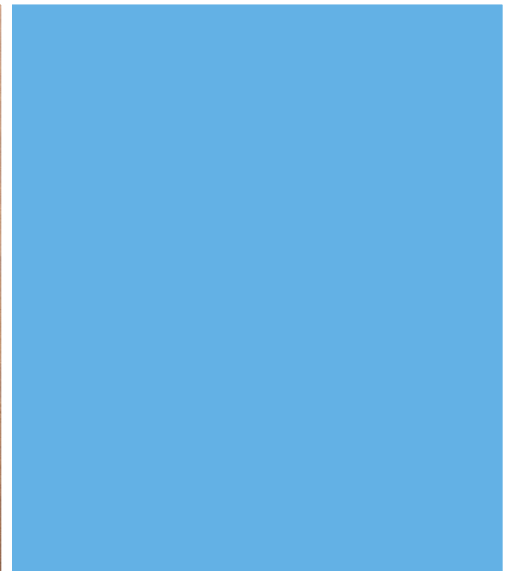


SARC

2022-23

School Accountability
Report Card
Published in 2023-24



Hare High School

Grades 11-12
CDS Code 30-66522-3030103

Lydia Machado, Principal
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12012 Magnolia Street
Garden Grove, CA 92841
(714) 663-6508

<http://hhs.ggusd.us>



School Description

Hare Continuation High School is one of nearly 70 schools in the Garden Grove Unified School District, and its enrollment consists of students in grades 11-12 from the cities of Anaheim, Cypress, Fountain Valley, Garden Grove, Santa Ana, Stanton and Westminster. Strong leadership is essential in a quality school and is provided at Hare High School by Lydia Machado, the principal, a professional educator for 23 years. She was appointed principal of Hare High School in 2020.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Safety

Maintaining a safe and orderly environment is essential to learning. All schools in the district are closed campuses, and visitors must immediately register in the school office before entering the campus. School access is monitored by administrators, teachers, counselors and campus safety assistants.

All schools operate employee safety committees and maintain comprehensive school safety plans that are reviewed and updated annually at the beginning of the school year. Schools had until November 2023 to review and update their plans. The safety plans include elements such as emergency plans and procedures, Department of Homeland Security alert precautions, school rules and school dress codes.

School safety committees, consisting of certificated and classified staff, meet to address safety issues for students and employees. Earthquake safety procedures are distributed to all students and parents at the beginning of the school year. Fire drills are conducted monthly at each elementary school, no fewer than four times per year at each intermediate school and at least twice a year at each high school. Drop drills are held quarterly at each elementary school and at least once each semester at intermediate and high schools. All schools conduct one lockdown exercise each year.

District Mission Statement

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

Professional Development

GGUSD's professional-development program centers on research-based effective instruction with embedded strategies to scaffold and differentiate for diverse learners. Teachers are supported in their implementation of effective instruction through extensive training and targeted in-class support. The use of student-achievement data also assists in providing clear goals and expectations for planning in-services for teachers and paraprofessionals.

Intensive workshops are conducted in late August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming school year, with an emphasis on the strategies to support language learning in mathematics, English language arts and content areas. Staff-development opportunities are also offered after school and by release time throughout the school year to provide in-class demonstrations as well as opportunities to understand the standards and across content areas. Additionally, one non-student day is set aside each year for staff development for all high school teachers in the district. Teachers collaborate in grade level and course-alike teams throughout the school year to plan lessons, analyze student achievement data and student work to ensure a high quality and rigorous academic program with high student expectations.

New teachers are provided an extensive new teacher training program. Classroom management, the district's base program, report cards, parent-teacher conferences and research-based strategy instruction are just a few of the subjects of training for new teachers.

District Vision Statement

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.



