviewed for accuracy by the District, Bond Counsel, the Underwriter or the municipal advisor.

General

The City of Hanford. Named for James Madison Hanford, auditor of the Southern Pacific Railroad, the City is the seat of the County and has long been the major trading center of the area. Incorporated in 1891 as a general law city, it utilizes the council-manager form of government. The five-member City Council is elected by district to serve four-year, staggered terms, and selects two of its members to serve as the Mayor and the Vice-Mayor every year. The City Council also appoints the city manager. The City is approximately 16.6 square miles, located in the south-central section of the San Joaquin Valley, and is known for its downtown historic district.

Kings County. Incorporated in 1893, the County is located midway between Los Angeles and the Bay Area, in the San Joaquin Valley. Because of its central location and easy access to major distribution networks, it is a regional hub for business and industry. Comprised of 1,391 square miles, the County is a general law county and is governed by a five-member Board of Supervisors elected by district biennially to four-year staggered terms. Home to two major California State Prisons, as well as the Lemoore Naval Air Station, the economy of the County is primarily governmental, with agriculture and trade making up other large sectors.

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Population

The following table shows the historical population figures for the City, the County and the State for the past 10 years.

POPULATION ESTIMATES
2016 through 2025
City of Hanford, Kings County and State of California

<u>Year</u>	<u>City of Hanford</u>	<u>Kings County</u>	<u>State of California</u>
2016 ⁽¹⁾	55,566	148,487	39,036,749
2017 ⁽¹⁾	56,221	148,079	39,273,915
2018 ⁽¹⁾	57,012	150,058	39,429,439
2019 ⁽¹⁾	57,724	151,918	39,503,656
2020 ⁽²⁾	58,123	152,486	39,538,223
2021 ⁽²⁾	58,798	151,167	39,369,530
2022 ⁽²⁾	58,382	151,921	39,179,680
2023 ⁽²⁾	59,201	151,980	39,228,444
2024 ⁽²⁾	59,856	153,880	39,420,663
2025 ⁽²⁾	61,238	154,015	39,529,101

⁽¹⁾ As of January 1.

⁽²⁾ As of May 1.

Source: 2016-19 (2010 Demographic Research Unit Benchmark): California Department of Finance for January 1. 2020-25 (2020 Demographic Research Unit Benchmark): California Department of Finance for May 1.

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Income

The following table summarizes per capita personal income for the County, the State, and the United States for the past 10 years that statistics are currently available.

PER CAPITA PERSONAL INCOME
2015 through 2024
Kings County, the State of California and United States

<u>Year</u>	<u>Kings County</u>	<u>State of California</u>	<u>United States</u>
2015	\$32,758	\$53,816	\$48,062
2016	34,192	55,862	48,974
2017	35,431	58,214	51,006
2018	35,083	60,984	53,311
2019	36,435	64,219	55,567
2020	41,497	70,100	59,151
2021	43,931	77,134	64,692
2022	43,286	77,196	66,298
2023	44,338	81,196	70,002
2024	47,718	86,232	73,204

Note: Per capita personal income is the total personal income divided by the total mid-year population estimates of the U.S. Bureau of the Census. Last updated: February 5, 2026 – new statistics for 2024; revised statistics for 2020-2023.

All dollar estimates are in current dollars (not adjusted for inflation).

Source: U.S. Department of Commerce, Bureau of Economic Analysis.

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Principal Employers

The following tables list the principal employers in the City and the County.

PRINCIPAL EMPLOYERS

June 30, 2025

City of Hanford

<u>Employer</u>	<u>Industry</u>	<u>Number of Employees</u>
Adventist Health Hanford	Services: Health	1,713
Central Valley Meat Co.	Manufacturing: Food and Kindred Products	822
Del Monte Foods Inc	Manufacturing: Food and Kindred Products	750
Hanford Elementary School District	Services: Educational	734
Hanford Joint Union High School District	Services: Educational	472
Walmart Supercenter	Retail Trade: General Merchandise Stores	412
City of Hanford	Public Administration	306
Costco Wholesale	Wholesale Trade-non-durable Goods	255
Marquez Brothers International	Wholesale Trade-non-durable Goods	230
College of the Sequoias	Services: Educational	183

Source: City of Hanford Annual Comprehensive Financial Report, Fiscal Year Ended June 30, 2025.

PRINCIPAL EMPLOYERS

2026

Kings County

<u>Employer</u>	<u>Industry</u>	<u>Number of Employees</u>
Naval Air Station Lemoore	National Security	5,000 – 9,999
Adventist Health Hanford	Services: Health	1,000 – 4,999
California State Prison	Public Administration: Correctional Institutions	1,000 – 4,999
California State Prison	Public Administration: Correctional Institutions (Government Offices)	1,000 – 4,999
Del Monte Foods Inc	Manufacturing: Food and Kindred Products	1,000 – 4,999
Kings County Admin	Public Administration	1,000 – 4,999
Walmart Supercenter	Retail Trade: General Merchandise Stores	500 - 999
Central Valley Meat Co.	Manufacturing: Food and Kindred Products	250 - 499
Lemoore High School	Services: Educational	250 - 499
Naval Health Clinic Lemoore	Services: Health	250 - 499

Source: State of California, Employment Development Department, as extracted from the America's Labor Market Information System (ALMIS) Employer Database, 2026 1st Edition.

Employment

The following table summarizes the labor force, employment and unemployment figures for years 2020 through 2024 for the City, the County, the State, and the United States.

LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT ANNUAL AVERAGES 2020 through 2024⁽¹⁾ City of Hanford, Kings County, State of California, and United States

<u>Year and Area</u>	<u>Labor Force</u>	<u>Employment</u> ⁽²⁾	<u>Unemployment</u> ⁽³⁾	<u>Unemployment Rate (%)</u>
<u>2020</u>				
City of Hanford	23,300	20,600	2,700	11.7
Kings County	54,900	48,100	6,800	12.3
State of California	18,821,200	16,913,100	1,908,100	10.0
United States	160,742,000	147,795,000	12,947,000	8.1
<u>2021</u>				
City of Hanford	23,000	20,900	2,100	9.1
Kings County	53,900	48,400	5,400	10.1
State of California	19,041,000	18,127,700	913,300	4.8
United States	161,204,000	152,581,000	8,623,000	5.3
<u>2022</u>				
City of Hanford	23,300	21,800	1,500	6.5
Kings County	54,700	50,600	4,100	7.4
State of California	19,252,900	18,440,900	811,100	4.2
United States	164,287,000	158,291,000	5,996,000	3.6
<u>2023</u>				
City of Hanford	24,400	22,600	1,800	7.2
Kings County	56,800	52,000	4,800	8.5
State of California	19,308,300	18,388,300	920,000	4.8
United States	167,116,000	161,037,000	6,080,000	3.6
<u>2024</u>				
City of Hanford	25,100	23,100	2,000	7.9
Kings County	58,400	53,200	5,200	8.9
State of California	19,644,100	18,600,900	1,043,100	5.3
United States	168,106,000	161,346,000	6,761,000	4.0

Note: Data is not seasonally adjusted.

(1) Annual averages, unless otherwise specified.

(2) Includes persons involved in labor-management trade disputes.

(3) The unemployment rate is computed from unrounded data; therefore, it may differ from rates computed from rounded figures in this table.

Source: U.S. Department of Labor – Bureau of Labor Statistics, California Employment Development Department. March 2024 Benchmark.

Industry

The County is located in the Hanford-Corcoran Metropolitan Statistical Area. The distribution of employment is presented in the following table for the last five years. These figures are multi county wide statistics and may not necessarily accurately reflect employment trends in the County.

INDUSTRY EMPLOYMENT & LABOR FORCE ANNUAL AVERAGES 2021 through 2025 Kings County (Hanford-Corcoran Metropolitan Statistical Area)

<u>Category</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
Total Farm	9,600	9,500	9,700	9,600	9,100
Total Nonfarm	39,500	41,500	42,600	43,400	43,800
Total Private	25,500	27,100	27,600	28,100	28,400
Goods Producing	5,500	5,900	5,800	5,800	5,500
Mining, Logging and Construction	1,000	1,200	1,200	1,200	1,200
Manufacturing	4,500	4,700	4,700	4,600	4,300
Service Providing	34,000	35,700	36,800	37,600	38,300
Private Service Providing	20,000	21,200	21,700	22,300	22,900
Trade, Transportation and Utilities	6,500	6,700	6,600	6,500	6,600
Wholesale Trade	600	600	600	700	700
Retail Trade	4,400	4,400	4,400	4,300	4,500
Transportation, Warehousing and Utilities	1,600	1,600	1,500	1,400	1,400
Information	200	200	200	200	200
Financial Activities	900	900	800	800	800
Professional and Business Services	1,300	1,700	1,700	2,000	2,000
Private Education and Health Services	6,500	6,800	7,600	8,100	8,600
Leisure and Hospitality	3,900	4,200	4,100	4,100	4,100
Other Services	700	800	700	700	700
Government	<u>14,000</u>	<u>14,500</u>	<u>15,100</u>	<u>15,300</u>	<u>15,400</u>
Total, All Industries	<u>49,100</u>	<u>51,000</u>	<u>52,300</u>	<u>53,000</u>	<u>52,800</u>

Note: The "Total, All Industries" data is not directly comparable to the employment data found herein.

Source: State of California, Employment Development Department, Labor Market Information Division, Annual Average Labor Force and Industry Employment. March 2025 Benchmark.

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Commercial Activity

Summaries of annual taxable sales for the City and the County for the last five years are shown in the following tables.

**ANNUAL TAXABLE SALES
2020 through 2024
City of Hanford
(Dollars in Thousands)**

<u>Year</u>	Total Retail and Food Services: <u>Permits</u>	Retail and Food Services: Taxable <u>Transactions</u>	Total All Outlets: <u>Permits</u>	Total All Outlets: Taxable <u>Transactions</u>
2020	961	\$938,969	1,429	\$1,103,507
2021	912	1,128,477	1,392	1,265,601
2022	945	1,151,268	1,459	1,298,626
2023	910	1,114,926	1,421	1,277,228
2024	929	1,106,898	1,423	1,445,318

Source: "Taxable Sales in California," California Department of Tax and Fee Administration.

**ANNUAL TAXABLE SALES
2020 through 2024
Kings County
(Dollars in Thousands)**

<u>Year</u>	Total Retail and Food Services: <u>Permits</u>	Retail and Food Services: Taxable <u>Transactions</u>	Total All Outlets: <u>Permits</u>	Total All Outlets: Taxable <u>Transactions</u>
2020	1,741	\$1,467,858	2,781	\$2,155,652
2021	1,652	1,743,794	2,685	2,467,534
2022	1,703	1,769,714	2,789	2,608,548
2023	1,599	1,697,956	2,663	2,544,221
2024	1,610	1,684,085	2,657	2,562,326

Source: "Taxable Sales in California," California Department of Tax and Fee Administration.

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Construction Activity

The annual building permit valuations and number of permits for new dwelling units issued for the past five years for the City and the County are shown in the following tables.

BUILDING PERMITS AND VALUATIONS 2020 through 2024 City of Hanford (Dollars in Thousands)

	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Valuation					
Residential	\$49,637	\$101,298	\$106,307	\$127,531	\$121,880
Non-Residential	<u>25,402</u>	<u>19,363</u>	<u>23,945</u>	<u>66,009</u>	<u>38,529</u>
Total	\$75,039	\$120,661	\$130,252	\$193,540	160,409
Units					
Single Family	163	278	249	318	355
Multiple Family	<u>0</u>	<u>92</u>	<u>90</u>	<u>23</u>	<u>10</u>
Total	163	370	339	341	365

Note: Totals may not add to sum due to rounding.

Source: Construction Industry Research Board.

BUILDING PERMITS AND VALUATIONS 2020 through 2024 Kings County (Dollars in Thousands)

	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Valuation					
Residential	\$73,899	\$134,184	\$144,837	\$196,716	\$160,318
Non-Residential	<u>50,874</u>	<u>94,669</u>	<u>64,325</u>	<u>115,982</u>	<u>57,566</u>
Total	\$124,773	\$228,853	\$209,162	\$312,698	\$217,884
Units					
Single Family	223	386	378	582	425
Multiple Family	<u>34</u>	<u>92</u>	<u>100</u>	<u>27</u>	<u>144</u>
Total	257	478	478	609	569

Note: Totals may not add to sum due to rounding.

Source: Construction Industry Research Board.

APPENDIX E

KINGS COUNTY INVESTMENT POOL

The following information concerning the Kings County Investment Pool (the “Investment Pool”) has been provided by the Director of Finance (the “Director of Finance”) of Kings County (the “County”), and has not been confirmed or verified by the District, the Municipal Advisor or the Underwriter. The District, the Municipal Advisor and the Underwriter have not made an independent investigation of the investments in the Investment Pool and have made no assessment of the current County investment policy. The value of the various investments in the Investment Pool will fluctuate on a daily basis as a result of a multitude of factors, including generally prevailing interest rates and other economic conditions. Additionally, the Director of Finance, with the consent of the County Board of Supervisors, may change the County investment policy at any time. Therefore, there can be no assurance that the values of the various investments in the Investment Pool will not vary significantly from the values described herein. Finally, none of the District, the Municipal Advisor or the Underwriter make any representation as to the accuracy or adequacy of such information or as to the absence of material adverse changes in such information subsequent to the date hereof, or that the information contained or incorporated hereby by reference is correct as of any time subsequent to its date. Additional information regarding the Investment Pool may be obtained from the Director of Finance at <http://www.kingcounty.gov>; however, the information presented on such website is not incorporated herein by any reference.

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APPENDIX F
ACCRETED VALUES TABLE

**ESCROW AGREEMENT
RELATING TO THE DEFEASANCE OF**

**\$12,999,992.75
HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
Election of 2016 General Obligation Bonds, Series A**

THIS ESCROW AGREEMENT, dated as of _____1, 2026, by and between the Hanford Joint Union High School District (the “District”), and U.S. Bank Trust Company, National Association, acting in its capacity as escrow agent (the “Escrow Agent”) pursuant to this Escrow Agreement (this “Agreement”);

W I T N E S S E T H:

WHEREAS, the District previously caused the issuance of \$12,999,992.75 of its Election of 2016 General Obligation Bonds, Series A (the “Prior Bonds”); and

WHEREAS, the District did, pursuant to a resolution adopted by the Board of Trustees of the District, determine that it is in the District’s best interest to issue its 2026 General Obligation Refunding Bonds (the “Bonds”) to provide proceeds to current refund the outstanding Prior Bonds; and

WHEREAS, in order to accomplish such refinancing it is necessary and desirable for the District to secure payment of debt service on the Prior Bonds to be refunded in order to redeem and retire such bonds; and

WHEREAS, the District will provide funds necessary to refund such portions of the Prior Bonds, as more particularly described on Schedule C hereto (so refunded, the “Refunded Bonds”), and to secure payment of the debt service on such Refunded Bonds on and before their respective designated optional redemption dates, by authorizing the preparation and issuance of the Bonds; and

WHEREAS, the District has determined that it is in its best interests and desirable for the Bonds to be issued and for the proceeds of the Bonds to be applied to the refunding of the Refunded Bonds in accordance with the terms of this Agreement; and

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein contained, the District and the Escrow Agent agree as follows:

SECTION 1. Deposit of Moneys.

(a) As used herein, the term “Investment Securities” means the Investment Securities set forth in Schedule A hereto. The District hereby deposits with the Escrow Agent \$_____, which amount represents the net proceeds of the Bonds to be held in irrevocable escrow by the Escrow Agent separate and apart from other funds of the District and the Escrow Agent in a fund hereby created and established and to be known as the “Hanford Joint Union School District 2026 General Obligation Refunding Bonds Escrow Fund” to be applied solely as provided in this Agreement. Such moneys are at least equal to an amount sufficient to purchase the principal amount of the Investment Securities set forth in Schedule A hereto.

(b) The Escrow Agent hereby acknowledges receipt of the cash flow and yield verification report of Causey Public Finance, LLC, dated the date of delivery of the Bonds (the “Verification Report”), relating to the sufficiency of the Investment Securities and cash deposited pursuant hereto to defease the Refunded Bonds (the “Verification Report”), and the opinion of Stradling Yocca Carlson & Rauth LLP, dated the date of delivery of the Bonds, relating to this Agreement.

SECTION 2. Use and Investment of Moneys. The Escrow Agent acknowledges receipt of the moneys described in Section 1(a) hereof and agrees:

(a) to immediately invest \$_____ of the moneys described in Section 1(a) hereof in the Investment Securities set forth in Schedule A hereto and to deposit such Investment Securities in the Escrow Fund, and to hold \$_____ uninvested as cash; and

(b) to make the payments required under Section 3(a) hereof.

SECTION 3. Payment of the Refunded Bonds.

(a) Payment. From funds and maturing securities deposited with the Escrow Agent pursuant to Section 1 hereof, the Escrow Agent shall transfer from the Escrow Fund to the paying agent for the Refunded Bonds (the “Paying Agent”) amounts sufficient to:

(i) pay the interest on the Refunded Bonds issued as Current Interest Bonds (as defined in the Official Statement for the Prior Bonds) due on and prior to August 1, 2026, and to redeem on such date the outstanding principal of the Refunded Bonds at a redemption price equal to 100% of the outstanding principal amount thereof;

(ii) redeem, on August 1, 2026, the Refunded Bonds issued as Capital Appreciation Bonds (as defined in the Official Statement for the Prior Bonds), at the Redemption Price (as defined in the Official Statement for the Prior Bonds) for the Refunded Bonds issued as Capital Appreciation Bonds thereof as of such date.

Such transfer shall constitute the respective payments of the principal and Accreted Value of and interest on the Refunded Bonds and redemption price due from the District.

(b) Unclaimed Moneys. Any moneys which remain unclaimed for two years after the date such moneys and Investment have become due and payable hereunder (during which time the Escrow Agent shall hold such funds without liability for interest) shall be repaid by the Escrow Agent to the District and deposited by the District in the Debt Service Fund relating to the Bonds. Any moneys remaining in the Escrow Fund established hereunder after August 1, 2026

(aside from unclaimed monies of the Refunded Bonds) which are in excess of the amount needed to pay owners of the Refunded Bonds payments of principal and Accreted Value of and interest on and redemption premium, if any, with respect to the Refunded Bonds or to pay any amounts owed to the Escrow Agent shall be immediately transferred by the Escrow Agent to the District and deposited by the District in the respective Debt Service Funds relating to the Bonds.

(c) Priority of Payments. The holders of the Refunded Bonds shall have a first lien on the moneys and Investment Securities in the Escrow Fund which are allowable and sufficient to pay the Refunded Bonds until such moneys and Investment Securities are used and applied as provided in this Agreement, as verified by the Verification Report. Any cash or securities held in the Escrow Fund are irrevocably pledged only to the owners of the Refunded Bonds.

(d) Termination of Obligation. Upon deposit of the moneys set forth in Section 1(a) hereof with the Escrow Agent pursuant to the provisions of Section 1(a) hereof and the purchase of the Investment Securities as provided in Section 2 hereof, all obligations of the District with respect to the Refunded Bonds shall cease and terminate, except only the obligation to make payments therefor from the moneys provided for hereunder.

SECTION 4. Performance of Duties. The Escrow Agent agrees to perform only the duties set forth herein, and no implied obligations shall be read into this Agreement against either party hereto; provided, however, that the parties hereto shall be subject to a duty of acting in good faith hereunder.

SECTION 5. Reinvestment. Upon written direction of the District, the Escrow Agent may reinvest any uninvested amounts held as cash under this Agreement in noncallable nonprepayable obligations which are direct obligations issued by the United States Treasury or obligations which are unconditionally guaranteed as to full and timely payment by the United States of America provided (i) the amounts of and dates on which the anticipated transfers from the Escrow Fund to the Paying Agent for the payment of the principal of, redemption price of, and interest on the Refunded Bonds will not be diminished or postponed thereby, (ii) the Escrow Agent shall receive the unqualified opinion of nationally recognized bond counsel to the effect that such reinvestment will not adversely affect the exclusion from gross income for federal income tax purposes of interest on the Refunded Bonds and the Bonds, (iii) the Escrow Agent shall receive from a firm of independent certified public accountants a certification that, immediately after such reinvestment, the principal of and interest on obligations in the Escrow Fund will, together with other cash on deposit in the Escrow Fund available for such purposes, be sufficient without reinvestment to pay, when due, the principal and Accreted Value or redemption price of and interest on the Refunded Bonds, and (iv) the Escrow Agent shall receive an opinion of nationally recognized bond counsel that such reinvestment is permissible under this Agreement.

SECTION 6. Indemnity. The District hereby assumes liability for, and hereby agrees (whether or not any of the transactions contemplated hereby are consummated) to indemnify, protect, save and keep harmless the Escrow Agent and its respective successors, assigns, agents, officers, directors, employees and servants, from and against any and all liabilities, obligations, losses, damages, penalties, claims, actions, suits, costs, expenses and disbursements (including reasonable legal fees and disbursements) of whatsoever kind and nature which may be imposed on, incurred by, or asserted against, the Escrow Agent at any time (whether or not also indemnified against the same by the District or any other person under any other agreement or instrument, but without double indemnity) in any way relating to or arising out of the execution, delivery and performance of its Agreement, the establishment hereunder of the Escrow Fund, the acceptance of the funds and securities deposited therein, the purchase of the Investment Securities, the retention of the Investment Securities or the proceeds thereof, and any payment, transfer or other application of moneys or securities by the Escrow Agent in accordance with the provisions of this Agreement; provided, however, that the District shall not hereby indemnify the Escrow Agent against the Escrow Agent's own

negligence or willful misconduct or the negligent or willful misconduct of the Escrow Agent's respective successors, assigns, agents and employees or the breach by the Escrow Agent of the terms of this Agreement. In no event shall the District or the Escrow Agent be liable to any person by reason of the transactions contemplated hereby other than to each other as set forth in this Section. The indemnities contained in this Section shall survive the termination of this Agreement and the earlier removal or resignation of the Escrow Agent.

