

Martin Luther King Jr. Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 820 Hume Ave.
Hanford, CA , 93230-6309

Principal: Dr. Cruz Sanchez, Principal

Phone: (559) 585-3715

Grade Span: K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

About This School

Dr. Cruz Sanchez, Principal

Principal, Martin Luther King Jr. Elementary

About Our School

Contact

Martin Luther King Jr. Elementary
 820 Hume Ave.
 Hanford, CA 93230-6309

Phone: (559) 585-3715
 Email: ycastrejon@hanfordesd.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Hanford Elementary
Phone Number	(559) 585-3600
Superintendent	Gabler, Joy
Email Address	jgabler@hanfordesd.org
Website	https://www.hanfordesd.org/

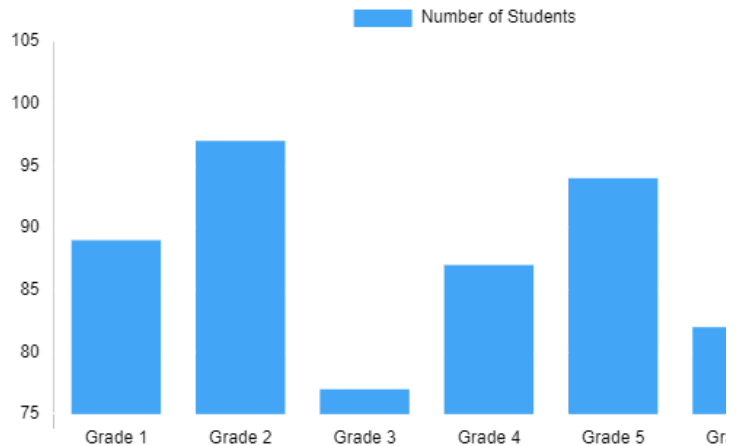
School Contact Information (School Year 2021—2022)

School Name	Martin Luther King Jr. Elementary
Street	820 Hume Ave.
City, State, Zip	Hanford, CA , 93230-6309
Phone Number	(559) 585-3715
Principal	Dr. Cruz Sanchez, Principal
Email Address	ycastrejon@hanfordesd.org
Website	https://king.hanfordesd.org/
County-District-School (CDS) Code	16639176113609

Last updated: 1/21/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	89
Grade 2	97
Grade 3	77
Grade 4	87
Grade 5	94
Grade 6	82
Kindergarten	104
Total Enrollment	630



Last updated: 1/11/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	49.20%
Male	50.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	1.30%
Black or African American	2.70%
Filipino	1.40%
Hispanic or Latino	84.90%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	1.90%
White	7.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	35.40%
Foster Youth	0.80%
Homeless	0.60%
Migrant	3.30%
Socioeconomically Disadvantaged	79.70%
Students with Disabilities	8.30%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Hanford Elementary School District held a Public Hearing on September 23, 2015, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to the cycle developed by the State Department of Education, making textbooks used in the school the most current available. Materials approved for use by the State are reviewed by teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district prior to adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Houghton Mifflin Harcourt K-1: Houghton Mifflin Harcourt 2-6: Benchmark Advance 7-8 Houghton Mifflin Harcourt	Yes	0%
Mathematics	TK: McGraw Hill K-5 Pearson 6-7 Big Ideas College Preparatory Math (CPM)	Yes	0%
Science	K-5 TWIG Science 6-8: STEMscopes	Yes	0%
History-Social Science	K-6: Studies Weekly 7-8 Pearson	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/11/22

School Facility Conditions and Planned Improvements

Martin Luther King Jr. Elementary School was constructed in 1994 and sits on approximately 13 acres of land. The school is comprised of 28 classrooms, a cafeteria, and a library.

All schools in the Hanford Elementary School District make great efforts to ensure that campuses are clean, safe, and functional. To assist in this effort, HESD uses the Facilities Inspection Tool (FIT) developed by the State of California OSPC. The results of this inspection are available at 714 N. White St. Hanford CA 93230. The Hanford Elementary School District maintenance and grounds staff ensures that repairs necessary to keep the schools in good working order are completed in a timely manner. The district uses a computerized work order system to efficiently process repair requests/orders. This allows prioritization of repair orders. The condition of facilities, play structures, grounds and other physical assets are monitored daily. The Hanford Elementary School District has adopted cleanliness standards for all schools and other facilities.