Professional Development Days

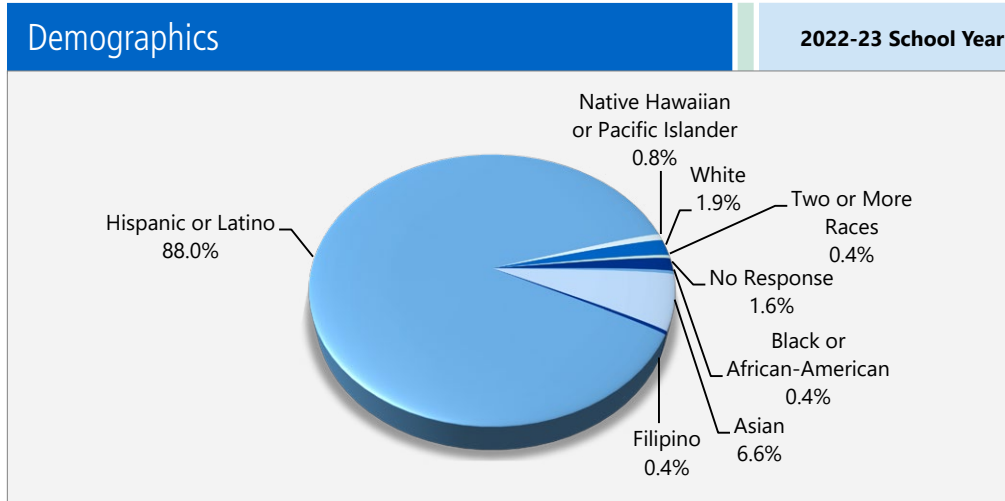
Three-Year Data

	2021-22	2022-23	2023-24
Number of school days dedicated to staff development and continuous improvement	At least four days before the school year and one day during the school year for HS only	At least four days before the school year and one day during the school year for HS only	At least four days before the school year and one day during the school year for HS only



Enrollment by Student Group

The total enrollment at the school was 258 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

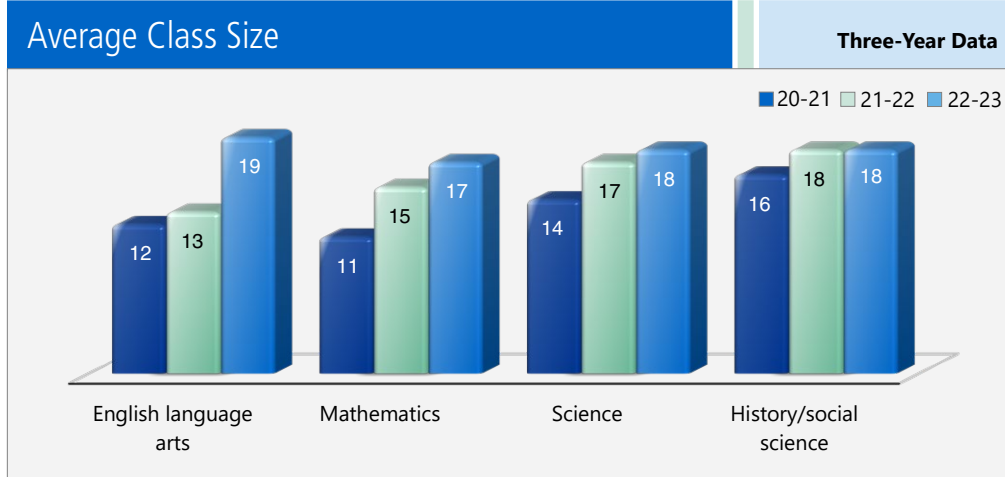


Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	43.40%
Male	56.20%
Non-Binary	0.40%
English learners	44.60%
Foster youth	0.80%
Homeless	1.60%
Migrant	1.20%
Socioeconomically Disadvantaged	93.80%
Students with Disabilities	2.70%

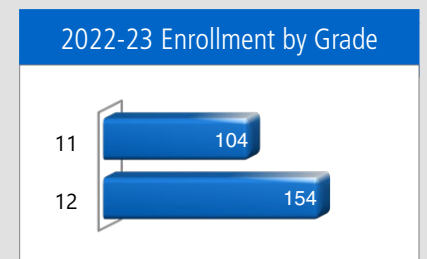
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.