SECTION 7. Responsibilities of the Escrow Agent. The Escrow Agent and its respective successors, assigns, agents and servants shall not be held to any personal liability whatsoever, in tort, contract or otherwise, in connection with the execution and delivery of this Agreement, the establishment of the Escrow Fund, the acceptance of the moneys or securities deposited therein, the purchase of the Investment Securities, the retention of the Investment Securities or the proceeds thereof, the sufficiency of the Investment Securities to accomplish the refunding and defeasance of the Refunded Bonds or any payment, transfer or other application of moneys or obligations by the Escrow Agent in accordance with the provisions of this Agreement or by reason of any non-negligent act, non-negligent omission or non-negligent error of the Escrow Agent made in good faith in the conduct of its duties. The recitals of fact contained in the "whereas" clauses herein shall be taken as the statements of the District and the Escrow Agent assumes no responsibility for the correctness thereof. The Escrow Agent makes no representation as to the sufficiency of the Investment Securities to accomplish the refunding and defeasance of the Refunded Bonds or the validity of this Agreement as to the District and, except as otherwise provided herein, the Escrow Agent shall incur no liability with respect thereto. The Escrow Agent shall not be liable in connection with the performance of its duties under this Agreement except for its own negligence, willful misconduct or material default, and the duties and obligations of the Escrow Agent shall be determined by the express provisions of this Agreement. The Escrow Agent may consult with counsel, who may or may not be counsel to the District, and in reliance upon the written opinion of such counsel shall have full and complete authorization and protection with respect to any action taken, suffered or omitted by it in good faith in accordance therewith. Whenever the Escrow Agent shall deem it necessary or desirable that a matter be proved or established prior to taking, suffering, or omitting any action under this Agreement, such matter may be deemed to be conclusively established by a certificate signed by an authorized officer of the District.

None of the provisions of this Agreement shall require the Escrow Agent to expend or risk its own funds or otherwise to incur any liability, financial or otherwise, in the performance of any of its duties hereunder, except as set forth in the preceding paragraph. The Escrow Agent may conclusively rely and shall be fully protected in acting or refraining from acting upon any resolution, certificate, statement, instrument, opinion, report, notice, request, consent, order, approval or other paper or document believed by it to be genuine and to have been signed or presented by the proper party or parties. The Escrow Agent shall not be bound to make any investigation into the facts or matters stated in any resolution, certificate, statement, instrument, opinion, report, notice, request, consent, entitlement order, approval or other paper or document. The Escrow Agent may execute any of the trusts or powers hereunder or perform any duties hereunder either directly or by or through agents, attorneys, custodians or nominees appointed with due care, and shall not be responsible for any willful misconduct or negligence on the part of any agent, attorney, custodian or nominee so appointed.

The Escrow Agent agrees to accept and act upon instructions or directions pursuant to this Agreement sent by unsecured e-mail, facsimile transmission or other similar unsecured electronic methods, provided, however, that, the Escrow Agent shall have received an incumbency certificate listing persons designated to give such instructions or directions and containing specimen signatures of such designated persons, which incumbency certificate shall be amended and replaced whenever a person is to be added or deleted from the listing. If the District elects to give the Escrow Agent e-mail or facsimile instructions (or instructions by a similar electronic method) and the Escrow Agent in its discretion elects to act upon such instructions, the Escrow Agent's understanding of such instructions shall be deemed controlling. The

Escrow Agent shall not be liable for any losses, costs or expenses arising directly or indirectly from the Escrow Agent's reliance upon and compliance with such instructions notwithstanding such instructions conflict or are inconsistent with a subsequent written instruction. The District agrees to assume all risks arising out of the use of such electronic methods to submit instructions and directions to the Escrow Agent, including without limitation the risk of the Escrow Agent acting on unauthorized instructions, and the risk of interception and misuse by third parties.

SECTION 8. Substitution of Investment Securities. At the written request of the District and upon compliance with the conditions hereinafter set forth, the Escrow Agent shall have the power to sell, transfer, request the redemption or otherwise dispose of some or all of the Investment Securities in the Escrow Fund and to substitute noncallable nonprepayable obligations (the "Substitute Investment Securities") constituting direct obligations issued by the United States Treasury or obligations which are unconditionally guaranteed as to full and timely payment by the United States of America. The foregoing may be effected only if: (i) the substitution of Substitute Investment Securities for the Investment Securities (or Substitute Investment Securities) occurs simultaneously; (ii) the amounts of and dates on which the anticipated transfers from the Escrow Fund to the Paying Agent for the payment of the principal and Accreted Value, and/or redemption price of and/or interest on the Refunded Bonds will not be diminished or postponed thereby; (iii) the Escrow Agent shall receive the unqualified opinion of nationally recognized bond counsel to the effect that such disposition and substitution would not adversely affect the exclusion from gross income for federal income tax purposes of interest on the Refunded Bonds and the Bonds, and that the conditions of this Section 8 as to the disposition and substitution have been satisfied and that the substitution is permitted by this Agreement; and (iv) the Escrow Agent shall receive from a firm of independent certified public accountants a certification that, immediately after such transaction, the principal of and interest on the Substitute Investment Securities in the Escrow Fund will, together with other cash on deposit in the Escrow Fund available for such purpose, be sufficient without reinvestment to pay, when due, the principal or redemption price of and interest on the Refunded Bonds. Any cash from the sale of Investment Securities (including U.S. Treasury Securities) received from the disposition and substitution of Substitute Investment Securities pursuant to this Section 8 to the extent such cash will not be required, in accordance with this Agreement, and as demonstrated in the certification described in subsection (iv) above, at any time for the payment when due of the principal or redemption price of or interest on the Refunded Bonds shall be paid to the District as received by the Escrow Agent free and clear of any trust, lien, pledge or assignment securing such Bonds or otherwise existing under this Agreement. Any other substitution of securities in the Escrow Fund not described in the previous sentence must satisfy the requirements of this Section 8. In no event shall the Escrow Agent invest or reinvest moneys held under this Agreement in mutual funds or unit investment trusts.

SECTION 9. Irrevocable Instructions as to Notice of Defeasance; Termination of Obligations.
The Escrow Agent hereby:

(a) The Escrow Agent hereby acknowledges that upon the funding of the Escrow Fund as provided in Section 1(a) hereof and the purchase of the Investment Securities as provided in Section 2 hereof, the receipt of the Defeasance Opinion and the Verification Report described in Section 1(b) of this Agreement, then the Refunded Bonds shall be deemed paid in accordance with their terms and all obligations of the District with respect to the Refunded Bonds shall cease and terminate, except only the obligation to make payments therefore from the monies provided for hereunder.

(b) The Escrow Agent agrees it shall provide timely notice of the redemption of the Refunded Bonds, pursuant to the Irrevocable Instructions and Request to Escrow Agent attached hereto as Schedule B.

(c) The District hereby instructs the Escrow Agent to file notice of the defeasance of the Refunded Bonds, substantially in the form included as Exhibit Y hereto, with the Municipal

Securities Rulemaking Board (the “MSRB”) (which is located at <http://emma.msrb.org/>), as soon as practicable but no later than 10 days after the Closing Date and provide notice to the holders of the Refunded Bonds and any other person required to receive it under the Resolution for the Refunded Bonds, that the deposit of Investment Securities and moneys has been made with the Escrow Agent and that the Escrow Agent has received the Verification Report verifying that the projected withdrawals from such escrow have been calculated to be adequate to pay the principal or redemption price of and the interest on said Refunded Bonds outstanding as such become due or are subject to redemption.

SECTION 10. Amendments. This Agreement is made for the benefit of the District and the holders from time to time of the Refunded Bonds and it shall not be repealed, revoked, altered or amended without the written consent of all such holders, the Escrow Agent and the District; provided, however, but only after the receipt by the Escrow Agent of an opinion of nationally recognized bond counsel that the exclusion from gross income of interest on the Refunded Bonds and the Bonds will not be adversely affected for federal income tax purposes, that the District and the Escrow Agent may, without the consent of, or notice to, such holders, amend this Agreement or enter into such agreements supplemental to this Agreement as shall not materially adversely affect the rights of such holders and as shall not be inconsistent with the terms and provisions of this Agreement for any one or more of the following purposes: (i) to cure any ambiguity or formal defect or omission in this Agreement; (ii) to grant to, or confer upon, the Escrow Agent for the benefit of the holders of the Refunded Bonds any additional rights, remedies, powers or authority that may lawfully be granted to, or conferred upon, such holders or the Escrow Agent; and (iii) to include under this Agreement additional funds, securities or properties. The Escrow Agent shall be entitled to rely conclusively upon an unqualified opinion of nationally recognized bond attorneys with respect to compliance with this Section 10, including the extent, if any, to which any change, modification, addition or elimination affects the rights of the holders of the Refunded Bonds or that any instrument executed hereunder complies with the conditions and provisions of this Section 10. In the event of any conflict with respect to the provisions of this Agreement, this Agreement shall prevail and be binding.

SECTION 11. Term. This Agreement shall commence upon its execution and delivery and shall terminate on the later to occur of either (i) the date upon which the Refunded Bonds have been paid in accordance with this Agreement or (ii) the date upon which no unclaimed moneys remain on deposit with the Escrow Agent pursuant to Section 3(b) of this Agreement.

SECTION 12. Compensation. The Escrow Agent shall receive its reasonable fees and expenses as previously agreed to; provided, however, that under no circumstances shall the Escrow Agent be entitled to any lien nor will it assert a lien whatsoever on any moneys or obligations in the Escrow Fund for the payment of fees and expenses for services rendered by the Escrow Agent under this Agreement.

SECTION 13. Resignation or Removal of Escrow Agent.

(a) The Escrow Agent may resign by giving notice in writing to the District, a copy of which shall be sent to The Depository Trust Company, New York, New York (“DTC”). The Escrow Agent may be removed (1) by (i) filing with the District an instrument or instruments executed by the holders of at least 51% in aggregate principal amount of the Refunded Bonds then remaining unpaid, (ii) sending notice at least 60 days prior to the effective date of said removal to DTC, and (iii) the delivery of a copy of the instruments filed with the District to the Escrow Agent; or (2) by a court of competent jurisdiction for failure to act in accordance with the provisions of this Agreement upon application by the District or the holders of 51% in aggregate principal amount of the Refunded Bonds then remaining unpaid.

(b) If the position of Escrow Agent becomes vacant due to resignation or removal of the Escrow Agent or any other reason, a successor Escrow Agent may be appointed by the District. The holders of a majority in principal amount of the Refunded Bonds then remaining

unpaid may, by an instrument or instruments filed with the District, appoint a successor Escrow Agent who shall supersede any Escrow Agent theretofore appointed by the District. If no successor Escrow Agent is appointed by the District or the holders of such Refunded Bonds then remaining unpaid, within 45 days after any such resignation or removal, the holder of any such Refunded Bond or any retiring Escrow Agent may apply to a court of competent jurisdiction for the appointment of a successor Escrow Agent. The responsibilities of the Escrow Agent under this Agreement will not be discharged until a new Escrow Agent is appointed and until the cash and investments held under this Agreement are transferred to the new Escrow Agent.

SECTION 14. Severability. If any one or more of the covenants or agreements provided in this Agreement on the part of the District or the Escrow Agent to be performed should be determined by a court of competent jurisdiction to be contrary to law, such covenants or agreements shall be null and void and shall be deemed separate from the remaining covenants and agreements herein contained and shall in no way affect the validity of the remaining provisions of this Agreement.

SECTION 15. Counterparts. This Agreement may be executed in several counterparts, all or any of which shall be regarded for all purposes as one original and shall constitute and be but one and the same instrument.

SECTION 16. Governing Law. This Agreement shall be construed under the laws of the State of California.

SECTION 17. Holidays. If the date for making any payment or the last date for performance of any act or the exercising of any right, as provided in this Agreement, shall be a legal holiday or a day on which banking institutions in the city in which is located the principal office of the Escrow Agent are authorized by law to remain closed, such payment may be made or act performed or right exercised on the next succeeding day not a legal holiday or a day on which such banking institutions are authorized by law to remain closed, with the same force and effect as if done on the nominal date provided in this Agreement, and no interest shall accrue for the period after such nominal date.

SECTION 18. Assignment. This Agreement shall not be assigned by the Escrow Agent or any successor thereto without the prior written consent of the District, except as permitted under Section 20 hereof.

SECTION 19. Rating Agency. The District agrees to provide the rating agency rating the Refunded Bonds prior notice of each amendment entered into pursuant to Section 10 hereof and a copy of such proposed amendment, and to forward a copy (as soon as possible) of (i) each amendment hereto entered into pursuant to Section 10 hereof, and (ii) any action relating to severability or contemplated by Section 14 hereof.

SECTION 20. Reorganization of Escrow Agent. Notwithstanding anything to the contrary contained in this Agreement, any company into which the Escrow Agent may be merged or converted or with which it may be consolidated or any company resulting from any merger, conversion or consolidation to which the Escrow Agent is a party, or any company to which the Escrow Agent may sell or transfer all or substantially all of its corporate trust business shall be the successor to the Escrow Agent without execution or filing of any paper or any paper or further act, if such company is eligible to serve as Escrow Agent.

IN WITNESS WHEREOF, the parties hereto have caused this Escrow Agreement to be executed by their duly authorized officers as of the day and year first above written.

HANFORD JOINT UNION HIGH SCHOOL
DISTRICT

By: _____
Renee Creech
Assistant Superintendent of Business Services &
Operations

U.S. BANK TRUST COMPANY, NATIONAL
ASSOCIATION, as Escrow Agent

By: _____
Authorized Officer

SCHEDULE A

“Investment Securities” are defined to be and shall be, as described in Exhibit A-2 to the Verification Report, as further shown below:

SCHEDULE B

IRREVOCABLE INSTRUCTIONS AND REQUEST TO
ESCROW AGENT

_____, 2026

U.S. Bank Trust Company, National Association
Corporate Trust Services
1420 5th Avenue, 7th Floor
Seattle, Washington 98101

\$12,999,992.75
HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
Election of 2016 General Obligation Bonds, Series A

Ladies and Gentlemen:

As Escrow Agent and Paying Agent with respect to the Refunded Bonds, as defined herein, and pursuant to that certain Escrow Agreement, dated as of _____ 1, 2026, between the Hanford Joint Union High School District (the “District”) and U.S. Bank Trust Company, National Association (the “Escrow Agreement”), you are hereby notified of the irrevocable election of the District to redeem the District’s Election of 2016 General Obligation Bonds, Series A (i) current interest bonds maturing on August 1, 20__, August 1, 20__ and August 1, 20__ (the “Refunded Current Interest Bonds”), on August 1, 2026, at a redemption price equal to 100% of the principal amount thereof, and to pay interest on the Refunded Current Interest Bonds due on and prior to such date, and (ii) capital appreciation bonds maturing on August 1, 20__ through and including August 1, 20__ (the “Refunded Capital Appreciation Bonds,” and together with the Refunded Current Interest Bonds, the “Refunded Bonds”) at the Redemption Price (as defined in the Official Statement for the Refunded Capital Appreciation Bonds) thereof as of August 1, 2026. The source of the funds to be used for such redemption is the principal of and interest on investment securities deposited with you pursuant to the Escrow Agreement, together with the moneys deposited with you and held uninvested pursuant to the Escrow Agreement.

You are hereby irrevocably instructed to give, as provided in the resolution of the Board of Trustees of the District, pursuant to which the Refunded Bonds were issued, notices of redemption of such principal amounts of said Refunded Bonds as are scheduled to be redeemed prior to maturity to the extent such Refunded Bonds have not been otherwise redeemed or purchased by the Escrow Agent prior to such date. Such notice shall be in the form annexed hereto as Exhibit X. You are also hereby irrevocably instructed to file, within 10 business days of the date hereof, notices of the defeasance of the Refunded Bonds with the Municipal Securities Rulemaking Board, which can be found at <http://emma.msrb.org/>.

You are hereby further irrevocably instructed to provide, as soon as practicable, notices to the holders of the Refunded Bonds (substantially in the form annexed hereto as Exhibit Y) that the deposit of investment securities and moneys has been made with you as such Escrow Agent and that you have received a verification report verifying that the projected withdrawals from such escrow have been calculated to be adequate to pay the principal or redemption price of and the interest on said Refunded Bonds outstanding as such become due or are subject to redemption.

HANFORD JOINT UNION HIGH SCHOOL
DISTRICT

By: _____
Renee Creech
Assistant Superintendent of Business Services &
Operations

Receipt acknowledged and
consented to:

U.S. BANK TRUST COMPANY, NATIONAL ASSOCIATION,
as Escrow Agent

By: _____
Authorized Officer

EXHIBIT X

NOTICE OF REDEMPTION

\$12,999,992.75

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

(Kings and Tulare Counties, California)

Election of 2016 General Obligation Bonds, Series A

Original Issue Date: May 22, 2018

(Current Interest Bonds)

Maturity (August 1)	Rate	Principal Amount	CUSIP*	Bond Number

NOTICE IS HEREBY GIVEN to the holders of the outstanding Hanford Joint Union High School District (Kings and Tulare Counties, California) Election of 2016 General Obligation Bonds, Series A (the "Refunded Bonds"), that such bonds have been called for redemption prior to maturity on August 1, 2026 (the "Redemption Date") in accordance with their terms at a redemption price of 100% of the principal amount (the "Redemption Price"), together with accrued interest thereon to the Redemption Date. The source of the funds to be used for such redemption is the principal of and interest on investment securities heretofore deposited with U.S. Bank Trust Company, National Association, as Escrow Agent, together with moneys heretofore deposited with the Escrow Agent and held as cash.

Interest on the Refunded Bonds and the Redemption Price shall become due and payable on the Redemption Date and after such date interest on such Refunded Bonds shall cease to accrue and be payable.

Holders of the Refunded Bonds will receive payment of the Redemption Price and accrued interest to which they are entitled upon presentation and surrender thereof at the designated corporate trust office of U.S. Bank Trust Company, National Association in the following manner:

If by Hand, Mail or Overnight Mail:
U. S. Bank Trust Company, National Association Global Corporate Trust 111 Fillmore Avenue E. St. Paul, MN 55107

Bondholders presenting their Refunded Bonds in person for same day payment must surrender their bond(s) by 1:00 PM on the Redemption Date and a check will be available for pickup after 2:00PM. Checks not picked up by 4:30PM will be mailed out to the bondholder via first class mail. If payment of the Redemption Price is to be made to the registered owner of the Bond, you are not required to endorse the Bond to collect the Redemption Price. **Interest on the principal amount designated to be redeemed, shall cease to accrue on and after the Redemption Date.**

For a list of redemption requirements, please visit our website at www.usbank.com/corporatetrust and click on the "Bondholder Information" link for Redemption instructions. You may also contact our Bondholder Communications Team at 1-800-934-6802 Monday through Friday from 8:00 A.M. to 6:00 P.M. CST.

IMPORTANT NOTICE: Federal law requires the Paying Agent to withhold taxes at the applicable rate from the payment if an IRS Form W-9 or applicable IRS Form W-8 is not provided. Please visit www.irs.gov for additional information on the tax forms and instructions.

*Neither the Hanford Joint Union High School District nor the Paying Agent shall be held responsible for the selection or use of the CUSIP number, nor is any representation made as to its correctness as shown in this Redemption Notice. It is included solely for convenience of the Holders.

By U.S. Bank Trust Company, National Association, as **Paying Agent**

Date: _____, 2026

B-X-1

NOTICE OF REDEMPTION

\$12,999,992.75

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
Election of 2016 General Obligation Bonds, Series A**

Original Issue Date: May 22, 2018

(Capital Appreciation Bonds)

Maturity (August 1)	Accretion Rate	Denominational Amount	Redemption Price on the Redemption Date	CUSIP	Bond Number

NOTICE IS HEREBY GIVEN to the holders of the outstanding Hanford Joint Union High School District (Kings and Tulare Counties, California) Election of 2016 General Obligation Bonds, Series A (the "Refunded Bonds"), that such bonds have been called for redemption prior to maturity on August 1, 2026 (the "Redemption Date") in accordance with their terms at a redemption at the Redemption Price (as defined in the Official Statement for the Refunded Bonds) thereof as of such date. The source of the funds to be used for such redemption is the principal of and interest on investment securities heretofore deposited with U.S. Bank Trust Company, National Association, as Escrow Agent, together with moneys heretofore deposited with the Escrow Agent and held as cash.

Interest on the Refunded Bonds and the Redemption Price shall become due and payable on the Redemption Date and after such date interest on such Refunded Bonds shall cease to accrue and be payable.

Holders of the Refunded Bonds will receive payment of the Redemption Price and accrued interest to which they are entitled upon presentation and surrender thereof at the designated corporate trust office of U.S. Bank Trust Company, National Association in the following manner:

If by Hand, Mail or Overnight Mail:
U. S. Bank Trust Company, National Association Global Corporate Trust 111 Fillmore Avenue E. St. Paul, MN 55107

Bondholders presenting their Refunded Bonds in person for same day payment **must** surrender their bond(s) by 1:00 PM on the Redemption Date and a check will be available for pickup after 2:00PM. Checks not picked up by 4:30PM will be mailed out to the bondholder via first class mail. If payment of the Redemption Price is to be made to the registered owner of the Bond, you are not required to endorse the Bond to collect the Redemption Price. **Interest on the principal amount designated to be redeemed, shall cease to accrue on and after the Redemption Date.**

For a list of redemption requirements, please visit our website at www.usbank.com/corporatetrust and click on the "Bondholder Information" link for Redemption instructions. You may also contact our Bondholder Communications Team at 1-800-934-6802 Monday through Friday from 8:00 A.M. to 6:00 P.M. CST.

IMPORTANT NOTICE: Federal law requires the Paying Agent to withhold taxes at the applicable rate from the payment if an IRS Form W-9 or applicable IRS Form W-8 is not provided. Please visit www.irs.gov for additional information on the tax forms and instructions.

*Neither the Hanford Joint Union High School District nor the Paying Agent shall be held responsible for the selection or use of the CUSIP number, nor is any representation made as to its correctness as shown in this Redemption Notice. It is included solely for convenience of the Holders.