Last updated: 1/11/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2021

Overall Rating	Exemplary
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Last updated: 1/11/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/11/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	343	250	72.89	27.11	35.34
Female	173	124	71.68	28.32	43.90
Male	170	126	74.12	25.88	26.98
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	8	72.73	27.27	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	213	71.72	28.28	35.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	14	87.50	12.50	38.46
English Learners	117	77	65.81	34.19	19.48
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantages	260	188	72.31	27.69	32.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	25	86.21	13.79	8.00

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	343	254	74.05	25.95	19.44
Female	173	127	73.41	26.59	20.63
Male	170	127	74.71	25.29	18.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	9	81.82	18.18	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	216	72.73	27.27	18.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	14	87.50	12.50	23.08
English Learners	117	77	65.81	34.19	9.09
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantages	260	192	73.85	26.15	16.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	23	79.31	20.69	0.00

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/22

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	10.91	N/A	19.12	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/11/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	56	57.73	42.27	10.91
Female	55	33	60.00	40.00	3.13
Male	42	23	54.76	45.24	21.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	44	53.01	46.99	6.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	34	18	52.94	47.06	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	41	56.16	43.84	2.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/11/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/11/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

undefined

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	726	705	80	11.3
Female	356	345	36	10.4
Male	370	360	44	12.2
American Indian or Alaska Native	8	8	1	12.2
Asian	2	2	0	0.0
Black or African American	22	22	3	13.6
Filipino	9	9	0	0.0
Hispanic or Latino	611	595	66	11.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	16	14	2	14.3
White	53	50	8	16.0
English Learners	252	246	19	7.7
Foster Youth	17	13	3	23.1
Homeless	8	6	3	50.0
Socioeconomically Disadvantages	583	563	75	13.3
Students Receiving Migrant Education Services	25	23	4	17.4
Students with Disabilities	64	62	5	8.1

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions**(data collected between July through June, each full school year respectively)**

Students at King Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of King Elementary School discipline program is to carry out these rules in a fair, firm, and supportive manner in order to safeguard each student's right to the finest education we can provide, to hold distractions to a minimum, and to eliminate behavior that disrupts the learning process. This will benefit all students by allowing them to go to school free from unnecessary interruption.

Parents and student are informed of school rules and discipline policies through the Parent/Student Handbook and the Conduct Code which are sent home at the beginning of the school year and through monthly newsletters.

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	3.06%		2.71%		3.47%	
Expulsions	0.00%		0.46%		0.08%	

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

Suspensions and Expulsions for School Year 2019-2020 Only**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	3.35%	2.90%	2.45%
Expulsions	0.00%	0.08%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 1/11/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The school has a comprehensive safety plan that covers processes and procedures that are to be followed in the event of an emergency. The plan covers all types of emergencies. This plan is available in the school office for public review. The safety plan has been reviewed by the school site council and approved by the HESD Board of Trustees. The district has a school safety committee that reviews the school plan. The safety committee has representatives from each school site. This committee meets quarterly.

Last updated: 1/11/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	1	4	
1	20.00	3	1	
2	25.00		4	
3	23.00		4	
4	29.00		3	
5	29.00		3	
6	31.00		3	
Other**				0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	1	4	
1	23.00		4	
2	18.00	4		
3	23.00		4	
4	30.00		3	
5	28.00		3	
6	28.00		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	4	
1	22.00		3	
2	24.00		4	
3	19.00	3	1	
4	29.00		3	
5	31.00		2	
6	27.00		3	
Other**	23.00		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	2100.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.37
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.69
Psychologist	0.63
Social Worker	0.09
Nurse	1.20
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	1.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6319.00	\$462.00	\$5858.00	\$75597.00
District	N/A	N/A	\$10075.00	\$82938.00
Percent Difference – School Site and District	N/A	N/A	-42.00%	-8.90%
State	N/A	N/A	\$8443.83	\$85863.00
Percent Difference – School Site and State	N/A	N/A	-30.60%	-12.00%

Last updated: 1/21/22

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

Types of Services Funded (Fiscal Year 2020–2021)

The school operates an after-school program that serves approximately 100 students. The school provides a variety of support services for struggling students, including, but not limited to after-school or lunch time tutoring and enrichment activities.

In addition to the counselors and support staff listed on the previous page, the school also has a full-time student specialist or vice principal on staff. The student specialist/VP provides direct support to students by assessing non-academic needs and developing and implementing interventions for non-academic problems for students. The student specialist/vp monitors student attendance, develops, and provides interventions for students with poor attendance. The student specialist monitors student behavior, develops and provides interventions for students with behavior challenges. The student specialist/vp serves as a liaison between the school and home, communicating with families regarding students' non-academic needs and supports.