Subject	Number of Classrooms by Size								
	2020-21			2021-22			2022-23		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	22			19			16		
Mathematics	15			13			12	2	
Science	9			6			6		
History/social science	13			9	2		12		





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Hare HS			Garden Grove USD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	4.20%	11.00%	6.50%	0.20%	2.90%	3.30%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.30%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	6.50%	0.30%	
Female	4.60%	0.00%	
Male	7.80%	0.50%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	2.90%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	7.20%	0.30%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	0.00%	0.00%	
English Learners	8.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	6.70%	0.30%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	23.10%	0.00%	

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Hare HS	
2021-22 and 2022-23 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2022-23	99.61%
Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22	0.00%



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 and 2022–23 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test

2022-23 School Year

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	◇	◇	◇	◇	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2022-23 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	370	361	219	60.70%
Female	151	150	104	69.30%
Male	217	209	113	54.10%
Non-Binary	2	2	2	100.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	35	34	13	38.20%
Black or African American	1	1	1	100.00%
Filipino	2	2	1	50.00%
Hispanic or Latino	318	310	194	62.60%
Native Hawaiian or Pacific Islander	3	3	2	66.70%
Two or More Races	1	1	0	0.00%
White	9	9	7	77.80%
English Learners	162	157	91	58.00%
Foster Youth	3	3	2	66.70%
Homeless	7	7	5	71.40%
Socioeconomically Disadvantaged	345	336	205	61.00%
Students Receiving Migrant Education Services	3	3	1	33.30%
Students with Disabilities	13	12	9	75.00%

◇ Not applicable.

Parental Involvement

There are many opportunities in the district for parental involvement through participation in parent support organizations, booster clubs, school site councils and district-level advisory committees.

Parents participate in the School Site Council (SSC), parent orientations, transition parent meetings, the District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), parent information nights, Financial Aid for College Info Meetings (FAFSA), open house and back-to-school night.

For more information on how to become involved at the school, please contact Veronica Chavez, parent, at (714) 663-6508.



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

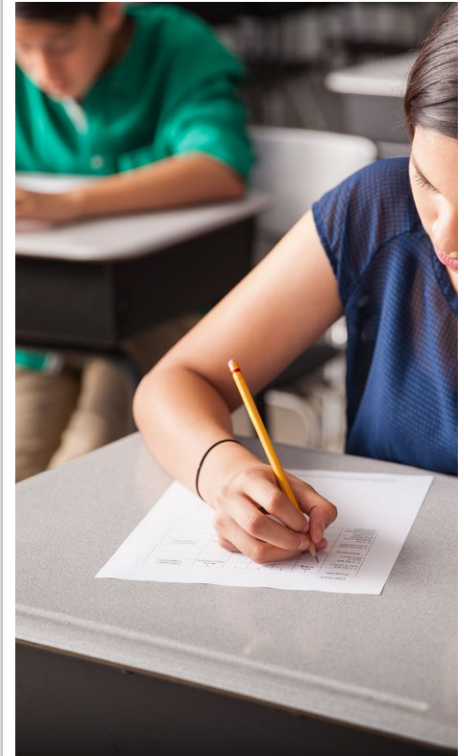


Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Hare HS		Garden Grove USD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	3.61%	3.66%	36.12%	37.69%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Hare HS		Garden Grove USD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	20%	17%	58%	58%	47%	46%
Mathematics	1%	0%	45%	48%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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



CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	279	274	98.21%	1.79%	3.66%
Female	108	104	96.30%	3.70%	0.00%
Male	171	170	99.42%	0.58%	5.92%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	19	90.48%	9.52%	10.53%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	246	243	98.78%	1.22%	2.89%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	117	115	98.29%	1.71%	0.88%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	255	252	98.82%	1.18%	2.79%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	139	135	97.12%	2.88%	17.04%
Female	48	47	97.92%	2.08%	23.40%
Male	91	88	96.70%	3.30%	13.64%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	11	10	90.91%	9.09%	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	120	117	97.50%	2.50%	14.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	57	56	98.25%	1.75%	5.36%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	125	121	96.80%	3.20%	17.36%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	139	134	96.40%	3.60%	0.00%
Female	48	46	95.83%	4.17%	0.00%
Male	91	88	96.70%	3.30%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	11	10	90.91%	9.09%	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	120	116	96.67%	3.33%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	57	56	98.25%	1.75%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	125	121	96.80%	3.20%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





Career Technical Education Programs

Career and Technical Education (CTE) in Garden Grove Unified School District aligns with California’s CTE Model Curriculum Standards, Standards for Career Ready Practice, Common Core State Standards and Next Generation Science Standards. Programs of study prepare students for postsecondary success in regional emerging and priority sectors and connect core academic content with real-world applications.