By U.S. Bank Trust Company, National Association, as **Paying Agent**

Date: _____, 2026

EXHIBIT Y

NOTICE OF DEFEASANCE

\$12,999,992.75

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

(Kings and Tulare Counties, California)

Election of 2016 General Obligation Bonds, Series A

Original Issue Date: May 22, 2018

(Current Interest Bonds)

Maturity (August 1)	Rate	Principal Amount	CUSIP*	Bond Number

Notice is hereby given to the holders of the outstanding Hanford Joint Union High School District (Kings and Tulare Counties, California) Election of 2016 General Obligation Bonds, Series A (the "Refunded Bonds") (i) that there has been deposited with U.S. Bank Trust Company, National Association, as Escrow Agent, moneys as permitted by the Escrow Agreement, dated as of _____, between Hanford Joint Union High School District and U.S. Bank Trust Company, National Association as Escrow Agent (the "Agreement"), the principal of and the interest on which when due will provide funds which shall be sufficient and available (as evidenced by the verification report provided to the Escrow Agent) (a) to pay the interest on the Refunded Bonds scheduled to be paid on and prior to August 1, 2026 (the "Redemption Date"), and (b) to redeem the outstanding Refunded Bonds on the Redemption Date at a redemption price (expressed as a percentage of the principal amount of the Refunded Bonds to be redeemed) equal to 100%; (ii) that the Escrow Agent has been irrevocably instructed to redeem such Refunded Bonds; and (iii) that the Refunded Bonds are deemed to be paid in accordance with Sections 3 and 9 of the Agreement.

Dated this _____, 2026.

HANFORD JOINT UNION HIGH SCHOOL
DISTRICT

U.S. BANK TRUST COMPANY, NATIONAL
ASSOCIATION, as Escrow Agent

NOTICE OF DEFEASANCE

\$12,999,992.75

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

(Kings and Tulare Counties, California)

Election of 2016 General Obligation Bonds, Series A

Original Issue Date: May 28, 2018

(Capital Appreciation Bonds)

Maturity (August 1)	Accretion Rate	Denominational Amount	Redemption Price on the Redemption Date	CUSIP	Bond Number

Notice is hereby given to the holders of the outstanding Hanford Joint Union High School District (Kings and Tulare Counties, California) Election of 2016 General Obligation Bonds, Series A (the "Refunded Bonds") (i) that there has been deposited with U.S. Bank Trust Company, National Association, as Escrow Agent, moneys as permitted by the Escrow Agreement, dated as of _____, between Hanford Joint Union High School District and U.S. Bank Trust Company, National Association as Escrow Agent (the "Agreement"), the principal of and the interest on which when due will provide funds which shall be sufficient and available (as evidenced by the verification report provided to the Escrow Agent) to (i) redeem the outstanding Refunded Bonds on August 1, 2026 (the "the Redemption Date") at the Redemption Price (as defined in the Official Statement for the Refunded Bonds) of the Refunded Bonds as of the Redemption Date; (ii) that the Escrow Agent has been irrevocably instructed to redeem such Refunded Bonds; and (iii) that the Refunded Bonds are deemed to be paid in accordance with Sections 3 and 9 of the Agreement.

Dated this _____, 2026.

HANFORD JOINT UNION HIGH SCHOOL
DISTRICT

U.S. BANK TRUST COMPANY, NATIONAL
ASSOCIATION, as Escrow Agent

SCHEDULE C

REFUNDED BONDS

\$12,999,992.75

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
Election of 2016 General Obligation Bonds, Series A**

Original Issue Date: May 22, 2018

(Current Interest Bonds)

Maturity (August 1)	Rate	Principal Amount	CUSIP*	Bond Number

\$12,999,992.75

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
(Kings and Tulare Counties, California)
Election of 2016 General Obligation Bonds, Series A**

Original Issue Date: May 22, 2018

(Capital Appreciation Bonds)

Maturity (August 1)	Accretion Rate	Denominational Amount	Redemption Price on the Redemption Date	CUSIP	Bond Number

Financial Report #4

AGENDA:	New Business / Information / Action
TOPIC:	Exterior Painting at Hanford High School Project – Change Order #1 - Proposal #526-050
DESCRIPTION:	This proposed change for the Exterior Painting at Hanford High School is to address the items identified in the Leon Environmental Services survey of lead-based paint which was not available until after the bid date and contract award. The proposed cost of \$69,300 includes removal, transportation and disposal of lead-based paint and the proper preparation of the surface to allow for seamless paint application.
FISCAL IMPACT:	Cost of \$69,300 to be paid from General Fund, Deferred Maintenance.
RECOMMENDATION:	Administration recommends approval of Exterior Painting at Hanford High School Project - Change Order #1.



E N V I R O N M E N T A L

Solutions Made Easy

CA Lic. #501913 • NV Lic. #0034638 • DOSH Registration #19 • Hauler Registration #2908 • EPA #CAR000263707 • DIR Registration #1000002856

24 Hour Emergency Spill Response • Asbestos Abatement • Lead Paint Removal • Hazardous Waste Hauling & Disposal • Soil Remediation
Site Assessments • Microbial Decontamination • Indoor Air Quality • Lab Packing • Hydroblasting • Painting & Coatings

PROPOSAL NO: 526-050

DATE: 5/6/26

To: Hanford Unified School District

To: Ben Stidman

Attn:

Email:

Phone: 559-583-5901 ext.3296

JOB NAME: Handford High School

PARC Environmental, hereinafter designated as PARC, proposes to perform the following:

Remove, Transport and Dispose of lead-based paint (listed below) identified in Leon Environmental Services survey effected by the renovation.

Pricing is based on the following

Removal and disposal of:

- Loose and flaking paint throughout school according to the survey.
- Feather where loose paint was removed.
- Wipe down with solvent.

1. Work will be performed in 1 mobilization.
2. Water and power are to be supplied to PARC at no additional cost.
3. Work to be performed during normal business hours.
4. Pricing includes prevailing wages.
5. Work to be performed in compliance with all state and federal regulations.
6. Exterior Lead work will be performed within a regulated area with appropriate signage.
7. Materials to be bagged/wrapped properly and disposed of accordingly.

Change Order

Base Bid: \$69,300.00

DIR 1000002856

EXCLUSIONS: Safe-off/LOTO, removal/storage of items to be salvaged, electrical and domestic water service, replacement of abated materials, CPIH/CIH third party monitoring/clearances, DOP/challenge testing of negative air machines, temporary hard barrier construction/demolition, hot-mopped material removal, permits, concrete sawcut/breakout, MEP demo, AHU demolition, pull-back to source, duct cleaning, demolition of structural components, shoring/bracing, SWPPP, dewatering, fencing, traffic/pedestrian control, utility disconnect/marketing/locating, layout, and bonds.

PROPOSAL TERMS: This proposal shall be incorporated into any contract and attached to it as an Exhibit. All work shall be performed in accordance with state and federal regulations pertaining to abatement of hazardous materials including transportation and disposal of waste. PARC carries liability, worker's compensation, and auto insurance. Unless otherwise stated; the customer agrees to supply sufficient water and electricity at no cost to PARC; the customer acknowledges that abatement requires the application of tape and agrees that PARC will not be held responsible for tape damage or for repainting; this bid is based on performing the work during regular work hours; PARC shall not be responsible for weather protection or for damages resulting from weather or vandalism; this proposal is subject to change and may be withdrawn if not accepted within

P.O. Box 10077, Fresno, CA 93745-0077
Fresno (559) 233-7156 Sacramento (916) 992-5405
www.parcenvironmental.com



E N V I R O N M E N T A L

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Site Assessments • Microbial Decontamination • Indoor Air Quality • Lab Packing • Hydroblasting • Painting & Coatings

30 days of the above date. Unless otherwise noted, this is a lump sum proposal; quantities listed are informational only and not to be used for deductive pricing. Unless otherwise noted, price is based on non-prevailing wages.

TRANSPORTATION OF WASTE TERMS: The Generator authorizes PARC Environmental to sign all transportation documents and waste profiles as “agent for the generator”. PARC will forward all required documentation to Generator. PARC Environmental will abide by all local, state, and federal regulations when handling, packaging, and transporting all wastes.

PAYMENT TERMS: Retention shall be paid within 90 days of substantial completion of work by PARC. Cash forthwith for any portion of work commenced and completed in any one calendar month. Balance of contract price due and payable within 10 calendar days upon completion of PARC’s work. Unpaid monies shall be subject to a finance charge of 1.5% per month. The customer agrees to compensate PARC for any collection-related costs, including reasonable attorney fees, if full payment is not made to PARC in a timely manner. The customer agrees that the court of jurisdiction, for any claim, shall be located in Fresno County.

Accepted Date:

By:

Title:

PARC Environmental

Approved:

By: Richard Rocha

Financial Report #5

AGENDA:	New Business / Information / Action
TOPIC:	Exterior Painting at Hanford West High School Project – Change Order #1 - Proposal #526-051
DESCRIPTION:	This proposed change for the Exterior Painting at Hanford West High School is to address the items identified in the Leon Environmental Services survey of lead-based paint which was not available until after the bid date and contract award. The proposed cost of \$44,550 includes removal, transportation and disposal of lead-based paint and the proper preparation of the surface to allow for seamless paint application.
FISCAL IMPACT:	Cost of \$44,550 to be paid from General Fund, Deferred Maintenance.
RECOMMENDATION:	Administration recommends approval of Exterior Painting at Hanford West High School Project - Change Order #1.



E N V I R O N M E N T A L

Solutions Made Easy

CA Lic. #501913 • NV Lic. #0034638 • DOSH Registration #19 • Hauler Registration #2908 • EPA #CAR000263707 • DIR Registration #1000002856

24 Hour Emergency Spill Response • Asbestos Abatement • Lead Paint Removal • Hazardous Waste Hauling & Disposal • Soil Remediation
Site Assessments • Microbial Decontamination • Indoor Air Quality • Lab Packing • Hydroblasting • Painting & Coatings

PROPOSAL NO: 526-051

DATE: 5/6/26

To: Hanford Unified School District

To: Ben Stidman

Attn:

Email:

Phone: 559-583-5901 ext.3296

JOB NAME: Hanford West High School Painting Project

PARC Environmental, hereinafter designated as PARC, proposes to perform the following:

Remove, Transport and Dispose of lead-based paint (listed below) identified in Leon Environmental Services survey effected by the renovation.

Pricing is based on the following

Removal and disposal of:

Loose and flaking paint throughout school according to the survey.

- Feather where loose paint was removed
- Wipe down with solvent

1. Work will be performed in 1 mobilization.
2. Water and power are to be supplied to PARC at no additional cost.
3. Work to be performed during normal business hours.
4. Pricing includes prevailing wages.
5. Work to be performed in compliance with all state and federal regulations.
6. Exterior ACM work will be performed within a regulated area with appropriate signage.
7. Materials to be bagged/wrapped properly and disposed of accordingly.

Change Order

Base Bid: \$44,550.00

DIR 1000002856

EXCLUSIONS: Safe-off/LOTO, removal/storage of items to be salvaged, electrical and domestic water service, replacement of abated materials, CPIH/CIH third party monitoring/clearances, DOP/challenge testing of negative air machines, temporary hard barrier construction/demolition, hot-mopped material removal, permits, concrete sawcut/breakout, MEP demo, AHU demolition, pull-back to source, duct cleaning, demolition of structural components, shoring/bracing, SWPPP, dewatering, fencing, traffic/pedestrian control, utility disconnect/marketing/locating, layout, and bonds.

PROPOSAL TERMS: This proposal shall be incorporated into any contract and attached to it as an Exhibit. All work shall be performed in accordance with state and federal regulations pertaining to abatement of hazardous materials including transportation and disposal of waste. PARC carries liability, worker's compensation, and auto insurance. Unless otherwise stated; the customer agrees to supply sufficient water and electricity at no cost to PARC; the customer acknowledges that abatement requires the application of tape and agrees that PARC will not be held responsible for tape damage or for repainting; this bid is based on performing the work during regular work hours; PARC shall not be responsible for weather protection or for damages resulting from weather or vandalism; this proposal is subject to change and may be withdrawn if not accepted within

P.O. Box 10077, Fresno, CA 93745-0077
Fresno (559) 233-7156 Sacramento (916) 992-5405
www.parcenvironmental.com



E N V I R O N M E N T A L

Solutions Made Easy

CA Lic. #501913 • NV Lic. #0034638 • DOSH Registration #19 • Hauler Registration #2908 • EPA #CAR000263707 • DIR Registration #1000002856

24 Hour Emergency Spill Response • Asbestos Abatement • Lead Paint Removal • Hazardous Waste Hauling & Disposal • Soil Remediation
Site Assessments • Microbial Decontamination • Indoor Air Quality • Lab Packing • Hydroblasting • Painting & Coatings

30 days of the above date. Unless otherwise noted, this is a lump sum proposal; quantities listed are informational only and not to be used for deductive pricing. Unless otherwise noted, price is based on non-prevailing wages.

TRANSPORTATION OF WASTE TERMS: The Generator authorizes PARC Environmental to sign all transportation documents and waste profiles as “agent for the generator”. PARC will forward all required documentation to Generator. PARC Environmental will abide by all local, state, and federal regulations when handling, packaging, and transporting all wastes.

PAYMENT TERMS: Retention shall be paid within 90 days of substantial completion of work by PARC. Cash forthwith for any portion of work commenced and completed in any one calendar month. Balance of contract price due and payable within 10 calendar days upon completion of PARC’s work. Unpaid monies shall be subject to a finance charge of 1.5% per month. The customer agrees to compensate PARC for any collection-related costs, including reasonable attorney fees, if full payment is not made to PARC in a timely manner. The customer agrees that the court of jurisdiction, for any claim, shall be located in Fresno County.

Accepted Date:

By:

Title:

PARC Environmental

Approved:

By: Richard Rocha

Financial Report

#6

AGENDA:	New Business / Information / Action
TOPIC:	Resolution #26-08: Affirming Continued Enrollment in the Direct Access Energy Program for Financial Stability and Environmental Stewardship
DESCRIPTION:	<p>The District successfully secured its participation spot in the Direct Access (DA) energy purchasing program during a short open enrollment period in 2010, a program that is currently limited by a statewide load cap and requires a competitive lottery system administered by the California Public Utilities Commission (CPUC) for new enrollment due to high demand.</p> <p>Direct Access allows the District to purchase the energy commodity (both electricity and natural gas) from a competitive Electric Service Provider (ESP) at fair market value or through stable, long-term, fixed-price buy-ahead strip contracts. Currently electricity is purchased from Calpine and natural gas is purchased from Tiger. Both commodities are still transported by Southern California Edison and Southern California Gas.</p> <p>Continued participation in the Direct Access program provides substantial benefits through potential cost savings, stable pricing, and immediate environmental consciousness without incurring the initial or ongoing expenditure of installing and maintaining District-owned solar panels</p>
FISCAL IMPACT:	Continued energy savings with continued participation in Direct Access.
RECOMMENDATION:	Administration recommends approval of Resolution #26-08 to affirm the Board of Trustees continued support, in perpetuity, of full enrollment in the Direct Access program to preserve the substantial financial and energy stability benefits secured by the District in 2010 and to secure the commitment to reaching a 60% green power portfolio by 2030

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

**AFFIRMING CONTINUED ENROLLMENT IN)
THE DIRECT ACCESS ENERGY PROGRAM, IN)
PERPETUITY FOR FINANCIAL STABILITY AND)
ENVIRONMENTAL STEWARDSHIP)**

Resolution No. 26-08

WHEREAS, The Hanford Joint Union High School District Board of Trustees is committed to the principles of fiscal responsibility and proactive environmental stewardship, seeking energy procurement solutions that offer maximum benefit to the District; and

WHEREAS, The District, as an eligible non-residential customer, successfully secured its participation spot in the Direct Access (DA) energy purchasing program during a short open enrollment period in 2010, a program that is currently limited by a statewide load cap and requires a competitive lottery system administered by the California Public Utilities Commission (CPUC) for new enrollment due to high demand; and

WHEREAS, Direct Access allows the District to purchase the energy commodity (both electricity and natural gas) from a competitive Electric Service Provider (ESP) at fair market value or through stable, long-term, fixed-price buy-ahead strip contracts; and

WHEREAS, The Investor-Owned Utility (IOU), Southern California Edison (SCE), remains responsible for the necessary delivery, transmission, and distribution of the electricity and Southern California Gas (SCG), remains responsible for the necessary delivery, transmission, and distribution of the natural gas to the District's sites, charging the District only for these services, while the ESP supplies the power generation; and

WHEREAS, The CPUC 60% Renewables Portfolio Standard (RPS) Procurement Rules require all California energy suppliers to comply with growing percentages of renewable energy, ensuring the District's electricity purchased through their supplier will meet the statutory goal of 60% by 2030; and

WHEREAS, Continued participation in the Direct Access program provides substantial benefits through potential cost savings, stable pricing, and immediate environmental consciousness without incurring the initial or ongoing expenditure of installing and maintaining District-owned solar panels; and

WHEREAS, Any decision by the District to install its own solar panels on a new or existing site would result in the loss of Direct Access on the affected meter, lessening the amount of power purchased through Direct Access vendors, thereby reducing commodity purchasing power and forfeiting the significant financial savings and customized pricing solutions currently enjoyed; and

WHEREAS, The Direct Access program, through its ESP, uniquely offers the flexibility to procure additional voluntary green power at nominal prices at any time, providing an immediate pathway to further enhance the District’s commitment to sustainability beyond regulatory minimums;

NOW, THEREFORE, BE IT RESOLVED, that the Hanford Joint Union High School District Board of Trustees hereby affirms its belief that the Direct Access program offers superior financial and environmental performance compared to alternative energy procurement methods; and

BE IT FURTHER RESOLVED, that the Board of Trustees endorses the continued, full enrollment in the Direct Access program, in perpetuity, to preserve the substantial financial and energy stability benefits secured by the District in 2010 and to secure the commitment to reaching a 60% green power portfolio by 2030; and

BE IT FINALLY RESOLVED, that the Superintendent or their designee is authorized to leverage the program's flexibility to explore and execute the option to procure additional voluntary green power for District facilities at nominal costs, reinforcing the District's proactive leadership in clean energy.

PASSED AND ADOPTED by the Hanford Joint Union High School District Board of Trustees on this 12th day of May, 2026, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAINING: _____

Alicia Martella
Board President
Hanford Joint Union High School District

I, Lisa Chavarin, In Absence of the Clerk of the Board, of the Governing Board of the Hanford Joint Union High School District, State of California, do hereby certify that the foregoing resolution was duly adopted by the said Board at a regular meeting held on May 12, 2026

Lisa Chavarin, In Absence of the Clerk of the Board

Educational Services

#1

AGENDA: Old Business / Action

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: Administration recommends approval of this item as presented.



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.

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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 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 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 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 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 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 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 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 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 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 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

Written Language 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	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

Listening Domain 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	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

Speaking Domain 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	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

Reading Domain 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	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 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	1.59	0.00	0.00	79.37	75.93	69.77	19.05	24.07	30.23	63	54	43
10	4.55	0.00	0.00	74.24	64.71	79.31	21.21	35.29	20.69	66	51	58
11	20.00	5.88	0.00	68.89	73.53	59.46	11.11	20.59	40.54	45	34	37
12	3.45	15.15	3.33	65.52	72.73	73.33	31.03	12.12	23.33	29	33	30
All Grades	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		
All Students Green 4.7 points above standard Increased 48.3 points 344 Students	English Learners Orange 87 points below standard Increased 27.7 points 56 Students	Long-Term English Learners No Performance Color 119.9 points below standard Increased 5.2 points 27 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 61.3 points below standard Increased 32.6 points 25 Students	Socioeconomically Disadvantaged Yellow 2 points below standard Increased 48.3 points 296 Students

Students with Disabilities  No Performance Color 162 points below standard Declined 29.9 points 28 Students	African American  No Performance Color 110.8 points below standard Declined 25.7 points 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 0.3 points above standard Increased 53 points 261 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 47.7 points above standard Increased 60.8 points 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

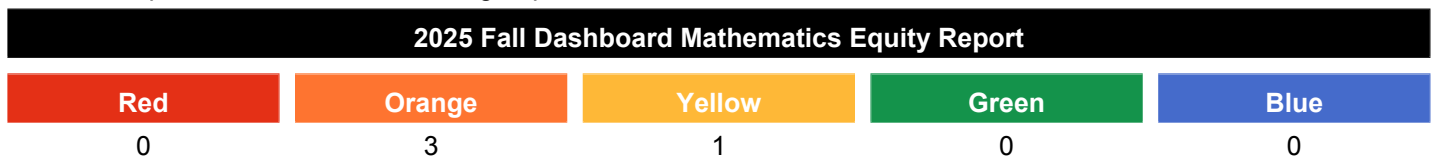
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students  Orange 115.4 points below standard Increased 18.6 points 343 Students	English Learners  Orange 172.1 points below standard Increased 11.1 points 56 Students	Long-Term English Learners  No Performance Color 197.1 points below standard Increased 10.6 points 27 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 171.9 points below standard Increased 13 points 25 Students	Socioeconomically Disadvantaged  Orange 119.8 points below standard Increased 22.3 points 295 Students

Students with Disabilities  No Performance Color 252.4 points below standard Declined 40.3 points 28 Students	African American  No Performance Color 215.4 points below standard Declined 27.9 points 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 118.9 points below standard Increased 23.1 points 260 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 78.5 points below standard Increased 15.1 points 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

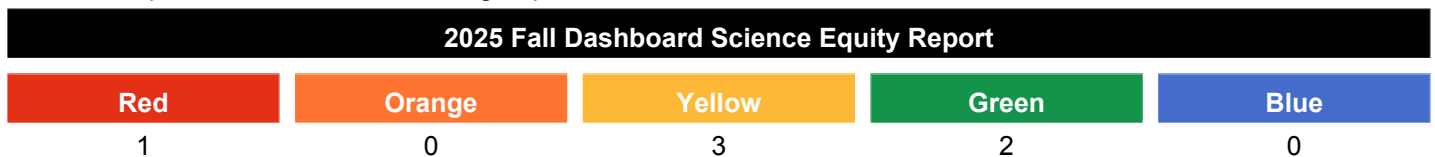
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students Green 49.6 science points Increased 6 points 346 Students	English Learners Yellow 39.2 science points Increased 5.1 points 80 Students	Long-Term English Learners Red 34.1 science points Maintained 1.1 points 44 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 38.9 science points Increased 3.2 points 21 Students	Socioeconomically Disadvantaged Green 49.4 science points Increased 6.7 points 297 Students

Students with Disabilities  Yellow 35.1 science points Increased 6 points 30 Students	African American  No Performance Color 38.2 science points Increased 9 points 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 50.2 science points Increased 7.7 points 271 Students
Two or More Races  No Performance Color 42.6 science points 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 50.8 science points Maintained -0.5 points 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
 Red	 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.