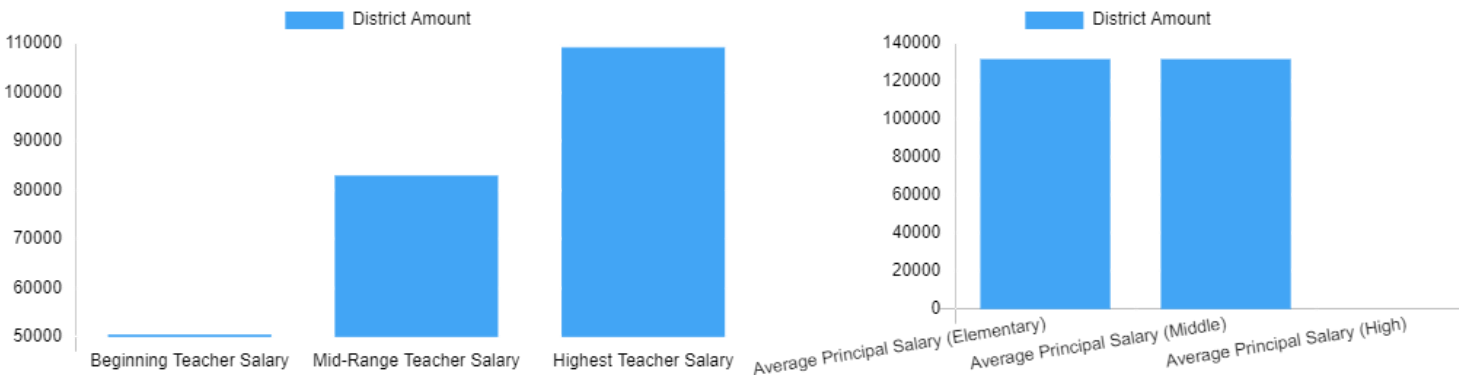
The school participates in the Community Eligibility Program, providing free breakfast and lunch to all students regardless of income.

Last updated: 1/11/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50494.00	\$52060.00
Mid-Range Teacher Salary	\$83026.00	\$84043.00
Highest Teacher Salary	\$109257.00	\$107043.00
Average Principal Salary (Elementary)	\$131432.00	\$133582.00
Average Principal Salary (Middle)	\$131876.00	\$138803.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$199045.00	\$240628.00
Percent of Budget for Teacher Salaries	31.00%	35.00%
Percent of Budget for Administrative Salaries	7.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Professional Development

Each year, the district, along with teachers, paraprofessionals, principals, and with input from parents, assesses the professional development needs of staff. Instructional staff receive district-led professional development, school site based professional development, and in-class coaching from a team of instructional coaches. Teachers are provided with a "minimum-day" each Wednesday to collaborate around student assessment data and to plan instruction and intervention. Each year, teachers in HESD attend three full day professional development sessions, providing teachers with training in research-based instructional strategies for ELA, math, and ELD. Teachers in HESD receive specialized training that is designed to provide them with techniques and strategies to improve the language development and academic achievement of students who are English learners. Hanford Elementary operates a new teacher/new administrator induction program that is accredited by the California Commission on Teacher Credentialing.

School and district leadership collaborate with teachers and other school and district staff in the planning of professional development. This is done through surveys, a series of online discussion boards, and the district's curriculum committee. The district collaborates with parents and community members through the District English Learner Advisory Committee, Parent Advisory Committee, and individual school site councils.

Although the COVID pandemic continues to impact professional development activities and in-class coaching, many of these activities continue virtually.

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	3859	3108	80.54	19.46	39.10
Female	1903	1541	80.98	19.02	45.63
Male	1954	1565	80.09	19.91	32.65
American Indian or Alaska Native	20	13	65.00	35.00	7.69
Asian	33	27	81.82	18.18	40.74
Black or African American	179	131	73.18	26.82	26.36
Filipino	27	23	85.19	14.81	69.57
Hispanic or Latino	2983	2391	80.15	19.85	35.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	109	85	77.98	22.02	47.62
White	505	436	86.34	13.66	58.56
English Learners	976	741	75.92	24.08	15.22
Foster Youth	28	21	75.00	25.00	19.05
Homeless					
Military	37	33	89.19	10.81	63.64
Socioeconomically Disadvantages	2937	2339	79.64	20.36	33.45
Students Receiving Migrant Education Services	115	97	84.35	15.65	30.53
Students with Disabilities	400	301	75.25	24.75	7.05

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	3856	3069	79.59	20.41	25.58
Female	1902	1515	79.65	20.35	25.18
Male	1952	1552	79.51	20.49	25.99
American Indian or Alaska Native	20	9	--	55.00	--
Asian	33	27	81.82	18.18	29.17
Black or African American	178	134	75.28	24.72	11.94
Filipino	27	25	92.59	7.41	32.00
Hispanic or Latino	2981	2353	78.93	21.07	22.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	109	85	77.98	22.02	33.33
White	505	434	85.94	14.06	42.79
English Learners	975	732	75.08	24.92	8.94
Foster Youth	26	19	73.08	26.92	10.53
Homeless					
Military	37	34	91.89	8.11	52.94
Socioeconomically Disadvantages	2934	2301	78.43	21.57	20.73
Students Receiving Migrant Education Services	115	98	85.22	14.78	19.39
Students with Disabilities	400	292	73.00	27.00	5.19

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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