Districtwide, CTE offered 474 course sections for 7-12 grade students in during the regular 2022-23 school year, and five sections during summer 2023. In GGUSD, students do not have to choose between college preparatory classes and CTE: 98% of high school CTE courses offered met University of California A-G subject requirements, and 52% of CTE courses had active articulation agreements with regional colleges. Moreover, dual enrollment options exist in automotive, biotechnology, business, cybersecurity, digital media arts, education, hospitality, engineering, manufacturing and patient care pathways under college and career access pathways (CCAP) agreements with three community college districts. In addition, the introductory-level course “College and Career Seminar” offers students the opportunity to earn college credit while developing strategies for post-secondary success. Overall, GGUSD offered early college credit through dual enrollment in 40 high school course sections in 2022-23.

CTE programs prepare students for high-skill, high-wage, high-demand fields, with pathway sectors that include: Arts, Media and Entertainment; Business and Finance; Education, Child Development and Family Services; Engineering; Fashion and Interior Design; Health Science and Medical Technology; Information and Communication Technology; Manufacturing and Product Development; Public Services; and Transportation.

All CTE administrators, instructors, counselors and classified support staff are employees of Garden Grove USD. GGUSD is an active member of the OC Pathways consortium, which includes 14 other high school districts and 14 higher education partners. In addition, the district partners with CTEp through the Orange County Department of Education for articulation agreements, curriculum design and development, student services and professional development. This current, ongoing, collaborative model of our consortia supports each individual district’s career education programs by supporting work-based learning, curriculum design, common assessments, data, professional development, business and industry partnerships, and student support services, such as regional competitions, field trips and activities.

Course offerings include those taught by full-time, single-subject-credentialed teachers holding subject-matter authorization in business, home economics, or industrial and technology education, as well as courses taught by hourly instructors holding Designated Subjects CTE Teaching Credentials in a variety of industry sectors. All CTE instructors have professional experience in their assigned sector areas.

Support for the core academic courses, such as English language arts, math, social studies and science, is embedded and reinforced in all CTE curriculum. STEM (science, technology, engineering and math) learning activities prepare students for college programs and careers in high-demand fields, such as computer science, patient care, engineering and advanced manufacturing, robotics and industrial design. GGUSD offers integrated academic core/CTE course work developed through the UC Office of the President, with a University of California Curriculum Integration (UCCI) Biology and Community Health class offering UC Biology credit for students in a medical pathway. Future additions of UCCI courses are planned to provide students a comprehensive “academy model” that enhances specific pathways and thematically connects rigorous academic content to relevant programs of study.

CTE pathways have been continuously developed, enhanced and expanded to align with high-skill, high-demand college majors and careers according to regional employment data and economic forecasts. The engineering, biomedical and computer science pathways include highly regarded, research-based curricula and professional development programs offered by nonprofits such as C-STEM, code.org and Project Lead the Way.

CTE courses are offered throughout the school year, before and during the regular school day, after school and during summer session. A professional internship program is offered every summer as an option for eligible CTE pathway students that connects their pre-requisite classroom study with relevant work-based learning experiences and industry-recognized certification. With our partners from the Garden Grove Chamber of Commerce, OCDE and United Way Orange County, interns are able to receive rigorous training in professional skills, mentoring from accomplished employer hosts, and earn scholarships. In the summer of 2023, 79 students from all comprehensive GGUSD high schools completed a summer internship.

All CTE teachers have received training, professional development, and resources in differentiating instruction and assessments for diverse student populations, including English language learners and those who have special needs. CTE teachers are included on student Individualized Education Program (IEP) team meetings. The active, hands-on, collaborative nature of CTE coursework benefits a wide variety of students and promotes 21st century skill development, equipping diverse students for lifelong success. Districtwide, 810 students graduated high school having completed a CTE pathway in 2023, with a representative proportion of students who are English language learners, who have special needs and who are economically disadvantaged. Reviewing data and measurable outcomes, however, indicates a need to improve CTE pathway enrollment and completion rates for female students, particularly in STEAM pathways and courses such as digital media arts, engineering, ICT and manufacturing and product development.