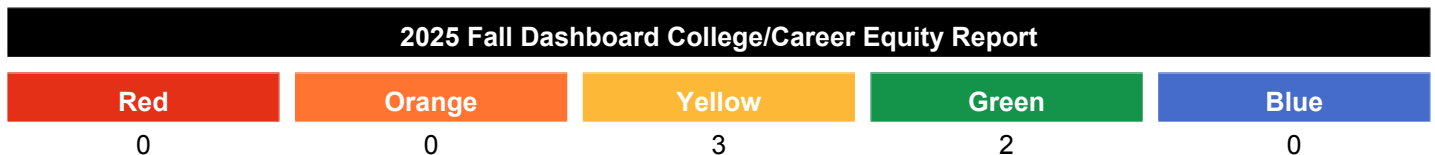
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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		
All Students Yellow Prepared 40.4% Maintained 1.5% 334 Students	English Learners Yellow Prepared 17.9% Increased 3.9% 56 Students	Long-Term English Learners Yellow Prepared 20% Increased 5.7% 45 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Prepared 23.5% Declined 4.1% 34 Students	Socioeconomically Disadvantaged Green Prepared 37.8% Increased 3.1% 296 Students

Students with Disabilities  No Performance Color Prepared 10.7% Declined 2.1% 28 Students	African American  No Performance Color Prepared 26.3% Declined 15.4% 19 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow Prepared 36.7% Maintained 1.9% 245 Students
Two or More Races  No Performance Color Prepared 35.7% Declined 31% 14 Students	Pacific Islander  No Performance Color 0 Students	White  Green Prepared 63.5% Increased 11.5% 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.

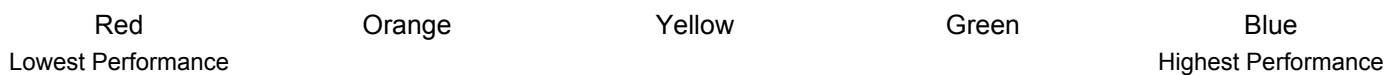
School and Student Performance Data

Academic Engagement Chronic Absenteeism

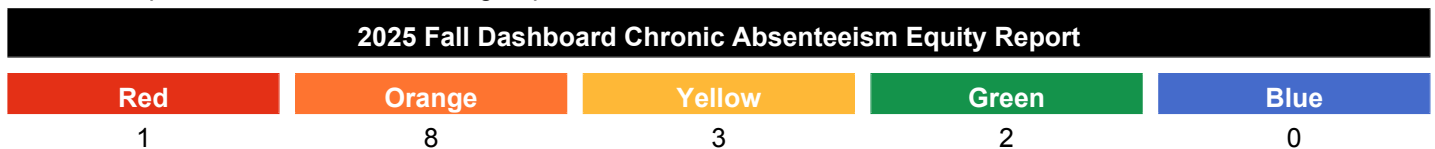
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

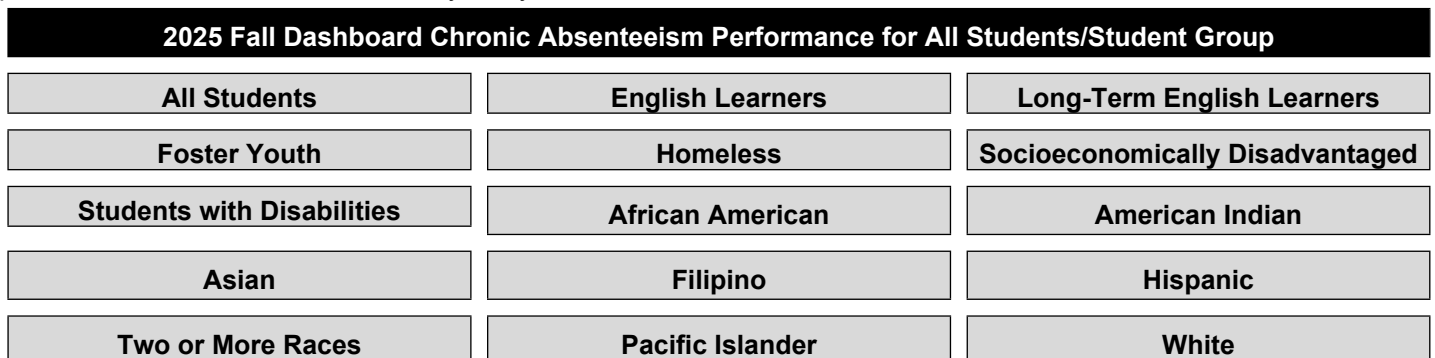
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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

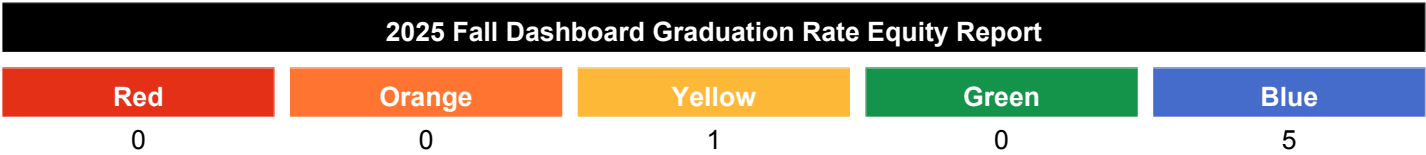
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This section provides number of student groups in each level.



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><p>Blue</p></div> <div>97.9% graduated</div> <div>Increased 2.6%</div> <div>339 Students</div>	<div>English Learners</div> <div><p>Blue</p></div> <div>96.5% graduated</div> <div>Increased 6.5%</div> <div>57 Students</div>	<div>Long-Term English Learners</div> <div><p>Blue</p></div> <div>95.7% graduated</div> <div>Increased 7.6%</div> <div>46 Students</div>
<div>Foster Youth</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>	<div>Homeless</div> <div><p>No Performance Color</p></div> <div>94.6% graduated</div> <div>Increased 4.9%</div> <div>37 Students</div>	<div>Socioeconomically Disadvantaged</div> <div><p>Blue</p></div> <div>98% graduated</div> <div>Increased 3.2%</div> <div>301 Students</div>

Students with Disabilities  Yellow 78.1% graduated Increased 1.2% 32 Students	African American  No Performance Color 89.5% graduated Declined 10.5% 19 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue 98.8% graduated Increased 4.2% 249 Students
Two or More Races  No Performance Color 100% graduated Maintained 0% 14 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 96.2% graduated Maintained 0.1% 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. HJUHS 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

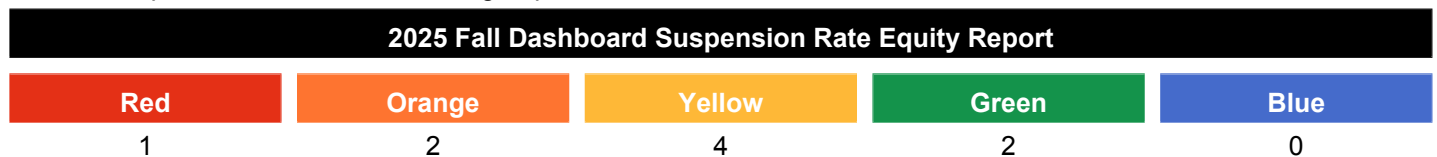
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students Green 5.2% suspended at least one day Declined 2.9% 1588 Students	English Learners Yellow 8.3% suspended at least one day Declined 4.3% 205 Students	Long-Term English Learners Yellow 7.6% suspended at least one day Declined 5.6% 158 Students
Foster Youth No Performance Color 31.3% suspended at least one day 16 Students	Homeless Yellow 7% suspended at least one day Declined 4.5% 128 Students	Socioeconomically Disadvantaged Green 5.8% suspended at least one day Declined 3% 1351 Students

Students with Disabilities  Yellow 7.7% suspended at least one day Declined 5.1% 169 Students	African American  Red 20% suspended at least one day Increased 5.5% 65 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Green 4.3% suspended at least one day Declined 4.2% 1188 Students
Two or More Races  Orange 10% suspended at least one day Increased 2.2% 60 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Orange 4.6% suspended at least one day Increased 0.3% 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) Students rated HHS 3.19 out 5 on "feeling safe" Students rated HHS 3.47 out 5 on "feeling connectedness" Parents rated HHS 3.56 out 5 on "feeling safe" Parents rated HHS 3.36 out 5 on "feeling connectedness" Staff rated HHS 3.75 out 5 on "feeling safe" Staff rated HHS 3.96 out 5 on "feeling connectedness"	100% in all areas, specifically at east 25% of parents. Students rated HJUHS 4 out 5 on "feeling safe" Students rated HJUHS 4 out 5 on "feeling connectedness" Parents rated HJUHS 4 out 5 on "feeling safe" Parents rated HJUHS 4 out 5 on "feeling connectedness" Staff rated HJUHS 4 out 5 on "feeling safe" 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) 28% African American 2% Asian 5% Filipino 22% Hispanic or Latino 17% White 28% English Learners 51% Foster Youth 49% Homeless Youth 33% Students With Disabilities 24% Socioeconomically Disadvantaged	12% HJUHS 15% African American 0% Asian 0% Filipino 15% Hispanic or Latino 12% White 15% English Learners 25% Foster Youth 35% Homeless Youth 15% Students With Disabilities 17% Socioeconomically Disadvantaged
Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)	2% (DataQuest 2022-23) 6% English Learners 14% Foster Youth 3% Socioeconomically Disadvantaged	0% All 1% English Learners 10% Foster Youth 1% Socioeconomically Disadvantaged
Decrease the Suspension Rates (Priority 6 A)	8% (DataQuest 2023-24) Orange (CA Dashboard 2023) 17% African American 2% Asian 5% Filipino 10% Hispanic or Latino 3% White 14% English Learners 20% Foster Youth 19% Homeless Youth 10% Socioeconomically Disadvantaged 16% Students With Disabilities Red indicators-AA, SWD, Homeless	5% HJUHS 10% African American 0% Asian 0% Filipino 5% Hispanic or Latino 0% White 5% English Learners 15% Foster Youth 15% Homeless Youth 5% Socioeconomically Disadvantaged 10% Students With Disabilities Red Indicators: Hanford High 5% African American 5% Homeless 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/ 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 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 Title I

Strategy/ 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	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.	All students	14568.00 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 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. (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 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 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.

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 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) 88% English Learners 87% Homeless Youth 94% Socioeconomically Disadvantaged	100% 95% English Learners 90% Homeless Youth 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> <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> <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> <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: Hanford High 2.1% English Learners	
CTE Pathway Completers (Priority 4 C)	44% (DataQuest 2023-24) 16% English Learners 43% Socioeconomically Disadvantaged 24% Homeless Students	60% All 20% English Learners 50% Socioeconomically Disadvantaged 35% Homeless Students
Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A)	ELA Participation Rate Report 98% (CA Dashboard 2024) 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) 10% African American 34% Asian 40% Filipino 14% Hispanic or Latino 31% White 1% English Learners 10% Foster Youth 6% Homeless Youth 13% Socioeconomically disadvantaged 1% Students With Disabilities	25% Met or Exceeded Standard 15% African American 40% Asian 45% Filipino 20% Hispanic or Latino 40% White 5% English Learners 15% Foster Youth 10% Homeless Youth 15% Socioeconomically disadvantaged 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/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	HJUHSD 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 Title I
2.2	Continue to bolster support for digital resources and materials, ensuring accessibility, relevance,	All Students	8098.42 Title I

Strategy/ 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)		
2.3	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 Title I
2.4	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	
2.5	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	
2.6	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. 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/ Activity #	Description	Students to be Served	Proposed Expenditures
	motivation among students. (Cardonex)		
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 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 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	
2.10	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
2.11	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 Title I
2.12	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 Title IV

Strategy/ 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 Orange (2023 Dashboard)	50%
English Learner Suspension Rate Indicator (Priority 6 A)	14% suspended at least one day Red (2023 Dashboard) All - 8%	5%
English Learner Graduation Rate Indicator (Priority 5 E)	87% graduated Orange (2023 Dashboard)	95%
English Learner English Language Arts Indicator (Priority 4 A)	97 points below standard Orange (2022 Dashboard)	50 points below standard
English Learner Mathematics Indicator (Priority 4 A)	183.2 points below standard 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/ 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 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 Title I

Strategy/ 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 (\$)
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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
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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
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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.

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.

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.

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.

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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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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	0.00	3.85	0.00	92.98	84.62	90.00	7.02	11.54	10.00	57	26	40
10	0.00	0.00	0.00	78.38	86.96	92.59	21.62	13.04	7.41	37	46	27
11	7.50	10.00	8.51	60.00	70.00	85.11	32.50	20.00	6.38	40	30	47
12	9.09	6.45	9.09	68.18	64.52	81.82	22.73	29.03	9.09	22	31	22
All Grades	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.

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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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Red

English Learner Progress



Yellow

College/Career



Yellow

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

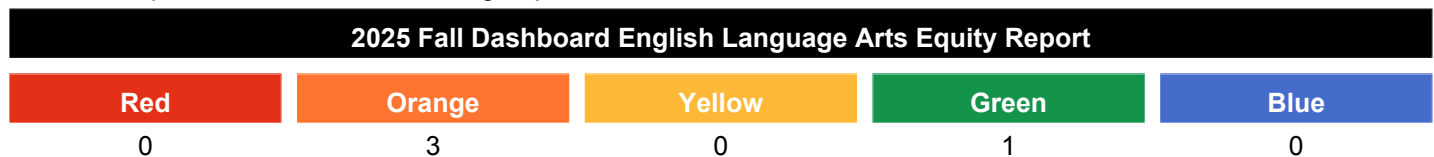
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
11.3 points below standard	78.7 points below standard	95.8 points below standard
Maintained -0.6 points	Increased 39.3 points	Increased 33.4 points
282 Students	59 Students	36 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	87.9 points below standard	20.4 points below standard
	Declined 21.3 points	Maintained 1.1 points
	17 Students	237 Students

Students with Disabilities  No Performance Color 96.7 points below standard Increased 89.2 points 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 24.1 points below standard Declined 4.3 points 210 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Green 45 points above standard Increased 13.3 points 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

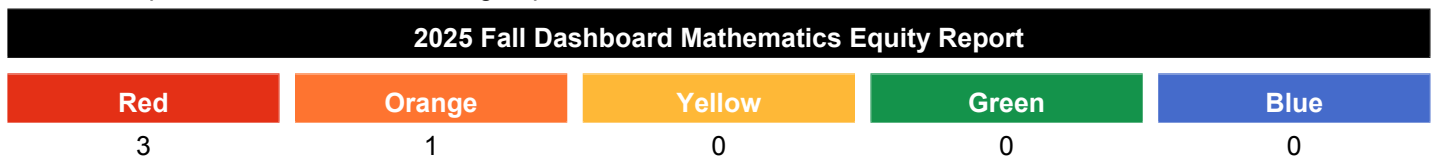
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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		
All Students  Red 124.8 points below standard Declined 21.2 points 284 Students	English Learners  Red 186.2 points below standard Declined 9.1 points 61 Students	Long-Term English Learners  No Performance Color 196.3 points below standard Increased 8.1 points 36 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 189.4 points below standard Declined 45.5 points 18 Students	Socioeconomically Disadvantaged  Red 135.5 points below standard Declined 23.2 points 239 Students

Students with Disabilities  No Performance Color 192.9 points below standard Increased 45.3 points 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Red 138 points below standard Declined 24.7 points 212 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 69.4 points below standard Maintained 1 points 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

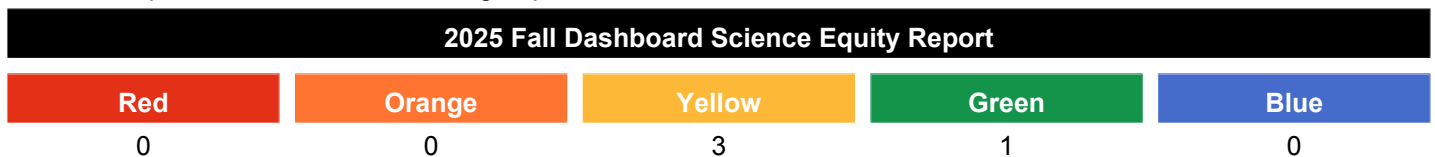
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students Yellow 46.6 science points Maintained -0.2 points 329 Students	English Learners Yellow 36.7 science points Increased 2.3 points 66 Students	Long-Term English Learners No Performance Color 31.3 science points Declined 2 points 26 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 42.1 science points Maintained -0.9 points 14 Students	Socioeconomically Disadvantaged Yellow 45.1 science points Maintained 0.2 points 261 Students

Students with Disabilities  No Performance Color 31.2 science points Declined 4.9 points 39 Students	African American  No Performance Color 38.4 science points 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 45.8 science points Increased 2.2 points 254 Students
Two or More Races  No Performance Color 51.1 science points 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 50 science points Declined 6.1 points 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
 Yellow	 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.

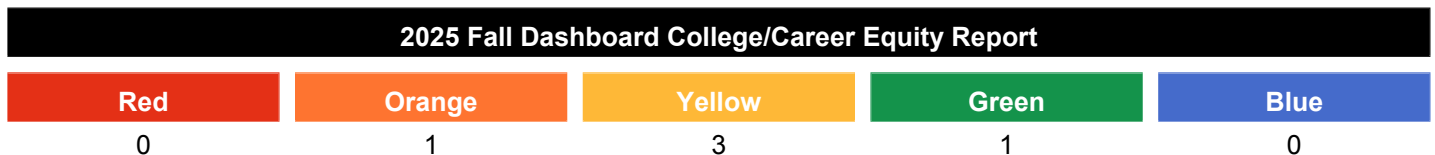
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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		
All Students Yellow Prepared 47.2% Maintained 1.1% 309 Students	English Learners Yellow Prepared 20% Increased 10.2% 45 Students	Long-Term English Learners Yellow Prepared 21.6% Increased 11.6% 37 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Prepared 23.8% Declined 13.7% 21 Students	Socioeconomically Disadvantaged Yellow Prepared 43.3% Maintained -1% 254 Students

Students with Disabilities  No Performance Color Prepared 0% Maintained 22 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Green Prepared 46% Increased 2.8% 235 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange Prepared 50% Declined 14.5% 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

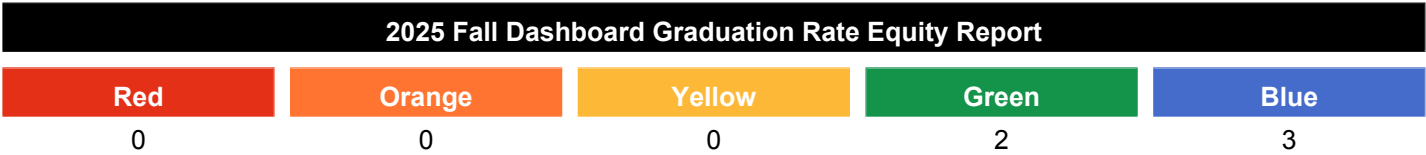
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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> Blue</div> <div>97.8% graduated</div> <div>Increased 3.7%</div> <div>312 Students</div>	<div>English Learners</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> Green</div> <div>86.5% graduated</div> <div>Increased 6.5%</div> <div>37 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>100% graduated</div> <div>Increased 18.8%</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>97.7% graduated</div> <div>Increased 4.3%</div> <div>257 Students</div>

Students with Disabilities  No Performance Color 70.8% graduated Increased 20.8% 24 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Blue 97.9% graduated Increased 4% 237 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 95.7% graduated Declined 1% 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

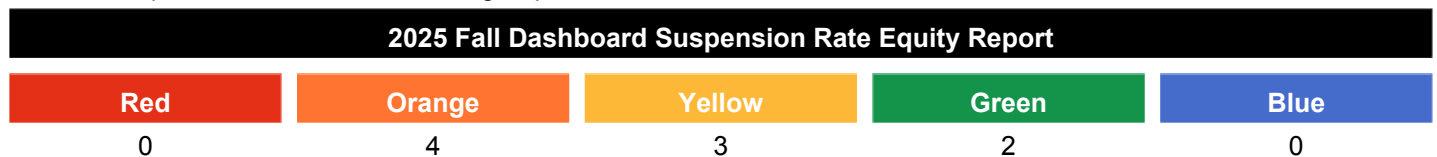
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students Yellow 6.3% suspended at least one day Declined 1.6% 1400 Students	English Learners Yellow 9% suspended at least one day Declined 5% 155 Students	Long-Term English Learners Orange 11% suspended at least one day Declined 4.2% 127 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless Yellow 6.1% suspended at least one day Declined 8.2% 66 Students	Socioeconomically Disadvantaged Yellow 7.3% suspended at least one day Declined 1.3% 1118 Students

Students with Disabilities  Orange 12.7% suspended at least one day Declined 6.1% 134 Students	African American  Orange 12% suspended at least one day Declined 15.3% 50 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  No Performance Color 0% suspended at least one day Declined 11.8% 17 Students	Filipino  No Performance Color 4.5% suspended at least one day Increased 0.5% 22 Students	Hispanic  Orange 6.6% suspended at least one day Maintained -0.2% 1062 Students
Two or More Races  Green 4.7% suspended at least one day Declined 8.2% 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 4.1% suspended at least one day Declined 2.6% 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, 100% student and staff responses (YouthTruth February 2026) Parents rated HW 3.59 out of 5 on "feeling safe" (+0.12) Parents rated HW 3.78 out of 5 on "feeling connectedness" (-0.11) Staff rated HW 3.73 out of 5 on "feeling safe" (-0.10) Staff rated HW 3.82 out of 5 on "feeling connectedness" (-0.05) Students rated HW 3.45 out of 5 on "feeling safe" (+0.14) Students rated HW 3.20 out of 5 on "feeling connectedness" (+0.11)	100% in all areas, specifically at east 25% of parents. Students rated HJUHS 4 out 5 on "feeling safe" Students rated HJUHS 4 out 5 on "feeling connectedness" Parents rated HJUHS 4 out 5 on "feeling safe" Parents rated HJUHS 4 out 5 on "feeling connectedness" Staff rated HJUHS 4 out 5 on "feeling safe" 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) 30% African American (+) 5.9% Asian (-) Goal Met 22.7% Filipino (+) 18.2% Hispanic or Latino (-) 13.9% White (-) 15.9% English Learners (-) <1% to meet goal * Too Few Foster Youth 26.6% Homeless Youth (-) 24.2% Students With Disabilities (-) 20.1% Socioeconomically Disadvantaged (-)	20% African American; adjusted to increase 3% Asian; updated based on meeting the goal this year. 15% Filipino; adjusted to increase 15% Hispanic or Latino 10% White 10% English Learners; adjusted to improvement 25% Foster Youth 20% Homeless Youth 18% Students With Disabilities; adjusted to improvement 17% Socioeconomically Disadvantaged; adjusted to improvement
Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)	0% (DataQuest 2024-2025)- Goal Met 0% English Learners *Too Few Foster Youth 0% Socioeconomically Disadvantaged- Goal Met	0% All 0% English Learners 10% Foster Youth 0% Socioeconomically Disadvantaged
Decrease the Suspension Rates (Priority 6 A)	6.3% (DataQuest 2024-2025) Yellow (CA Dashboard 2025) 12% African American- Goal Met * Too Few- Asian * Too Few- Filipino 6.6% Hispanic (-) 4.1% White (-) 9% English Learners (-) * Too Few- Foster Youth 6.1% Homeless Youth (-) Goal Met 7.3% Socioeconomically Disadvantaged (-) 12.7% Students With Disabilities (-) No Red Indicators.	5% HJUHSD 8% African American; new goal 0% Asian 0% Filipino 5% Hispanic or Latino 0% White 5% English Learners; new goal 0% Foster Youth 3% Homeless Youth; new goal 5% Socioeconomically Disadvantaged 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/ 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 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 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 and parent sessions)	All Students	12823.00 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 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, Low Socioeconomically Disadvantaged	7090.80 Title IV 1623.00 Title I

Strategy/ 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 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) 88.9% English Learners (+) 100% Homeless Youth (+) Goal Met 97.6% Socioeconomically Disadvantaged (+)	100% 93% English Learners; goal adjusted to increase 90% Homeless Youth 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 (-) (DataQuest 2024-25) *Too few African-American *Too few Asian *Too few Filipino 43.18% Hispanic or Latino (-) 67.35% White (-) 4.35% English Learners (+) 6.06% Long term English Learners (-) *Too few Foster Youth 25% Homeless Youth (-) 44.86% Socioeconomically disadvantaged (-) 18.52% Students With Disabilities (+)</p> <p>12.54% Met or Exceeded Standard for Math (-) (DataQuest 2024-25) *Too few African-American *Too few Asian *Too few Filipino 8.18% Hispanic or Latino (-) 28.57% White (+) 0% English Learners & Long Term English Learners (maintained) *Too Few Foster Youth 12.5% Homeless Youth (+) 10.7% Socioeconomically disadvantaged (-) 3.7% Students With Disabilities (+)</p> <p>Red Indicators: English Learner Progress</p>	<p>55% ELA overall 35% African American 55% Asian 55% Filipino 55% Hispanic or Latino 75% White; adjusted goal 15% English Learners & LTEL 55% Foster Youth 40% Homeless Youth; adjusted goal 55% Socioeconomically disadvantaged 25% Students With Disabilities</p> <p>30% Math overall 30% African American 30% Asian 30% Filipino 25% Hispanic or Latino 30% White 15% English Learners & LTEL 30% Foster Youth 20% Homeless Youth; adjusted goal 25% Socioeconomically disadvantaged 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) (+) 66.7% English Learners (+) 80.0% Socioeconomically Disadvantaged (+) *Too few- Foster 80.0% Homeless Students (+)</p>	<p>50% All 15% English Learners 40% Socioeconomically Disadvantaged 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) 11.1% English Learners 23.3% Socioeconomically Disadvantaged * Too Few Foster Youth 19.0% Homeless Students</p>	<p>50% All 20% English Learners 35% Socioeconomically Disadvantaged 20% Foster Youth 25% Homeless Students</p>
College Career Indicator (Priority 7 A)	<p>47.2% Prepared (Dashboard 2025) (+) 20% English Learners (+) Goal met *Too few Foster Youth 43.3% Socioeconomically Disadvantaged (<1%) 0% Students with Disabilities (-) 23.8% Homeless (-)</p>	<p>60% All 40% English Learners; new goal 20% Foster Youth 50% Socioeconomically Disadvantaged 25% Students with Disabilities 45% Homeless</p>
CTE Pathway Completers (Priority 4 C)	<p>47.9% (DataQuest 2024-25) (+) 66.67% English Learners (+) Goal Met *Too few- Foster Students</p>	<p>60% All 75% English Learners; new goal</p>

	51.8% Socioeconomically Disadvantaged (+) 40.0% Homeless (-)	55% Socioeconomically Disadvantaged 50% Homeless; adjusted goal
Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A)	99% English (DataQuest 2024-25) Goal Met 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 (-) (DataQuest 2024-25)	10%; adjusted goal
California Science Test (CAST) Results: Science (Priority 4 A)	19.94% Met or Exceeded Standard (DataQuest 2024-25) (+) 0% African American * Too Few- Asian * Too Few- Filipino 18.8% Hispanic or Latino (+) 25% White (-) 0% English Learners (Maintained) * Too Few- Foster Youth 20% Homeless Youth (+) 17.84% Socioeconomically disadvantaged (+) 0% Students With Disabilities (-)	25% Met or Exceeded Standard 25% African American 25% Asian 25% Filipino 25% Hispanic or Latino; adjusted goal 40% White; adjusted goal 10% English Learners 25% Foster Youth 30% Homeless Youth 25% Socioeconomically disadvantaged; adjusted goal 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 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 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	academic success and readiness for the future. (Grammarly)		
2.3	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 Title I
2.4	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	
2.5	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	
2.6	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. 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/ 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 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) 6.3% All students	4%; adjusted goal
English Learner Graduation Rate Indicator (Priority 5 E)	88.9% graduated (+) Green (2025 Dashboard) 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/ 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 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
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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 Alcalá	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.

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.

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.

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
Sierra Pacific High School	16639250118919	4/8/2026	4/28/2026

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 Sierra Pacific 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.

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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 Sierra Pacific High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This plan is aligned with the Local Control Accountability Plan (LCAP), as well as the WASC Action Plan and meets the requirements of the Every Student Succeeding Act. The goals of the District LCAP related to Sierra Pacific High School are:

Goal 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.

Goal 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.

Goal 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.

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. In addition the district's Governing Board sets the direction of the school district through the creation of policies that reflect the priorities of our educational partners. Through this process this comprehensive plan was developed. It focuses on improving academic achievement, fostering a supportive learning environment, and ensuring equitable opportunities for all students. Furthermore this plan includes strategies for data-driven instruction, professional development, family engagement, and accountability measures to fulfill the ESSA goals and enhance the educational outcomes of every student at Sierra Pacific High School.

Educational Partner Involvement

How, when, and with whom did Sierra Pacific 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

Sierra Pacific High School has established a comprehensive Title I parent and family engagement policy developed with meaningful input from Title I parents, family members, and key educational partners. We are committed to building strong partnerships between home and school to support high quality learning for all students. This policy is embedded in the School Plan for Student Achievement, posted on the school website, shared through ParentSquare prior to Back to School Night, and included in the Student Parent Handbook.

The development and ongoing review of this policy is a collaborative effort involving the School Site Council, English Learner Advisory Committee, certificated and classified staff, and both site and district administration. This process aligns with Title I parent and family engagement requirements under 20 USC 6318 Section 1118(c) through (g). Parents contribute through SSC, ELAC, and annual Title I meetings, ensuring their perspectives help shape updates and revisions.

To support participation, meetings are offered at different times throughout the week and information is shared through multiple platforms, including the school website and ParentSquare. For meetings focused on individual student needs, such as Student Study Team or Individualized Education Plan meetings, every effort is made to schedule at times that

work for families. When attendance is not possible, the Leadership Team follows up through phone calls or home visits to ensure communication remains consistent.

Parents are also actively involved in the development and revision of the School Plan for Student Achievement. Annual parent surveys provide input on school programs, and results are shared with SSC and ELAC to guide decision making. Categorical program budgets are reviewed during the Annual Title I meeting each fall. Families are informed about Title I services and upcoming events through newsletters, flyers, and letters provided in both English and Spanish.

Educational partners play an important role in the annual review and update of the SPSA. Input from SSC, ELAC, booster groups, and other stakeholders helps ensure that goals and funding decisions reflect the needs of all students and families. During the Annual Title I meeting, parents are invited to share feedback on programs and services, which is then used to guide planning for the upcoming school year. SSC and ELAC meetings provide ongoing opportunities for involvement, with agendas and minutes available to all families.

Sierra Pacific High School is committed to ensuring all parents and family members can participate fully, including those with limited English proficiency, disabilities, or migratory backgrounds. Information is provided in accessible formats and multiple languages. Translators are available when needed, and written communication is shared in families' primary languages to support understanding and engagement.

Through the work of SSC and ELAC, school priorities are identified and funding decisions are made to support student success. ELAC also helps guide the school's English Learner program, while the district level ELAC supports broader planning and oversight. Booster organizations and additional partners contribute input to ensure a well rounded and collaborative approach to SPSA development and implementation.

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.

As part of the required needs assessment, several resource inequities were identified at Sierra Pacific High School. One area of concern is the availability of elective options. Our current offerings are limited, and this has been identified as a need by our school community.

Intervention supports are in place; however, their effectiveness is limited by the amount of time available within the current schedule. While students do receive targeted support, participation is voluntary since these opportunities occur before or after school, which limits consistent access for all students.

Professional development also remains a focus area, particularly in strengthening staff capacity in assessment practices, support for English Learners, and the use of research based instructional strategies. Continued investment in these areas is necessary to ensure consistent and effective instructional practices across classrooms.

English Learners are demonstrating growth, and recent results were strong. However, this remains an area of focus, as additional supports are needed to sustain progress and accelerate achievement.

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 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 the admission and participation in HJUHS programs. (P.L. 92-318; 34 CFR 106.9) The District's Sexual Harassment Complaint Procedures are available at www.hjuhsd.org and/or 823 W. Lacey Blvd., Hanford, California. A copy of the District's Uniform Complaint Procedures are 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 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 and/or (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.

Based on the California School Dashboard, Sierra Pacific High School did not have any state indicators in the Red or Orange performance categories for the All Student group. Overall performance reflects strong outcomes across multiple indicators, including English Language Arts, Graduation Rate, College and Career readiness, and English Learner Progress, all of which are in the Blue performance level. Mathematics performance is in the Green category, demonstrating continued growth in student achievement.

The Suspension Rate indicator is currently in the Yellow performance level, reflecting a stable trend and an opportunity for continued improvement. This presents a positive opportunity to further strengthen schoolwide systems such as MTSS, restorative practices, and proactive behavioral supports to ensure all students experience a safe and supportive learning environment.

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.

Analysis of the California School Dashboard indicates that Sierra Pacific High School demonstrates strong overall performance; however, there are opportunities to continue improving outcomes for specific student groups. In the area of Suspension Rate, at least one student group (African Americans) is performing two or more performance levels below the All Student group, indicating a need for continued focus on equitable behavioral supports and consistent implementation of school-wide systems.

These findings highlight an opportunity to build on existing practices by strengthening targeted interventions, enhancing consistency in MTSS implementation, and continuing to develop staff capacity in culturally responsive practices and positive behavior supports.

Additionally, while academic indicators such as English Language Arts and Mathematics reflect overall strong performance, subgroup data suggests that some student groups, including English Learners and Students with Disabilities, would benefit from continued targeted academic support. Ongoing efforts to strengthen Tier 1 instruction, provide intentional language development strategies, and implement data driven interventions will support continued growth and improved outcomes for all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sierra Pacific 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	0.37%	0.45%	0.17%	4	5	2
African American	2.8%	2.99%	3.38%	30	33	40
Asian	2.43%	2.18%	2.20%	26	24	26
Filipino	2.24%	1.81%	1.86%	24	20	22
Hispanic/Latino	63.34%	63.61%	63.31%	679	701	749
Pacific Islander	0.28%	0.27%	0.17%	3	3	2
White	22.39%	23.14%	24.18%	240	255	286
Two or More Races	5.13%	4.90%	4.73%	55	54	56
Not Reported	1.03%	0.64%	%	11	7	
Total Enrollment				1072	1102	1183

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	313	295	329
Grade 10	276	296	286
Grade 11	252	270	307
Grade 12	231	241	261
Total Enrollment	1,072	1,102	1,183

Conclusions based on this data:

- Sierra Pacific High School has experienced steady enrollment growth over the past three years, increasing from 1,072 students in 2022 to 1,183 students in 2025. This growth is most notable in grades 9 and 11, indicating strong incoming class sizes and improved student retention as cohorts progress through high school.
- The student population remains consistently diverse, with Hispanic or Latino students representing the majority at approximately 63 percent across all three years. White student enrollment has shown a gradual increase, while other student groups have remained relatively stable, reflecting a consistent demographic profile over time.
- The stable and predominantly Hispanic student population, along with increasing overall enrollment, highlights the importance of maintaining strong instructional practices that support diverse learners. Continued focus on culturally

responsive teaching, English learner supports, and scalable intervention systems will be critical to meet the needs of a growing and diverse student body.

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	98	87	95	9.1%	7.8%	8.0%
Fluent English Proficient (FEP)	248	226	236	23.1%	20.5%	19.9%
Reclassified Fluent English Proficient (RFEP)	214			20.0%		

Conclusions based on this data:

1. Sierra Pacific High School has maintained a relatively stable English Learner population over the past three years, with enrollment ranging from 7.8 percent to 9.1 percent. This consistency allows the school to implement focused and sustained supports for English Learners without significant fluctuation in program needs.
2. A significant portion of the student population is identified as Fluent English Proficient, representing approximately 20 to 23 percent of students. This reflects a strong foundation of students who have developed English proficiency and are able to access core instruction successfully.
3. The presence of Reclassified Fluent English Proficient students, along with a stable English Learner population, suggests that students are making progress toward English language proficiency over time. This indicates that existing language development supports and instructional practices are contributing to student growth and continued academic access.

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	244	266	284	241	261	280	241	261	280	98.8	98.1	98.6
All Grades	244	266	284	241	261	280	241	261	280	98.8	98.1	98.6

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	2559.	2564.	2619.	16.18	19.92	27.86	28.63	28.74	39.29	22.82	23.75	21.07	32.37	27.59	11.79
All Grades	N/A	N/A	N/A	16.18	19.92	27.86	28.63	28.74	39.29	22.82	23.75	21.07	32.37	27.59	11.79

Reading 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	22.41	19.92	29.64	56.85	57.09	55.71	20.75	22.99	14.64
All Grades	22.41	19.92	29.64	56.85	57.09	55.71	20.75	22.99	14.64

Writing 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	14.52	23.37	31.43	53.11	48.66	56.07	32.37	27.97	12.50
All Grades	14.52	23.37	31.43	53.11	48.66	56.07	32.37	27.97	12.50

Listening 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	10.79	10.34	11.43	75.93	73.95	77.86	13.28	15.71	10.71
All Grades	10.79	10.34	11.43	75.93	73.95	77.86	13.28	15.71	10.71

Research/Inquiry 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	14.52	18.01	27.14	61.83	58.24	62.86	23.65	23.75	10.00
All Grades	14.52	18.01	27.14	61.83	58.24	62.86	23.65	23.75	10.00

Conclusions based on this data:

1. Sierra Pacific High School demonstrates significant growth in English Language Arts achievement over the three-year period. The percentage of students meeting or exceeding standards increased from 44.81 percent in 2022–23 to 67.15 percent in 2024–25, while the percentage of students not meeting standards decreased substantially from 32.37 percent to 11.79 percent. This upward trend indicates that instructional strategies and supports are effectively improving student literacy outcomes.
2. Student performance has improved across all ELA domains, including reading, writing, listening, and research/inquiry. Notably, writing and research/inquiry show strong gains in the percentage of students performing above standard, while the percentage of students below standard has decreased across all domains. These trends suggest that students are developing stronger skills in both comprehension and communication, as well as in higher-order thinking tasks such as analysis and inquiry.
3. Participation rates in CAASPP ELA remain consistently high, with over 98 percent of enrolled Grade 11 students tested each year. This level of participation ensures that the data is representative and reflects a strong culture of assessment participation and student engagement. High participation, combined with improved performance outcomes, reinforces confidence in the school's instructional program and its impact on student learning.

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	243	266	284	240	262	280	240	262	280	98.8	98.5	98.6
All Grades	243	266	284	240	262	280	240	262	280	98.8	98.5	98.6

* 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	2507.	2550.	2582.	3.33	7.63	12.50	14.58	19.47	21.79	20.83	29.39	29.29	61.25	43.51	36.43
All Grades	N/A	N/A	N/A	3.33	7.63	12.50	14.58	19.47	21.79	20.83	29.39	29.29	61.25	43.51	36.43

Concepts & Procedures 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	7.50	14.12	15.36	34.17	43.89	45.71	58.33	41.98	38.93
All Grades	7.50	14.12	15.36	34.17	43.89	45.71	58.33	41.98	38.93

Problem Solving & Modeling/Data Analysis 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	4.17	9.92	12.86	55.42	63.36	66.43	40.42	26.72	20.71
All Grades	4.17	9.92	12.86	55.42	63.36	66.43	40.42	26.72	20.71

Communicating Reasoning 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	3.75	6.49	13.93	66.25	68.70	64.64	30.00	24.81	21.43
All Grades	3.75	6.49	13.93	66.25	68.70	64.64	30.00	24.81	21.43

Conclusions based on this data:

1. Sierra Pacific High School shows consistent growth in mathematics performance over the three-year period. The percentage of students meeting or exceeding standards increased from 17.91 percent in 2022–23 to 34.29 percent in 2024–25, while the percentage of students not meeting standards decreased from 61.25 percent to 36.43 percent. This reflects meaningful progress in closing achievement gaps and improving overall student performance in mathematics.
2. Student performance has improved across all measured domains, including concepts and procedures, problem solving and modeling, and communicating reasoning. Notably, the percentage of students performing above standard has increased in each area, while the percentage of students below standard has declined. These trends indicate that students are strengthening both foundational skills and higher-level thinking, particularly in applying mathematical concepts and solving complex problems.
3. Mathematics assessment participation rates remain consistently high, with approximately 98 percent of Grade 11 students tested each year. This high level of participation ensures that the data accurately reflects student performance and provides a strong foundation for instructional decision-making. The combination of high participation and improving outcomes highlights a positive trajectory for continued growth in mathematics achievement.

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 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	1536.4	1534.3	1549.9	1533.4	1540.6	1555.9	1539.0	1527.6	1543.5	28	19	30
10	1540.1	1548.9	1563.2	1546.8	1550.4	1584.1	1532.8	1546.8	1541.8	26	24	18
11	1549.5	1546.6	1547.0	1552.2	1558.2	1561.1	1546.3	1534.5	1532.5	26	25	24
12	1599.7	1558.6	1570.1	1618.0	1569.0	1581.6	1580.8	1547.7	1558.0	18	21	18
All Grades										98	89	90

Overall Language 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	3.57	15.79	13.33	42.86	21.05	43.33	42.86	47.37	33.33	10.71	15.79	10.00	28	19	30
10	3.85	8.33	22.22	34.62	58.33	38.89	42.31	12.50	27.78	19.23	20.83	11.11	26	24	18
11	11.54	8.00	16.67	42.31	36.00	45.83	38.46	40.00	29.17	7.69	16.00	8.33	26	25	24
12	44.44	14.29	16.67	33.33	47.62	50.00	16.67	23.81	22.22	5.56	14.29	11.11	18	21	18
All Grades	13.27	11.24	16.67	38.78	41.57	44.44	36.73	30.34	28.89	11.22	16.85	10.00	98	89	90

Oral Language 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	14.29	31.58	40.00	53.57	47.37	40.00	21.43	10.53	10.00	10.71	10.53	10.00	28	19	30
10	23.08	41.67	38.89	46.15	37.50	33.33	26.92	4.17	22.22	3.85	16.67	5.56	26	24	18
11	26.92	24.00	45.83	50.00	56.00	41.67	15.38	16.00	4.17	7.69	4.00	8.33	26	25	24
12	61.11	57.14	44.44	27.78	28.57	33.33	11.11	4.76	22.22	0.00	9.52	0.00	18	21	18
All Grades	28.57	38.20	42.22	45.92	42.70	37.78	19.39	8.99	13.33	6.12	10.11	6.67	98	89	90

Written Language 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	3.57	5.26	3.33	17.86	15.79	20.00	57.14	36.84	40.00	21.43	42.11	36.67	28	19	30
10	0.00	0.00	5.56	15.38	25.00	11.11	34.62	50.00	44.44	50.00	25.00	38.89	26	24	18
11	3.85	0.00	0.00	19.23	8.00	16.67	53.85	40.00	66.67	23.08	52.00	16.67	26	25	24
12	5.56	9.52	0.00	33.33	4.76	27.78	44.44	57.14	44.44	16.67	28.57	27.78	18	21	18
All Grades	3.06	3.37	2.22	20.41	13.48	18.89	47.96	46.07	48.89	28.57	37.08	30.00	98	89	90

Listening Domain 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	0.00	0.00	6.67	89.29	78.95	70.00	10.71	21.05	23.33	28	19	30
10	7.69	4.17	16.67	69.23	66.67	55.56	23.08	29.17	27.78	26	24	18
11	3.85	4.00	8.33	80.77	68.00	62.50	15.38	28.00	29.17	26	25	24
12	11.11	0.00	16.67	83.33	80.95	66.67	5.56	19.05	16.67	18	21	18
All Grades	5.10	2.25	11.11	80.61	73.03	64.44	14.29	24.72	24.44	98	89	90

Speaking Domain 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	78.95	83.33	17.86	10.53	6.67	10.71	10.53	10.00	28	19	30
10	80.77	83.33	94.44	15.38	0.00	0.00	3.85	16.67	5.56	26	24	18
11	80.77	80.00	91.67	11.54	20.00	0.00	7.69	0.00	8.33	26	25	24
12	83.33	90.48	88.89	16.67	0.00	5.56	0.00	9.52	5.56	18	21	18
All Grades	78.57	83.15	88.89	15.31	7.87	3.33	6.12	8.99	7.78	98	89	90

Reading Domain 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	7.14	5.26	10.00	57.14	31.58	33.33	35.71	63.16	56.67	28	19	30
10	0.00	4.17	11.11	46.15	58.33	38.89	53.85	37.50	50.00	26	24	18
11	7.69	0.00	0.00	42.31	44.00	66.67	50.00	56.00	33.33	26	25	24
12	11.11	9.52	0.00	66.67	23.81	50.00	22.22	66.67	50.00	18	21	18
All Grades	6.12	4.49	5.56	52.04	40.45	46.67	41.84	55.06	47.78	98	89	90

Writing Domain 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	3.57	0.00	0.00	78.57	68.42	86.67	17.86	31.58	13.33	28	19	30
10	0.00	0.00	0.00	76.92	79.17	88.89	23.08	20.83	11.11	26	24	18
11	23.08	0.00	12.50	65.38	76.00	79.17	11.54	24.00	8.33	26	25	24
12	16.67	0.00	11.11	72.22	85.71	83.33	11.11	14.29	5.56	18	21	18
All Grades	10.20	0.00	5.56	73.47	77.53	84.44	16.33	22.47	10.00	98	89	90

Conclusions based on this data:

1. Sierra Pacific High School demonstrates steady growth in overall English language proficiency, as reflected in increasing mean scale scores across grade levels and years. The percentage of students performing at higher proficiency levels has improved, with Level 4 increasing from 13.27 percent in 2022–23 to 16.67 percent in 2024–25, and Level 3 also showing consistent growth. This indicates that students are making measurable progress toward full English proficiency.
2. Student performance in oral language continues to be a strength. The percentage of students performing at the highest level in speaking increased from 78.57 percent to 88.89 percent over the three-year period, while the percentage of students at the beginning level remains low. Listening and speaking data reflect that most students are developing strong communication skills, which supports access to core instruction and classroom engagement.
3. Writing performance shows positive improvement, particularly in the reduction of students at the beginning level, which decreased from 16.33 percent to 10.00 percent. Additionally, the percentage of students in the somewhat or moderately developed range has increased, indicating forward movement in written language skills. While reading and writing remain areas for continued growth, the data reflects a positive trajectory and supports ongoing focus on academic language and literacy development across content areas.