Continued on sidebar



Career Technical Education Programs

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The CTE program division reviews student GPA, attendance, completion and graduation data to measure program quality and outcomes, comparing outcomes of students who completed CTE courses vs. the general student population. Data show that students who complete a CTE pathway are more likely to graduate high school. Moreover, two-thirds of GGUSD seniors who complete two or more CTE courses progress on to postsecondary education. In addition, the division reviews certification attainment and student performance on industry-recognized credentials such as ServSafe Food Handler, OSHA 10 Hour, BLS/CPR, Adobe, CompTIA and MOS. Finally, students are surveyed regarding their CTE courses. At the end of the 2022-23 school year, the majority of students surveyed “agreed” or “strongly agreed” that because of their CTE class, they had identified a college major of interest, developed a clearer idea of future careers to pursue, and increased their understanding of the importance of certifications and postsecondary degrees.

GGUSD’s CTE department benefits from 125 active partnerships with regional businesses, community agencies and industry representatives. The CTE department holds an annual career and technical education stakeholder engagement meeting with representatives in the following roles:

- Secondary Faculty
- Secondary Counselors
- Secondary Administrators
- Secondary Support Professionals
- Postsecondary Faculty
- Postsecondary Administrators
- Postsecondary Counselors
- Representatives of Special Populations
- Local Workforce Development Members
- Regional Economic Development Members
- Local Business and Industry Partners
- Parents and Students
- Representatives of Indian Tribes and Tribal Organizations
- Community Agency Partners

The district CTE director is the primary representative on this committee and invites stakeholders to participate. The final group of stakeholder participants is approved by the Board of Education.





Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	20-21	21-22	22-23	20-21	21-22	22-23
Hare HS	90.40%	83.30%	87.40%	9%	16.70%	12.60%
Garden Grove USD	92.90%	91.40%	92.60%	4.10%	6.80%	5.30%
California	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

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

Graduation Rate by Student Group	2022-23 School Year		
	Student Group	Number of Students in Cohort	Number of Cohort Graduates
All Students	127	111	87.40%
Female	64	56	87.50%
Male	62	55	88.70%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	13	11	84.60%
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	107	94	87.90%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	65	55	84.60%
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	122	106	86.90%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data

Hare HS

2022-23 Participation

Number of pupils participating in a CTE program	172
Percentage of pupils who completed a CTE program and earned a high school diploma	9.3%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	33.0%



Career Technical Education Program Courses

Listed below are the CTE and ROP classes offered at Hare High School.

- College and Career Seminar, Exploratory CTE
- Design, Visual, and Media Arts: Art of Graphic Design 1 and 2, Digital Design
- Health Science and Medical Technology: Medical Core, Foundations in Health Science



Textbooks and Instructional Materials

District K-12 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts and science have been adopted from those approved by the State Board of Education. The Garden Grove Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading) and world language are aligned with state-adopted content standards and state or national frameworks following the state adoption schedule.

All GGUSD students, including all English learners, have textbooks and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Textbooks and Instructional Materials List

2023-24 School Year

Subject	Textbook	Adopted
English language arts	CA Collections, Houghton Mifflin Harcourt	2016-17
Math: Algebra 1	McGraw-Hill	2015-16
Math: Algebra 2	McGraw-Hill	2015-16
Math: Algebra 2/ trigonometry	Cengage Learning	2015-16
Math: Advanced algebra/trigonometry	Wiley Publishing	2015-16
Math: All other courses	Statistics: Pearson; Pre-Calculus: Cengage Learning; AP Calculus: Briggs, Cochran, et. al.	2015-16
History/social science	Savvas (formally Pearson)	2019-20
Science	McGraw Hill California Inspire	2020-21
Visual and performing arts	---	2007-08
World language	Spanish: Pearson; Heritage Spanish: McGraw Hill; Vietnamese: Tieng Viet Men Yeu; French: HMH	2017-18
Health	Goodheart-Wilcox	2020-21

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2023-24 School Year

Hare HS	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Public Internet Access

Individuals without home Internet access can use computers with Internet connections at public libraries within the Garden Grove Unified School District to download and view School Accountability Report Cards. Access to the Internet at libraries is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

See below for library contact information for your community.