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
1183	59.6%	8%
Total Number of Students enrolled in Sierra Pacific 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	95	8%
Foster Youth	9	0.8%
Homeless	46	3.9%
Socioeconomically Disadvantaged	705	59.6%
Students with Disabilities	84	7.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	3.4%
American Indian	2	0.2%
Asian	26	2.2%
Filipino	22	1.9%
Hispanic	749	63.3%
Two or More Races	56	4.7%
Pacific Islander	2	0.2%
White	286	24.2%

Conclusions based on this data:

1. Sierra Pacific High School serves a diverse student population, with Hispanic students representing the majority at 63.3 percent. White students make up 24.2 percent, while all other student groups contribute to a smaller but

meaningful level of diversity across the campus. This consistent demographic profile supports the continued implementation of culturally responsive practices and instructional strategies that reflect and honor the backgrounds of the students served.

2. A substantial portion of the student population, 59.6 percent, is identified as socioeconomically disadvantaged, indicating a strong need for continued access to academic supports, intervention programs, and resources that promote equitable outcomes. In addition, 7.1 percent of students are identified as students with disabilities, and 8 percent are English Learners, reinforcing the importance of maintaining strong systems of support, including MTSS, specialized services, and language development strategies.
3. While Foster Youth represent a small percentage of the population at 0.8 percent, and 3.9 percent of students are identified as homeless, these groups require targeted and intentional support to ensure stability and access to learning. The presence of these student groups highlights an opportunity to continue strengthening wraparound services, intervention systems, and school connectedness efforts to ensure all students are supported and positioned for 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>Blue</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>Green</p></div>		
<div>English Learner Progress</div> <div><p>Blue</p></div>		
<div>College/Career</div> <div><p>Blue</p></div>		

Conclusions based on this data:

1. Sierra Pacific High School demonstrates strong overall academic performance, with multiple indicators in the Blue performance level, including English Language Arts, English Learner Progress, College and Career readiness, and Graduation Rate. Mathematics performance is in the Green category, reflecting continued growth and progress toward higher levels of achievement. These results indicate that students are performing well across key academic measures and are being effectively prepared for postsecondary success.
2. High performance in Graduation Rate and College and Career readiness, both at the Blue level, reflects strong student engagement and successful preparation for life beyond high school. These outcomes suggest that students are not only completing their high school requirements but are also leaving with the skills and experiences necessary to pursue college and career opportunities.
3. The Suspension Rate indicator is currently in the Yellow performance level, indicating an opportunity to further strengthen school climate and behavioral support systems. Continued focus on MTSS, restorative practices, and proactive interventions will support efforts to reduce suspension rates and ensure a safe, inclusive, and supportive learning environment for all students.

School and Student Performance Data

Academic Performance English Language Arts

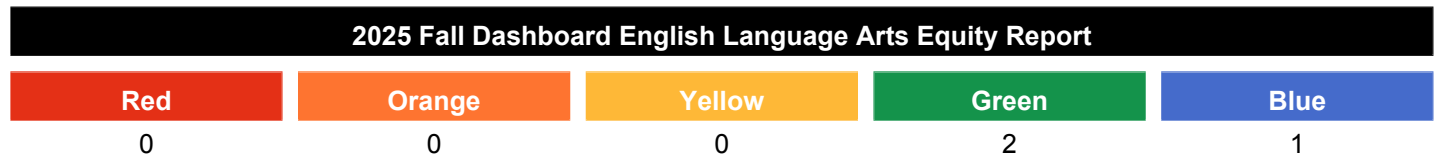
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>Blue</div> <div>39 points above standard</div> <div>Increased 52.7 points</div> <div>275 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>59.8 points below standard</div> <div>Increased 89.4 points</div> <div>33 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>75.3 points below standard</div> <div>Increased 81 points</div> <div>16 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>0.8 points above standard</div> <div>11 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>26.1 points above standard</div> <div>Increased 62 points</div> <div>175 Students</div>

Students with Disabilities  No Performance Color 83.4 points below standard Increased 76.8 points 19 Students	African American  No Performance Color 16.5 points above standard 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 24.3 points above standard Increased 54.2 points 176 Students
Two or More Races  No Performance Color 94.1 points above standard Increased 25.5 points 19 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 62.9 points above standard Increased 63.8 points 60 Students

Conclusions based on this data:

1. Sierra Pacific High School demonstrates strong performance in English Language Arts, with the All Student group performing at the Blue level and scoring 39 points above standard. This reflects significant growth, with an increase of 52.7 points, indicating that instructional practices and supports are effectively improving student literacy outcomes across the school.
2. Multiple student groups, including Hispanic students and Socioeconomically Disadvantaged students, are performing at the Green level and above standard, with notable gains over time. Additionally, White students are performing at the Blue level with strong growth. These results indicate that the school is successfully supporting a broad range of students and making progress toward more equitable academic outcomes.
3. While several student groups do not have a performance color due to small sample sizes, available data shows positive growth trends for groups such as English Learners, Long-Term English Learners, and Students with Disabilities. Although these groups remain below standard, each has demonstrated substantial improvement in performance. This reflects the impact of targeted supports and highlights an opportunity to continue strengthening Tier 1 instruction, language development strategies, and intervention systems to accelerate progress.

School and Student Performance Data

Academic Performance Mathematics

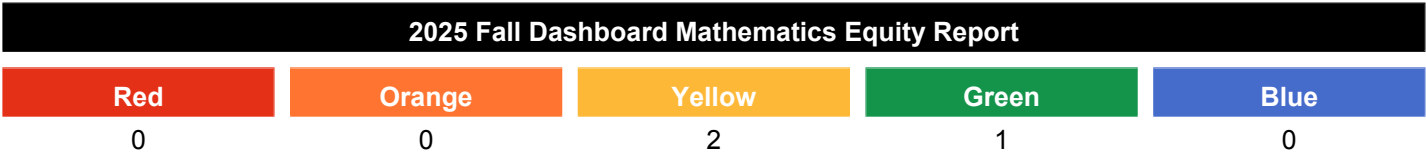
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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> Green</div> <div>44.1 points below standard</div> <div>Increased 29.7 points</div> <div>276 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>144.5 points below standard</div> <div>Increased 37.5 points</div> <div>34 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>140.4 points below standard</div> <div>Increased 89.4 points</div> <div>16 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>81 points below standard</div> <div>11 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>62.1 points below standard</div> <div>Increased 38.8 points</div> <div>176 Students</div>

Students with Disabilities  No Performance Color 166.5 points below standard Increased 64.1 points 19 Students	African American  No Performance Color 54.5 points below standard 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 62.4 points below standard Increased 34.9 points 177 Students
Two or More Races  No Performance Color 10.9 points above standard Increased 32.4 points 19 Students	Pacific Islander  No Performance Color 0 Students	White  Green 9.4 points below standard Increased 35.3 points 60 Students

Conclusions based on this data:

1. Sierra Pacific High School demonstrates continued growth in mathematics achievement, with the All Student group performing at the Green level and showing an increase of 29.7 points. While students remain below standard overall, the significant improvement indicates that instructional strategies and supports are effectively moving student performance in the right direction.
2. Several student groups, including Hispanic students and Socioeconomically Disadvantaged students, are performing at the Yellow level and showing measurable growth over time. White students are performing at the Green level with strong gains. These trends reflect consistent progress across key student groups and suggest that schoolwide efforts are positively impacting a broad range of learners.
3. Although some student groups remain below standard, available data shows meaningful improvement for groups such as English Learners, Long-Term English Learners, and Students with Disabilities. Many of these groups do not have a performance color due to small sample sizes, but their growth trends indicate that targeted supports are having an impact. Continued focus on foundational skills, problem solving, and differentiated instruction will support ongoing progress and help close remaining gaps.

School and Student Performance Data

Academic Performance Science

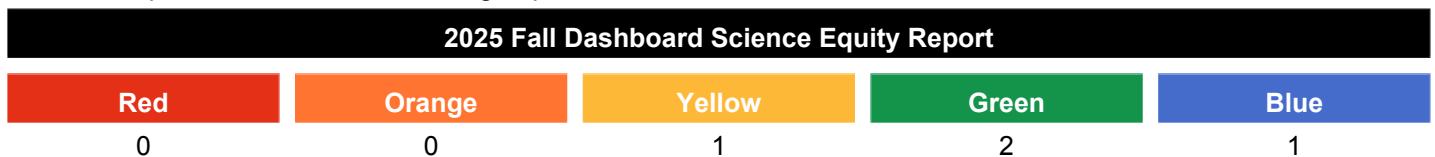
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students  Blue 55.8 science points Increased 6.7 points 286 Students	English Learners  Yellow 43 science points Increased 5.7 points 44 Students	Long-Term English Learners  No Performance Color 36.3 science points Increased 3.6 points 19 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 38.4 science points Declined 12.8 points 13 Students	Socioeconomically Disadvantaged  Green 52.1 science points Increased 4.8 points 170 Students

Students with Disabilities  No Performance Color 45.6 science points Increased 8.2 points 17 Students	African American  No Performance Color 45.6 science points Increased 3.2 points 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 53.9 science points Increased 7.2 points 189 Students
Two or More Races  No Performance Color 57.6 science points Declined 4.5 points 12 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 62.5 science points Increased 9.2 points 64 Students

Conclusions based on this data:

1. Sierra Pacific High School demonstrates strong performance in science, with the All Student group performing at the Blue level and scoring 55.8 points. This indicates that students are performing well above standard and are demonstrating a strong understanding of scientific concepts and practices.
2. Multiple student groups, including Hispanic students and Socioeconomically Disadvantaged students, are performing at the Green level and above standard. White students are performing at the Blue level. These results reflect broad access to rigorous science instruction and indicate that school-wide practices are supporting a wide range of learners.
3. English Learners are performing at the Yellow level, indicating an opportunity to strengthen targeted supports in science instruction. Additional student groups, including Students with Disabilities and Long-Term English Learners, do not have performance colors due to small sample sizes, but available data suggests a need for continued focus on academic language, vocabulary development, and access to grade-level content.

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.

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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
 Blue	 Blue
55.4 making progress.	57.1 making progress.
Number Students: 83 Students	Number Students: 77 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
19.5%	25.6%	0%	54.9%

Conclusions based on this data:

1. Sierra Pacific High School demonstrates strong performance in English Learner Progress, with the overall indicator at the Blue level and 55.4 percent of English Learners making progress toward English proficiency. This indicates that a majority of students are successfully developing their language skills and moving toward full proficiency.
2. Long-Term English Learners are also performing at the Blue level, with 57.1 percent making progress. This reflects effective support systems for students who have historically required additional time to develop proficiency and indicates that targeted interventions are supporting continued growth.
3. More than half of English Learners, 54.9 percent, progressed at least one ELPI level, while an additional 25.6 percent maintained their current level. A smaller percentage of students, 19.5 percent, decreased one level, indicating an opportunity to strengthen consistency in language development supports. Continued focus on designated and integrated ELD, along with academic language development across content areas, will support even greater progress toward full 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.

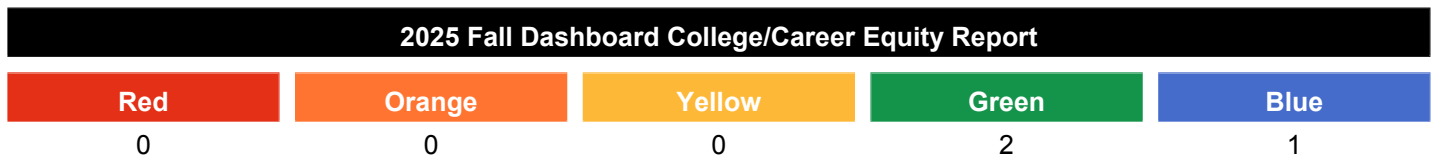
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students Blue Prepared 61.1% Increased 10.7% 252 Students	English Learners No Performance Color Prepared 25% Increased 17.9% 24 Students	Long-Term English Learners No Performance Color Prepared 26.1% Increased 18.1% 23 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color Prepared 28.6% 14 Students	Socioeconomically Disadvantaged Green Prepared 51.8% Increased 9.4% 164 Students

Students with Disabilities  No Performance Color Prepared 10.5% Increased 5% 19 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Green Prepared 51.3% Increased 6.5% 152 Students
Two or More Races  No Performance Color Prepared 83.3% Increased 11.9% 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue Prepared 78.5% Increased 18.5% 65 Students

Conclusions based on this data:

1. Sierra Pacific High School demonstrates strong performance in College and Career readiness, with the All Student group at the Blue level and 61.1 percent of students identified as prepared. This reflects a high level of student readiness for postsecondary opportunities and indicates that school programs are effectively supporting students in meeting college and career benchmarks.
2. Multiple student groups, including Hispanic students and Socioeconomically Disadvantaged students, are performing at the Green level with over half of students identified as prepared. White students are performing at the Blue level with particularly strong outcomes. These results indicate that a broad range of students are benefiting from access to pathways, courses, and experiences that support college and career readiness.
3. While several student groups do not have a performance color due to smaller sample sizes, available data shows increasing percentages of students identified as prepared, including English Learners and Long-Term English Learners. Students with Disabilities show progress as well, though at lower levels, indicating an opportunity to continue expanding access to rigorous coursework, CTE pathways, and targeted supports to ensure all students are fully prepared for postsecondary success.

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. This data has not yet been made available for grades 9-12

School and Student Performance Data

Academic Engagement Graduation Rate

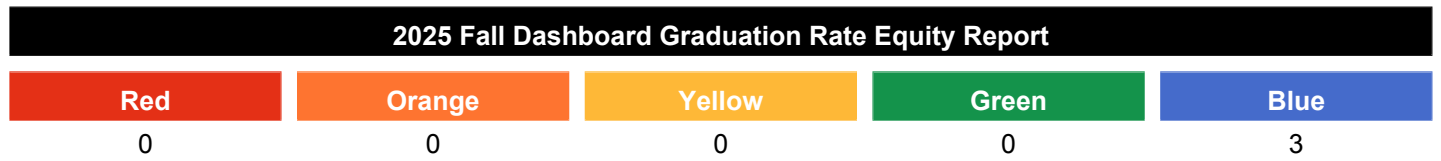
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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> Blue</div> <div>97.2% graduated</div> <div>Declined 2.4%</div> <div>252 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>91.7% graduated</div> <div>Declined 8.3%</div> <div>24 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>95.7% graduated</div> <div>Declined 4.3%</div> <div>23 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>92.9% graduated</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>96.3% graduated</div> <div>Declined 3.1%</div> <div>164 Students</div>

Students with Disabilities  No Performance Color 73.7% graduated Declined 20.8% 19 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Blue 95.4% graduated Declined 3.9% 152 Students
Two or More Races  No Performance Color 100% graduated Maintained 0% 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 100% graduated Maintained 0% 65 Students

Conclusions based on this data:

1. Sierra Pacific High School demonstrates strong performance in Graduation Rate, with the All Student group at the Blue level and 97.2 percent of students graduating. This reflects a consistently high level of student completion and indicates that systems are in place to support students in meeting graduation requirements.
2. Multiple student groups, including Hispanic students and Socioeconomically Disadvantaged students, are performing at the Blue level with graduation rates above 95 percent. White students and students identified as Two or More Races achieved a 100 percent graduation rate. These results indicate that high levels of student success are being maintained across a broad range of student groups.
3. While overall outcomes remain strong, several student groups, including English Learners and Students with Disabilities, show lower graduation rates or recent declines. Although some groups do not have a performance color due to small sample sizes, the data highlights an opportunity to continue strengthening targeted supports, intervention systems, and progress monitoring to ensure all students remain on track to graduate.

School and Student Performance Data

Conditions & Climate Suspension Rate

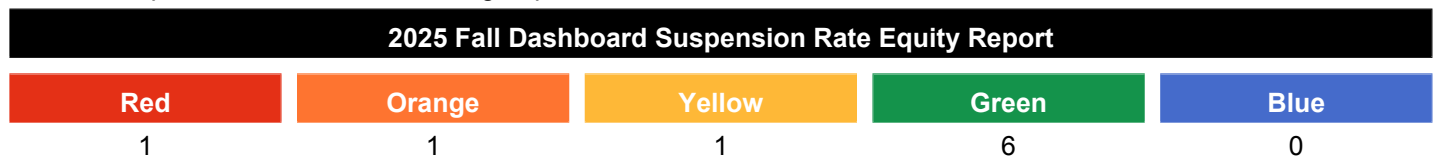
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Yellow 2.8% suspended at least one day Maintained -0.1% 1229 Students	English Learners  Yellow 3.8% suspended at least one day Maintained 0% 106 Students	Long-Term English Learners  Green 4.3% suspended at least one day Declined 0.3% 93 Students
Foster Youth  No Performance Color 15.4% suspended at least one day Increased 15.4% 13 Students	Homeless  Green 3.8% suspended at least one day Declined 3% 53 Students	Socioeconomically Disadvantaged  Green 3.5% suspended at least one day Declined 0.7% 753 Students

Students with Disabilities  Green 5.4% suspended at least one day Declined 7.8% 93 Students	African American  Red 11.6% suspended at least one day Increased 6.4% 43 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 27 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 23 Students	Hispanic  Green 2.8% suspended at least one day Declined 0.4% 781 Students
Two or More Races  Green 3.3% suspended at least one day Declined 2% 60 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 1.7% suspended at least one day Increased 0.6% 291 Students

Conclusions based on this data:

1. Sierra Pacific High School's overall suspension rate is in the Yellow performance level at 2.8 percent and has remained stable. This reflects generally consistent schoolwide behavior expectations and systems. At the same time, the data presents an opportunity to continue strengthening proactive supports and interventions to further reduce suspension rates and improve overall school climate.
2. Multiple student groups, including Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless students, are performing at the Green level with declining suspension rates. These trends indicate that schoolwide systems, including MTSS and behavioral supports, are having a positive impact on a broad range of students.
3. While many student groups show positive outcomes, disparities exist for certain groups. African American students are identified in the Red performance level, and White students are in the Orange level, indicating higher suspension rates compared to other groups. These results highlight the need for continued focus on equitable discipline practices, culturally responsive strategies, and consistent implementation of behavioral supports to ensure all students experience a safe and supportive learning environment.

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 91.7% English Learners 96.3% Socioeconomically Disadvantaged 73.7% Students with Disabilities 92.9% Homeless Youth (2025 DataQuest)	97.2% All Students 91.7% English Learners 96.3% Socioeconomically Disadvantaged 73.7% Students with Disabilities 92.9% Homeless Youth (2025 DataQuest)
Smarter Balanced Assessment Test Results: ELA & Math (Priority 4 A & 4H)	Met or Exceeded Standard for ELA 67.15% All 11th Grade Students 75.51% Hispanic or Latino 78.78% White 10.41% English Learners 64.29% Homeless Youth 61.54% Socioeconomically Disadvantaged 11.11% Students With Disabilities Met or Exceeded Standard for Math 34.29% All 11th Grade Students 40.81% Hispanic or Latino 51.51% White 11.01% English Learners 21.43% Homeless Youth 26.92% Socioeconomically Disadvantaged 5.56% Students With Disabilities (2025 ETS)	Met or Exceeded Standard for ELA 69% All 11th Grade Students 78% Hispanic or Latino 80% White 20% English Learners 68% Homeless Youth 65% Socioeconomically Disadvantaged 20% Students With Disabilities Met or Exceeded Standard for Math 36% All 11th Grade Students 42% Hispanic or Latino 53% White 20% English Learners 23% Homeless Youth 30% Socioeconomically Disadvantaged 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 51.3% Hispanic 78.5% White 4% English Learners 51.8% Socioeconomically Disadvantaged 6% Students with Disabilities (CA Dashboard 2025)	66% Prepared 56% Hispanic 84% White 10% English Learners 57% Socioeconomically Disadvantaged 12% Students with Disabilities

Pupils who have completed both UC or CSU entrance requirements and CTE pathway completers (Priority 4 D)	28% All Students 4.2% English Learners No Reported Number Foster Students 20% Socioeconomically Disadvantaged 24.3% Hispanic 46.2% White (2025 DataQuest)	50% All Students 20% English Learners 10% Foster Students 50% Socioeconomically Disadvantaged 40% Hispanic 50% White
12th grade graduates completing all courses required for UC and/or CSU entrance results (Priority 4 B)	54% All Students 13% English Learners No Reported Number Foster Students 41% Socioeconomically Disadvantaged 43% Hispanic (2025 DataQuest)	60% All Students 20% English Learners 10% Foster Students 60% Socioeconomically Disadvantaged 50% Hispanic
CTE Pathway Completers (Priority 4 C)	49% All Students 51% Hispanic 55.4% White 42% Two or More Races 29.2% English Learners 47% Socioeconomically Disadvantaged (CA Dashboard 2025)	54%% All Students 54% Hispanic 64% White 50% Two or More Races 34% English Learners 50%% Socioeconomically Disadvantaged
Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A)	ELA Participation Rate Report 98% Math Participation Rate Report 99% (CA Dashboard 2025)	99% Participation
Students earning the State Seal of Biliteracy (Priority 8 A)	8% Earned the State Seal of Biliteracy (DataQuest 2025)	15% Earned the State Seal of Biliteracy
California Science Test (CAST) Results: Science (Priority 4 A)	33.45% Met or Exceeded Standard 43.34% Hispanic or Latino 47.62% White 0% English Learners 0% Homeless Youth 26.14% Socioeconomically Disadvantaged 12.50% Students With Disabilities (2025 ETS)	38%% Met or Exceeded Standard 48% Hispanic or Latino 52% White 10% English Learners 10% Homeless Youth 31% Socioeconomically Disadvantaged 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/ 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 (Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners)	85982 Title I 2000-2999: Classified Personnel Salaries 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 (Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners)	5278.19 Title I 5000-5999: Services And Other Operating Expenditures 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 (Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners)	

Strategy/ 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 (Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners)	6179.78 Title I 1000-1999: Certificated Personnel Salaries 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 (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 (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 (Schoolwide, including	

Strategy/ 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 Title I 5800: Professional/Consulting Services And Operating Expenditures 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/ Activity #	Description	Students to be Served	Proposed Expenditures
	both postsecondary education and career pathways.		
1.10	<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 (Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners)	
1.11	<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 (Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners)	
1.12	<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 (Schoolwide, including Socioeconomically Disadvantaged, Homeless, and English Learners)	

Strategy/ 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>		
1.13	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 Title I 1000-1999: Certificated Personnel Salaries English Survey/ Academic Lit/CC Math
1.14	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)	
1.15	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 Title I 4000-4999: Books And Supplies Exact Path, No Red Ink, Supplemental Materials
1.16	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 Title I 5000-5999: Services And Other Operating Expenditures 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) Students rated Sierra Pacific 3.77 out 5 on "feeling safe" Students rated Sierra Pacific 3.29 out 5 on "Relationship Category" Parents rated Sierra Pacific 3.97 out 5 on "feeling safe" Parents rated Sierra Pacific 3.86 out 5 on "Relationship Category" Staff rated Sierra Pacific 4.33 out 5 on "feeling safe" Staff rated Sierra Pacific 4.37 out 5 on "Relationship Category"	1600 responses Students rated Sierra Pacific 4 out 5 on "feeling safe" Students rated Sierra Pacific 3.5 out 5 on "Relationship Category" Parents rated Sierra Pacific 4.25 out 5 on "feeling safe" Parents rated Sierra Pacific 4 out 5 on "Relationship Category" Staff rated Sierra Pacific 4.5 out 5 on "feeling safe" 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 14.3% African American 7.7% Asian 16.3% Hispanic or Latino 9% White 20.4% English Learners 63.6% Foster Youth 35.8% Homeless Youth 23.9% Students With Disabilities 18% Socioeconomically Disadvantaged (DataQuest 2024-25)	10% All Students- Sierra Pacific 12% African American 5% Asian 14% Hispanic or Latino 7% White 18% English Learners 25% Foster Youth 25% Homeless Youth 20% Students With Disabilities 15% Socioeconomically Disadvantaged
Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)	2% (DataQuest 2022-23) 6% English Learners 14% Foster Youth 3% Socioeconomically Disadvantaged	0% All 1% English Learners 10% Foster Youth 1% Socioeconomically Disadvantaged
Decrease the Suspension Rates (Priority 6 A)	By Dashboard Color Designation Green 2.8% Hispanic 4.3% LTEL 3.5% Socio Economically Disadvantaged 3.8% Homeless 3.3% Two or More Races 5.4 % Students With Disabilities Yellow 3.8% English Learners 2.8% All Students Orange 1.7% White Red 11.6% African American No Placement Foster Youth 2025 CA Dashboard	2% All Students 5% African American 0% Asian 0% Filipino 2% Hispanic or Latino 1% White 3% English Learners 0% Foster Youth 3% Homeless Youth 3% Socioeconomically Disadvantaged 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/ 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 (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 (Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners)	500 Title I 5000-5999: Services And Other Operating Expenditures 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 Title I 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 (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 (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 (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 (Schoolwide, including Socioeconomically Disadvantaged, Homeless, Foster, and English Learners)	7322 Title IV 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 (Schoolwide, including Socioeconomically Disadvantaged,	

Strategy/ 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)	
2.9	<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 Title I 4000-4999: Books And Supplies
2.10	<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)	
2.11	<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/ 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/ 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 Title I 5000-5999: Services And Other Operating Expenditures 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/ 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.

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	\$322,855.07
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$322,855.07
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	\$315,533.07
Title IV	\$7,322.00

Subtotal of additional federal funds included for this school: \$322,855.07

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$322,855.07

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	315,533.07
Title IV	7,322.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	121,983.78
2000-2999: Classified Personnel Salaries	85,982.00
4000-4999: Books And Supplies	89,086.56
5000-5999: Services And Other Operating Expenditures	19,202.73
5800: Professional/Consulting Services And Operating Expenditures	6,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	121,983.78
2000-2999: Classified Personnel Salaries	Title I	85,982.00
4000-4999: Books And Supplies	Title I	81,764.56
5000-5999: Services And Other Operating Expenditures	Title I	19,202.73
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,600.00
4000-4999: Books And Supplies	Title IV	7,322.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	304,613.65

Goal 2
Goal 3

9,316.88
8,924.54

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
Jamie Rogers	Principal
Donna Sheldon	Other School Staff
Megan Stidman	Classroom Teacher
Ulysses Navarro	Classroom Teacher
Mercedes Keath	Classroom Teacher
Whitney Metcalf	Classroom Teacher
Nate Nagatani	Parent or Community Member
Deidra Piccione	Parent or Community Member
Natividad George	Parent or Community Member
Student	Secondary Student
Student	Secondary Student
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

Departmental 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 4/8/2026.

Attested:

Principal, Jamie Rogers on 4/8/2026

SSC Chairperson, Whitney Metcalf on 4/8/2026

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.

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.

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.

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 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.

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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 implementating 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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.

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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

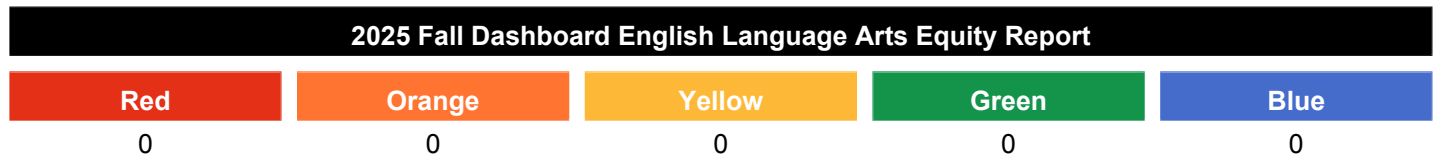
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This section provides number of student groups in each level.



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>

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 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

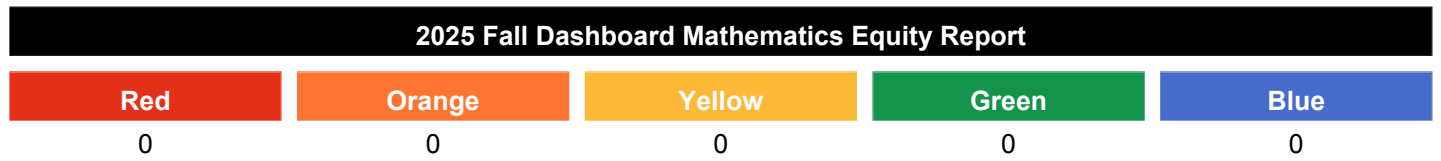
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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>

Students with Disabilities  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	African American  <p>No Performance Color</p> <p>0 Students</p>	American Indian  <p>No Performance Color</p> <p>0 Students</p>
Asian  <p>No Performance Color</p> <p>0 Students</p>	Filipino  <p>No Performance Color</p> <p>0 Students</p>	Hispanic  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
Two or More Races  <p>No Performance Color</p> <p>0 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>0 Students</p>	White  <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

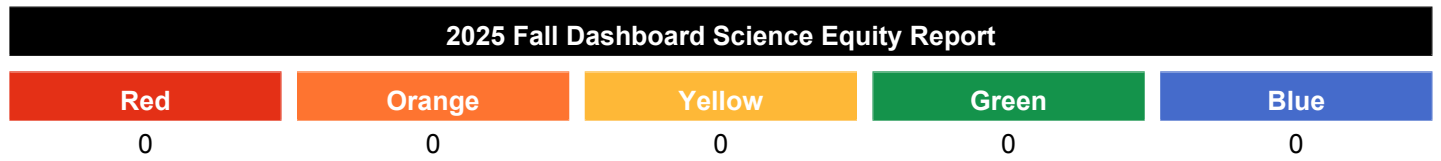
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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>

Students with Disabilities  No Performance Color 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 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.

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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
 No Performance Color making progress. Number Students: 5 Students	 No Performance Color making progress. Number Students: 3 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

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.

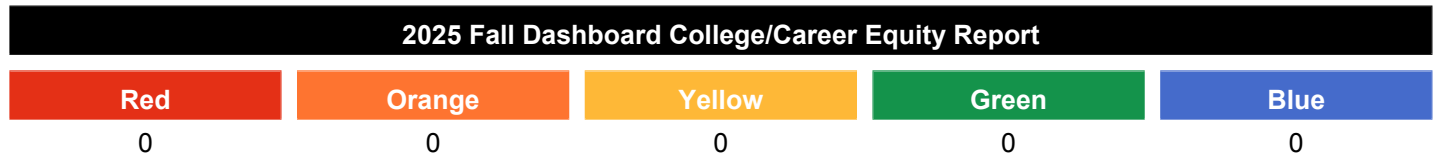
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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>

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 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.

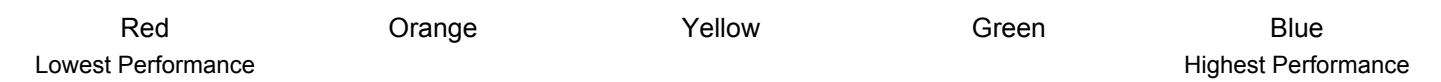
School and Student Performance Data

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.

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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:

- Due to the small number of students tested, we do not have a large enough sample size for results.
- 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

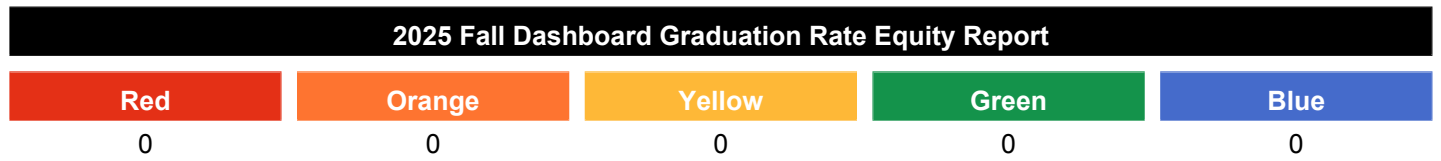
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This section provides number of student groups in each level.



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>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>

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

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

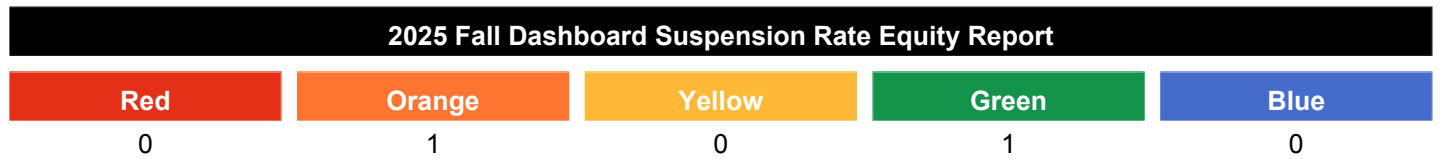
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<div>All Students</div> <div></div> <div>Green</div> <div>5.1% suspended at least one day</div> <div>Declined 4.2%</div> <div>79 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>18 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>16 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>5.6% suspended at least one day</div> <div>Declined 1.9%</div> <div>72 Students</div>

Students with Disabilities  No Performance Color 12.5% suspended at least one day Declined 1.8% 16 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 6.6% suspended at least one day Maintained 0% 61 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 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 Staff 88% response rate	1500 responses Students rated HJUHS 4 out 5 on "feeling safe" Students rated HJUHS 4 out 5 on "feeling connectedness" Parents rated HJUHS 4 out 5 on "feeling safe" Parents rated HJUHS 4 out 5 on "feeling connectedness" Staff rated HJUHS 4 out 5 on "feeling safe" 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 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 15% African American 0% Asian 0% Filipino 15% Hispanic or Latino 12% White 15% English Learners 25% Foster Youth 35% Homeless Youth 15% Students With Disabilities 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 1% English Learners 10% Foster Youth 1% Socioeconomically Disadvantaged
Decrease the Suspension Rates (Priority 6 A)	5.10% All (3 suspensions 24-25) 6.6% Hispanic 5.6% Socioeconomically Disadvantaged	5% All 5% Hispanic 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/ 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 Title I 5000-5999: Services And Other Operating Expenditures 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/ 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 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.

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.

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% 95% English Learners 90% Homeless Youth 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 HJUHSd 60% African American 60% Asian 75% Filipino 50% Hispanic or Latino 60% White

		<p>10% English Learners 30% Foster Youth 50% Homeless Youth 55% Socioeconomically disadvantaged 10% Students With Disabilities</p> <p>30% Math HJUHS 25% African American 40% Asian 50% Filipino 20% Hispanic or Latino 30% White 5% English Learners 15% Foster Youth 10% Homeless Youth 20% Socioeconomically disadvantaged 5% Students With Disabilities</p> <p>Schools with Red Indicators: Sierra Pacific 20% All 16% Hispanic 18% Socioeconomically Disadvantaged</p>
California Science Test (CAST) Results: Science (Priority 4 A)	*To protect student privacy, data is not displayed Student population less than 11	<p>HJUHS 25% Met or Exceeded Standard 15% African American 40% Asian 45% Filipino 20% Hispanic or Latino 40% White 5% English Learners 15% Foster Youth 10% Homeless Youth 15% Socioeconomically disadvantaged 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% 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged 5% Students with Disabilities</p> <p>Schools with Red Indicators: Hanford High 5% English Learners</p> <p>Hanford West 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 20% English Learners</p>

		50% Socioeconomically Disadvantaged 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/ 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 Title I 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 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 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/ 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 Title I 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
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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	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/ 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
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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
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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
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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

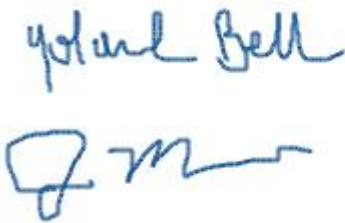
English Learner Advisory Committee

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:

The block contains two handwritten signatures in blue ink. The top signature is 'Yolanda Bell' and the bottom signature is 'Jaime Macias'.

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.

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.

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.

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:

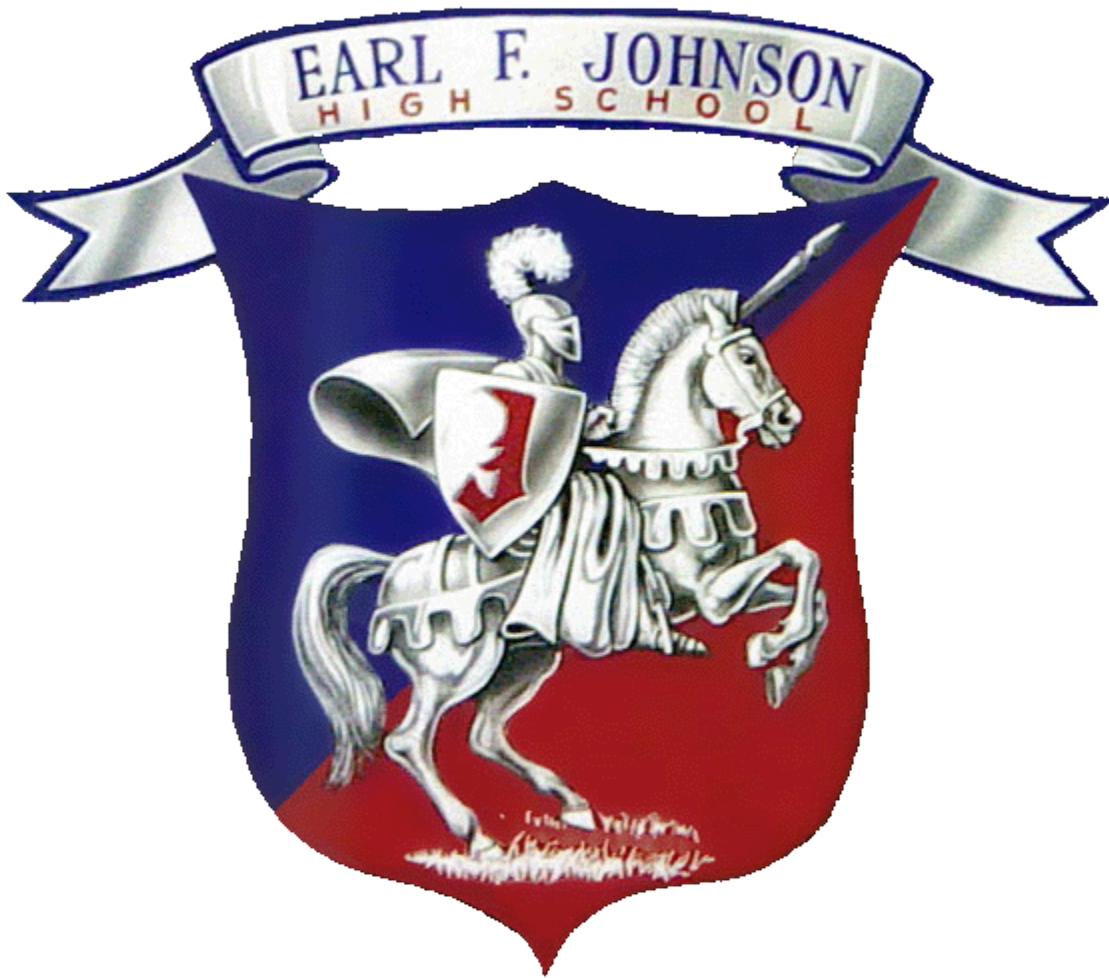
- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

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.

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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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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

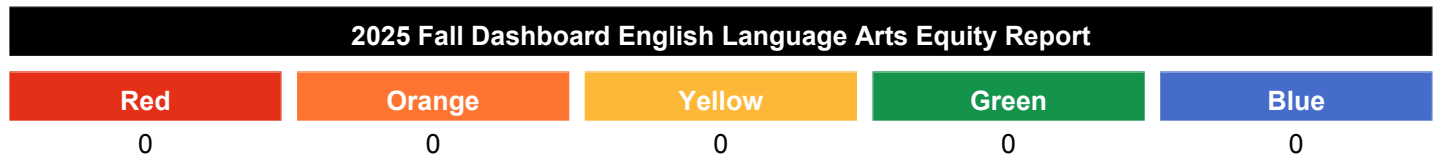
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This section provides number of student groups in each level.



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>

Students with Disabilities  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	African American  <p>No Performance Color</p> <p>0 Students</p>	American Indian  <p>No Performance Color</p> <p>0 Students</p>
Asian  <p>No Performance Color</p> <p>0 Students</p>	Filipino  <p>No Performance Color</p> <p>0 Students</p>	Hispanic  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>0 Students</p>	White  <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

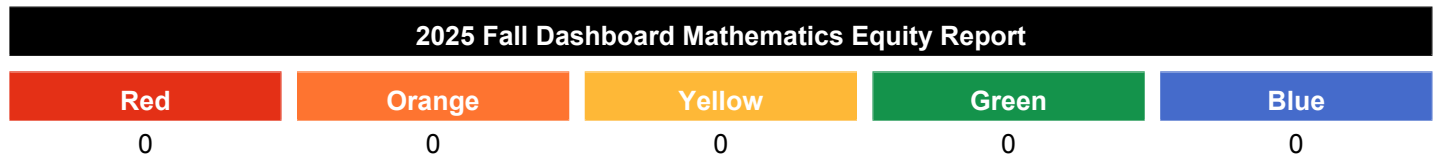
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This section provides number of student groups in each level.



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>

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 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

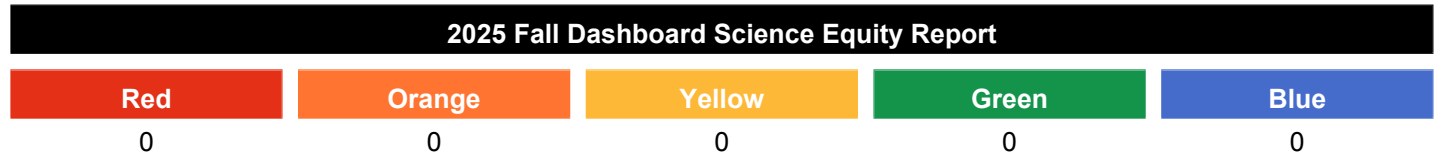
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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>

Students with Disabilities  <p>No Performance Color 0 Students</p>	African American  <p>No Performance Color 0 Students</p>	American Indian  <p>No Performance Color 0 Students</p>
Asian  <p>No Performance Color 0 Students</p>	Filipino  <p>No Performance Color 0 Students</p>	Hispanic  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>
Two or More Races  <p>No Performance Color 0 Students</p>	Pacific Islander  <p>No Performance Color 0 Students</p>	White  <p>No Performance Color 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.

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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.