Orange County Public Library

Tel: (714) 566-3000
www.ocpl.org

Anaheim Public Library

Tel: (714) 765-1880
www.anaheim.net/library

Santa Ana Public Library

Tel: (714) 647-5250
www.santa-ana.org/library

The Orange County Public Library serves the cities of Cypress, Fountain Valley, Westminster, Garden Grove and Stanton within the GGUSD.

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2023-24 School Year

Data collection date	9/19/2023
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Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2023-24 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



School Facility Good Repair Status

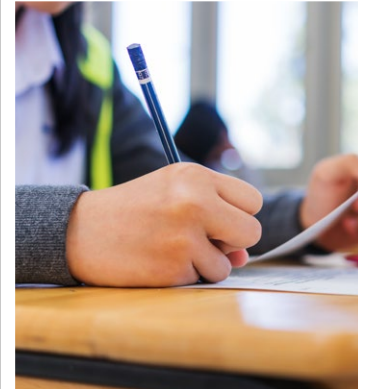
The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. Additional information about the condition of the school’s facilities may be obtained by speaking with the principal.

School Facility Good Repair Status		2023-24 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent FIT report	7/3/2023	

School Programs

The district receives additional funds for a number of special services and programs. Among the special programs offered at the school are the following:

- Extended Day and Year Programs:
 - ▶ After School Intervention Classes
 - ▶ Summer School
- Special Education
- Title I



School Facilities

Garden Grove Unified School District (GGUSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of implementing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Board of Education has adopted a five-year maintenance program for the improvement of school sites, and major site-improvement projects are approved annually as needed. Graffiti-removal personnel help to keep schools free from graffiti.

The Garden Grove Unified School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner. Several schools have planted individual gardens, allowed sponsored projects by both the PTA and the Eagle Scout program with the Boys Scouts of America, to enhance our campuses throughout the district.

Hare High School was built in 1951. The school has 19 permanent classrooms and two portable classrooms in use on the campus. The school also houses the GGUSD Career & Technical Education Office, GGUSD Teen Parent Program, media center, multipurpose room, staff lounge and district conference facility.

In June 2010, GGUSD voters approved Measure A, authorizing \$250 million in general obligation bonds and enabling the district to qualify for as much as \$200 million in matching state school bond funds for large-scale infrastructure repair, improvement and modernization projects. As an added funding bonus, \$47 million in supplemental school-improvement grants were secured, increasing the total projected Measure A budget to \$503 million over the seven to eight years required for the completion of all bond-financed projects. Additionally, Measure P, authorizing an additional \$311 million was approved by voters in 2016 that enabled our district to implement many improvements including seismic upgrades, new athletic stadiums and added air conditioning and energy conservation improvements to all of the remaining Elementary Schools by the end of 2020.

School Facilities

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Bond proceeds, combined with state matching funds, are financing such wide-ranging school improvements as renovating electrical circuitry, plumbing, lighting, roofing, intercom and fire-safety systems; improving energy efficiency; replacing doors, windows, and outdated heating and ventilation systems; updating playground safety matting; upgrading telecommunications systems to accommodate current technology; replacing restroom plumbing, tile, and fixtures; retrofitting schools for better accessibility for the disabled; burying new underground conduits for technology growth; installing new classroom carpeting; repainting school interiors and exteriors; and new underground natural-gas piping.

We have completed air conditioning for classrooms in all 65 schools. All seven high schools have been completed. Throughout the district, modernization projects are on-time and on budget. This past summer, we upgraded air-conditioning and installed energy efficiency measures at one junior high school, two elementary school multipurpose rooms and added air conditioning to all junior high locker rooms. All seven comprehensive high schools had LED field and tennis court lighting completed. We appreciate your patience as we work to ensure that all of our schools remain successful and comfortable places to learn and work.