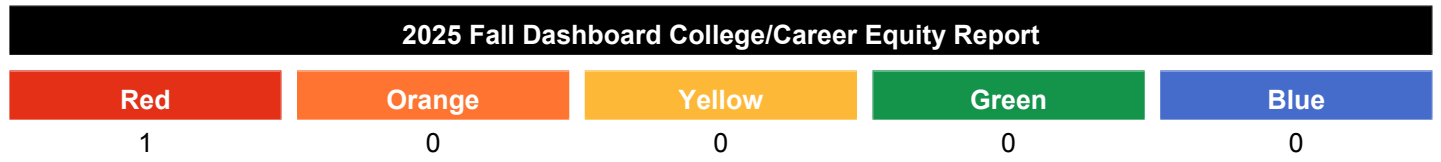
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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> Red</div> <div>Prepared 0%</div> <div>Declined 2.4%</div> <div>31 Students</div>	<div>English Learners</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> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>	<div>Homeless</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> Red</div> <div>Prepared 0%</div> <div>Declined 2.4%</div> <div>30 Students</div>

Students with Disabilities  No Performance Color 0 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Prepared 0% Declined 3.2% 26 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. All student groups are considered Low as it relates to their preparation towards college/career readiniess.
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.

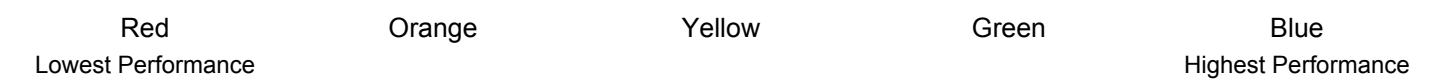
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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:

- There continues to be no data to report at this time.

School and Student Performance Data

Academic Engagement Graduation Rate

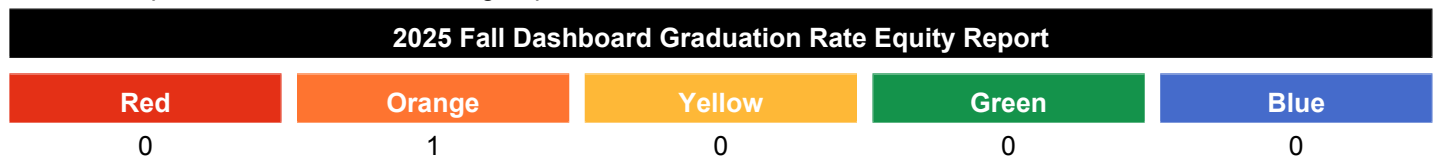
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This section provides number of student groups in each level.



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		
All Students Orange 75% graduated Declined 18.2% 32 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Orange 74.2% graduated Declined 19% 31 Students

Students with Disabilities  No Performance Color 0 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 77.8% graduated Declined 19.2% 27 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 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

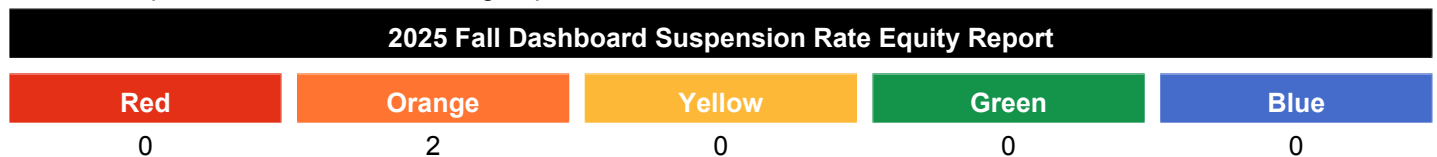
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This section provides number of student groups in each level.



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  Orange 3.8% suspended at least one day Increased 2.8% 78 Students	English Learners  No Performance Color 4.5% suspended at least one day Increased 4.5% 22 Students	Long-Term English Learners  No Performance Color 4.8% suspended at least one day Increased 4.8% 21 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Orange 4% suspended at least one day Increased 3% 75 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 3.1% suspended at least one day Increased 1.9% 64 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 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%) 11 staff responses (48%)	50% Parent response rate 80% student response rate 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 61.80% (Hispanic or Latino)	12% HJUHS 30% Hispanic or Latino decrease in other subgroups
Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)	7.50% (total of all groups) 0% English Learners 7.6% Socioeconomically Disadvantaged	0% All 0% English Learners 5% Foster Youth 1% Socioeconomically Disadvantaged

Decrease the Suspension Rates (Priority 6 A)	3.8% suspended at least 1 day 3.1% Hispanic 4% Socioeconomically Disadvantaged	1% suspended at least 1 day Decrease by 2% in each group (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/ 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 Title I 5000-5999: Services And Other Operating Expenditures 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 Kart Passes

Strategy/ 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) 74.2% Socioeconomically Disadvantaged	95% Total 95% English Learners 90% Homeless Youth 90% Socioeconomically Disadvantaged
Smarter Balanced Assessment Test Results: ELA & Math (Priority 4 A & 4H)	9.09% ELA Standard Met 100% Standard Not Met	50% ELA 30% Math Red Indicators: 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 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged 5% Students with Disabilities
CTE Pathway Completers (Priority 4 C)		60% All 20% English Learners 50% Socioeconomically Disadvantaged 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 Title I 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 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 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/ 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
2.5	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	
2.6	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 Title I 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 No Performance color (2023 Dashboard)	95%
English Learner ELA Indicator (Priority 4 A)	164 points below standard (site performance) *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) *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 60% Moderately Developed 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/ 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/ 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
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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
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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
 	Principal, Yolanda Bell on April 21, 2026
	SSC Chairperson, Jaime Macias on April 21, 2026

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:

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.

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.

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.

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.

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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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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

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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

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Red</div>	<div>Graduation Rate</div> <div> Blue</div>	<div>Suspension Rate</div> <div> Blue</div>
<div>Mathematics</div> <div> Red</div>		
<div>English Learner Progress</div> <div> No Performance Color</div>		
<div>College/Career</div> <div> 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

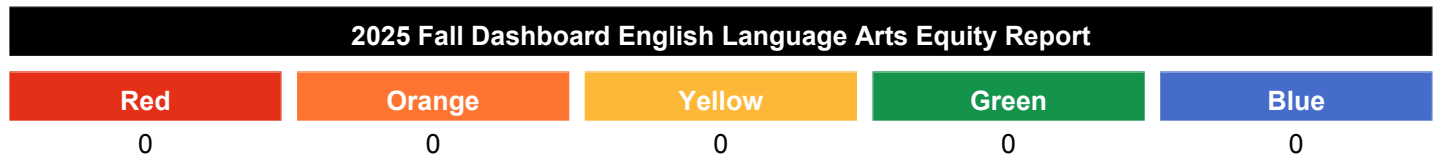
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This section provides number of student groups in each level.



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> Red</div> <div>67.5 points below standard</div> <div>Declined 14.9 points</div> <div>40 Students</div>	<div>English Learners</div> <div> 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> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>61.5 points below standard</div> <div>Declined 4.8 points</div> <div>33 Students</div>

Students with Disabilities  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	African American  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	American Indian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
Asian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	Filipino  <p>No Performance Color</p> <p>0 Students</p>	Hispanic  <p>No Performance Color</p> <p>63.7 points below standard</p> <p>Declined 14 points</p> <p>29 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	White  <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

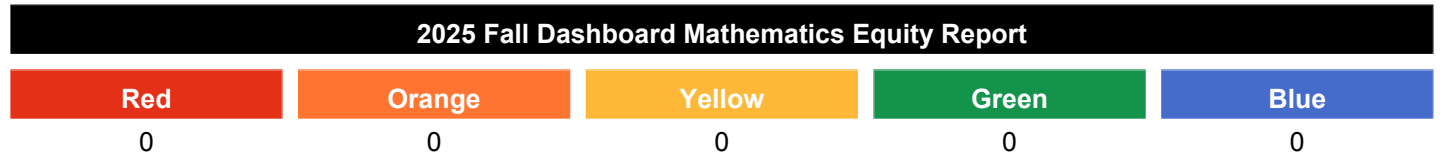
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This section provides number of student groups in each level.



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> Red</div> <div>200 points below standard</div> <div>Declined 26.9 points</div> <div>39 Students</div>	<div>English Learners</div> <div> 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> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>203.6 points below standard</div> <div>Declined 29.1 points</div> <div>33 Students</div>

Students with Disabilities  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	African American  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	American Indian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
Asian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	Filipino  <p>No Performance Color</p> <p>0 Students</p>	Hispanic  <p>No Performance Color</p> <p>199.7 points below standard</p> <p>Declined 22.5 points</p> <p>28 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	White  <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. 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

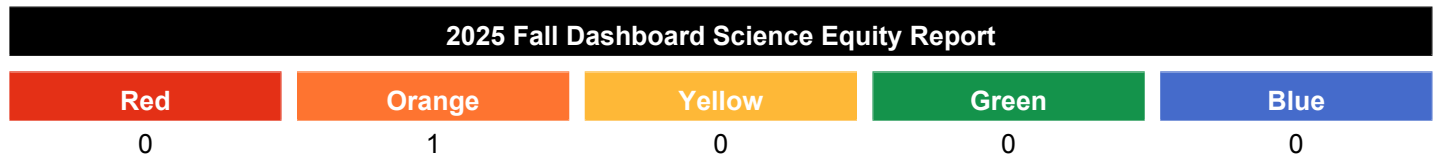
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This section provides number of student groups in each level.



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>

Students with Disabilities  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	African American  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	American Indian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
Asian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	Filipino  <p>No Performance Color</p> <p>0 Students</p>	Hispanic  <p>No Performance Color</p> <p>48 science points</p> <p>Increased 4.2 points</p> <p>22 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>0 Students</p>	White  <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
 No Performance Color 14.3 making progress. Number Students: 14 Students	 No Performance Color 18.2 making progress. 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.

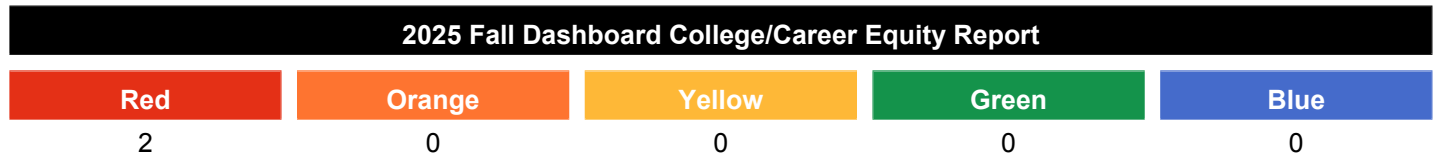
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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> Red</div> <div>Prepared 6%</div> <div>Declined 7.1%</div> <div>83 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Prepared 0%</div> <div>Maintained</div> <div>17 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Prepared 0%</div> <div>Maintained</div> <div>14 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>Prepared 6.8%</div> <div>Declined 6.6%</div> <div>74 Students</div>

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Red Prepared 6.9% Declined 8.4% 58 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Prepared 7.1% Maintained -0.9% 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.

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Red
Lowest Performance

Orange

Yellow

Green

Blue
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. 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

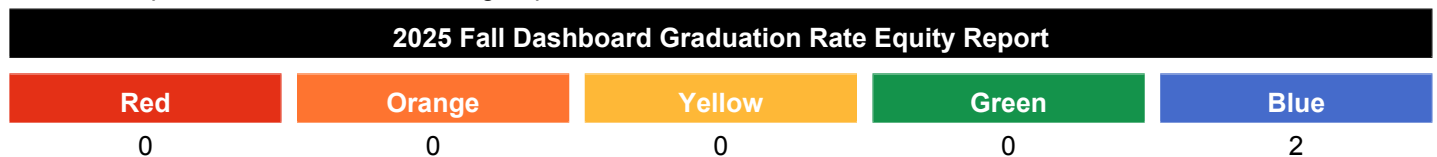
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This section provides number of student groups in each level.



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		
All Students Blue 96.4% graduated Increased 2% 83 Students	English Learners No Performance Color 100% graduated Maintained 0% 17 Students	Long-Term English Learners No Performance Color 100% graduated Maintained 0% 14 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged Blue 95.9% graduated Increased 1.1% 74 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Blue 96.6% graduated Maintained -0.7% 58 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 92.9% graduated Increased 8.9% 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

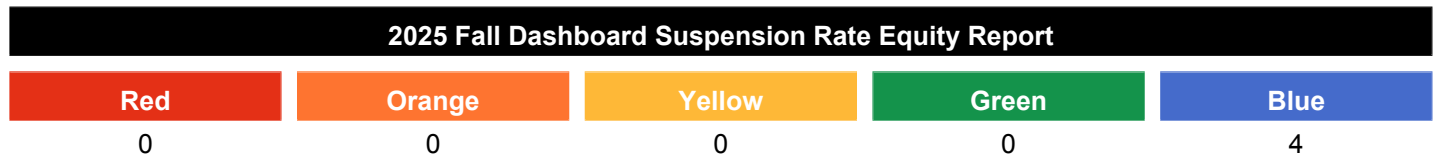
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>262 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>35 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>31 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>18 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>224 Students</div>

Students with Disabilities  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	African American  No Performance Color 0% suspended at least one day 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 181 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 0% suspended at least one day Maintained 0% 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% Proficient	45% - LEVEL 4 (Well Developed)

	<ul style="list-style-type: none"> • 38.46% LEVEL 4 (Well Developed) • 23.08% LEVEL 3 (Moderately Developed) • 15.38% LEVEL 2 (Somewhat Developed) • 23.08% LEVEL 1 (Minimally Developed) 	
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/ 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 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"> • Edmentum - LCFF funded \$2341.66 per year for the three-year contract starting in 24/25. • EDynamics were funded (\$15,000.00) through A-G grant. (25/26 - \$15,750.00) • APEX Exact Path will be funded (\$14,250.00) Title 1 monies. • Ellevation will be funded (\$1,974.64) Title 1 monies for 25/26. 	All	2,341.66 LCFF 1974.64 Title I

Strategy/ 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 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) 59.9% - Hispanic 64.3% - English Learners 70.6% - Student with Disabilities 60.9% - Socioeconomically Disadvantaged	35% - HOC 34% - Hispanic 36% - English Learners 40% - Student with Disabilities 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) Students: Academic Challenge - 4.05/5 Engagement: 3.81/5 Parents: Academic Challenge - 4.11/5 Culture: 4.49/5	YouthTruth Survey Students: Academic Challenge - 4.5/5 Engagement: 4.0/5 Parents: Academic Challenge - 4.5/5 Culture: 4.49/5 - maintain or higher
Priority 6: Increase Safety	YouthTruth Survey (November 2023) Parents: 4.46/5 Staff: 4.41/5	YouthTruth Survey Parents: 4.5/5 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% 25/26 - 10% 26/27 - 20%

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	<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 LCFF - Base 2000-2999: Classified Personnel Salaries</p> <p>695.24 LCFF</p> <p>YouthTruth Survey</p> <p>901.00 Title I</p> <p>Parentsquare</p>

Strategy/ 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 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 District Funded 300.00 Title I Homeless Reservation
2.4	<p>HOC will reduce dropouts and increase graduates by providing targeted English & 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 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"> SEL supportive services supplied by HOC Counselor, - School Psychologist monitoring, HJUHS social worker referrals, Kings County mental health referrals 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. 	All	117,743.00 LCFF 1000-1999: Certificated Personnel Salaries 36,378.00 LCFF 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: English - 68% Math - 68%	HOC: English- 95% 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/ 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). In 24/25, this action is district-funded.	All	0.00 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. In 24/25, this action will be district-funded.	All	0.00 District Funded
3.3	HOC will continue to collaborate with the Work-Based Learning Coordinator to provide work permits at local businesses. In 24/25, this action is district-funded.	All	0.00 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
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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
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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
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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: Old Business / Action

TOPIC: 2026-2027 Certificated Personnel

DESCRIPTION: Attached you will find a list of Certificated Personnel for the 2026-2027 school year.

RECOMMENDATION: Administration recommends approval of this item as presented.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT – CERTIFICATED PERSONNEL 2026-27 (updated 5/7/2026)

TEMPORARY

1. Irving McNeil

ADULT SCHOOL

1. Elizabeth Tolentino
2. David Stahr +

ZERO YEAR

PROBATIONARY

TEACHERS

1. Fanisha Boyd (Intern)
2. John Clark (Intern)
3. Ryan Cook (Intern)
4. Emily Fuller (.51 FTE/HOC)
5. Jesse Morales (Intern)
6. Andres Mota (Intern)
7. Tessa Smallwood (Intern)
8. Jodi Veenendaal (.34 FTE/HOC)
9. Jimena Villalobos (Intern)

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. Trevor West

SECOND YEAR

PROBATIONARY

TEACHERS

1. Carlee Chandler
2. Donovan Fagundes
3. Justin Fukano
4. Moises Garcia
5. Kaden Lewis
6. Brian Lohse
7. Simon McGulpin
8. Jordyn Montoya
9. Daisy Morales
10. Andrew Nakhla
11. Joseph Pinheiro
12. Sayra Ramirez
13. Dustin Snyder
14. Ernie Vargas
15. Zarate, Candi

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. Karina Campos *
24. Nancy Cardoso
25. *Elizabeth Castillo*
26. Timothy Caudillo
27. Mercedes Cerrillos Sanchez
28. William Chambers
29. Carrieann Champlin
30. Ryan Champlin (HOC)
31. Cameron Clarno
32. Brian Combes
33. Aileen Cowherd
34. Stephanie Deckman
35. Jeffrey Detlefsen
36. Carla Dias
37. Melissa Dominguez
38. Brian Dull
39. Jordan Dutra
40. Karen Edwards
41. Matthew Elizondo
42. Sandra Espinola *
43. Gerardo Espinoza
44. Adriane Faitel
45. Jason Ferreira
46. Wesley Forbes *
47. Genevieve Frenes (HOC)
48. Luis Garcia
49. Maria Garcia
50. Luis Gomez
51. Jeanette Gonsalves-Roach
52. Rosendo Gonzales
53. Ana Gonzalez
54. ***Javier Gonzalez***
55. Jesus Gonzalez-Renteria
56. Gary Griffin (HOC)
57. Rachel Grzech
58. ***Jonathan Gutierrez***
59. Mario Gutierrez *
60. Jeffrey Gyle
61. Myndi Hardgrave
62. Lorena Hayes
63. Jeana Heriman
64. Cameron Hernandez
65. ***Shadie Hernandez #***
66. Marc Herron
67. Sarah Hess *
68. James C. Hill (HOC)
69. Michele Himes *
70. Jack Holcomb III
71. Ariana Iniguez
72. Alaina Irwin
73. Robert Isquierdo
74. Jenell Jackson*
75. Randall Jacobsen
76. Adam Jameson
77. Kurt Jasso
78. Shannon Johnson Dull
79. Stanley Johnson
80. Kathy Jones
81. Rhonda Kane *
82. Mercedes Keath
83. Lisa Keeney

84. Christopher Kennedy
85. Nicholas Kennedy
86. Michele King
87. Edward Kotoian !
88. Dawna Lantz
89. *Trinidad Leon **
90. Tyler Lourenco (HOC)
91. Taylor Lund
92. Jim Macedo (CDS/EFJ)
93. Jaime Macias
94. Yecenia Madera *
95. Megan Masters
96. Kim McCullough
97. Jennifer McGill
98. Joseph McMahon
99. Christopher Mesa
100. Whitney Metcalf
101. Madison Milliorn
102. Austin Moules
103. Amanda Nelson
104. Brian Neves (CDS/EFJ)
105. Taylor Newkirk
106. Joe Noronha
107. Victor Ochoa
108. ***Joshua Palafox***
109. Kristopher Paul
110. Nikola Pavlina
111. Ely Payoyo
112. Marcy Payoyo
113. Cynthia Perkins-Baysinger
114. Jessica Pereira
115. John Pimentel
116. ***Joshua Pimentel***
117. Kathryn Pimentel Δ
118. Lilly Pimentel
119. Xiomara Pineda Ayala
120. Robert Piper III
121. Douglas Pitkin
122. Gaynl Potter
123. Melanie Pulliam
124. Emily Quassy Δ
125. Mary Quintero
126. Eric Ramirez
127. ***Marissa Ramirez***
128. Ricardo Ramos-Camarillo
129. Michael Remy
130. Chad Revious
131. Ricci Ribeiro
132. ***Micah Rice***
133. ***Isaac Rivera***
134. Jordan Roberts
135. Kalli Rocha Δ
136. Albert Rodriguez
137. Federico Rodriguez
138. Darian Roeber
139. Sarah Rook
140. Alexandra Rowland
141. Gladys Ruiz
142. Kristy Sahagun
143. David Sanchez
144. ***Sharon Santillan***
145. Juana Santos (HOC)
146. Vivian Santos
147. Matthew Schellenberg (HOC)
148. Kristina Seaman ^
149. Clayton Sheehan
150. Shannon Sill
151. Christa Smith

152. Rhonda Smith
153. Kristen Snyder *
154. Tommy Sowers
155. Christy Stapleton
156. Ethan Stewart
157. Megan Stidman
158. Andrew Swanson
159. Dion Tate
160. Brianna Thomas
161. James Trejo
162. Deborah Ulrich
163. Samuel Underwood
164. Sara Villines
165. Heather Walkingstick
166. Ralph Walsh *
167. Amy Weigel
168. Brandon Weisser
169. Kayla West
170. Amy Wilkinson
171. Amy Williams
172. Keenan Wyand
173. ***Jocelyn Yanez-Romero***

PSYCHOLOGISTS/NURSE/ SOCIAL WORKER

1. Janene Bouse
2. Hector Cabrera
3. Mildred Dennis
4. Heather Fortune
5. Catherine Garman
6. ***Shadie Hernandez***
7. Cheryl Pemelton
8. ***Julia Rodriguez***

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
@ 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/Action

TOPIC: Personnel Assignments

DATE: May 12, 2026

SUPPORTING DATA: NONE

Certificated Resignation: Jordan Roberts, English Teacher, HWHS, effective 6/5/2026.

Classified Short-Term Employment:

NAME	POSITION	SALARY	SITE
Arias, Fernando	2026/2027 Varsity Head Boys' Soccer Coach	\$5,200 stipend	HWHS

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: Variable Term Waiver Request for Administrative Services
Credential; Dustin Vasquez

DESCRIPTION: The purpose of the Waiver is to allow qualified individuals to be employed while completing the requirements for a Credential and showing progress toward obtaining the credential requirement. Mr. Young is currently enrolled in the Bridges to Leadership Administrative Services Program through Kings and Madera County Offices of Education. He is expected to complete the requirements and receive his Preliminary Administrative Services Credential by June 30, 2027.

RECOMMENDATION: Administration recommends approval of this item as presented.