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Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

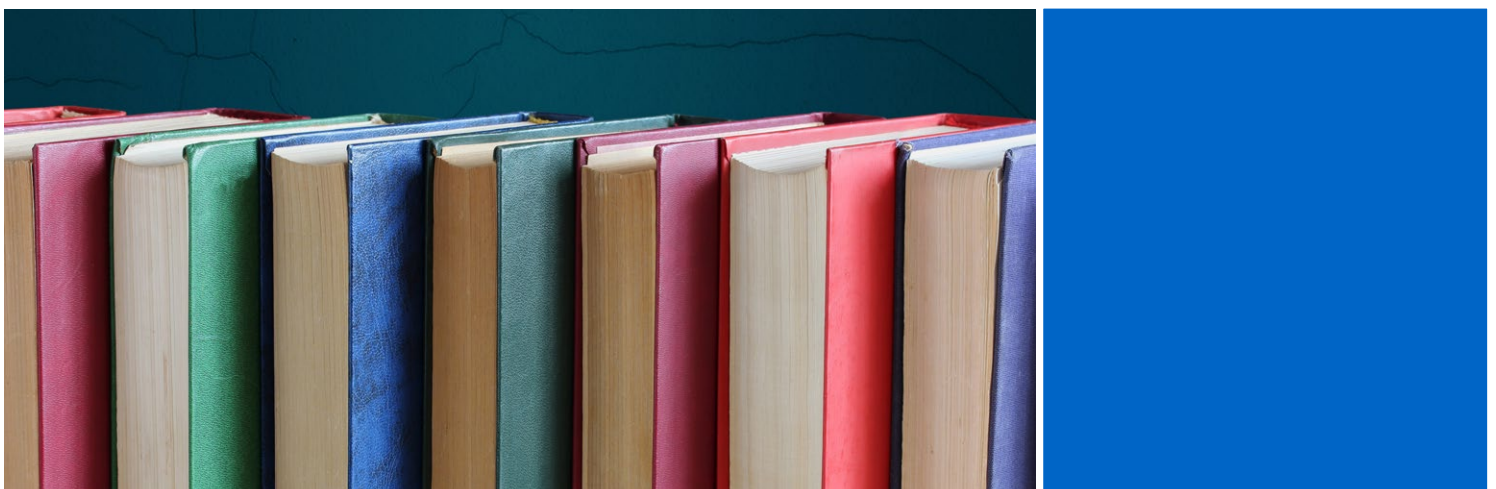
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.3	59.8%	1,441.7	83.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.5	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	80.7	4.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.8	24.6%	8.5	0.5%	12,115.8	4.4%
Unknown	2.4	15.6%	202.6	11.7%	18,854.3	6.9%
Total Teaching Positions	15.5	100.0%	1,734.1	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.6	65.7%	1,444.6	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	1.5	0.1%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	67.7	4.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.4	21.0%	15.4	0.9%	11,953.1	4.3%
Unknown	2.1	13.2%	170.3	10.0%	15,831.9	5.7%
Total Teaching Positions	16.1	100.0%	1,699.6	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CaSAAS) provided by the Commission on Teacher Credentialing. For information on the CaSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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





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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	0.0
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.5
Local Assignment Options	3.8	2.9
Total Out-of-Field Teachers	3.8	3.4

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2022-23 School Year

	Ratio
Pupils to Academic counselors	223:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.000
Psychologist	0.920
Social worker	0.330
Nurse	0.625
Speech/language/hearing specialist	0.500
Resource specialist (nonteaching)	0.000



Financial Data

The financial data displayed in this SARC is from the 2021-22 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2021-22 Fiscal Year	
	Garden Grove USD	Similar Sized District
Beginning teacher salary	\$63,631	\$55,549
Midrange teacher salary	\$102,994	\$80,702
Highest teacher salary	\$124,303	\$109,417
Average elementary school principal salary	\$157,115	\$137,703
Average middle school principal salary	\$159,184	\$143,759
Average high school principal salary	\$182,305	\$159,020
Superintendent salary	\$321,075	\$319,442
Teacher salaries: percentage of budget	32.67%	30.35%
Administrative salaries: percentage of budget	4.12%	4.87%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hare HS	\$10,732	\$106,292
Garden Grove USD	\$8,935	\$105,555
California	\$7,607	\$87,885
School and district: percentage difference	+20.1%	+0.7%
School and California: percentage difference	+41.1%	+20.9%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2021-22 Fiscal Year	
Total expenditures per pupil	\$21,829
Expenditures per pupil from restricted sources	\$11,096
Expenditures per pupil from unrestricted sources	\$10,732
Annual average teacher salary	\$106,292



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2024.