

George Washington Elementary
2019—2020 School Accountability Report Card
Reported Using Data from the 2019—2020 School Year
California Department of Education

Address:	2245 North Fairmont Hanford, CA , 93232-1448	Principal:	Ms. Lindsay Hastings, Principal
Phone:	(559) 585-3808	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

Ms. Lindsay Hastings, Principal

Principal, George Washington Elementary

About Our School

I would like to officially welcome you to the 2019-20 school year. I am thrilled to be serving as your Washington Elementary Principal. My name is Lindsay Hastings and I have proudly served the students and families of HESD for the last 15 years. I actually started my teaching career right here at Washington teaching 6th grade! I am excited to begin the 2019-20 school year and look forward to making this year a positive and memorable experience for you and your child.

We look forward to a promising school year and please know that your child is our first priority. Developing an environment in which students feel safe is our number one goal. We have a very talented staff who will be dedicated to teaching, challenging and nurturing your child. We strive to make our school a fun learning environment. Please don't hesitate to contact us if we can be of assistance. Your participation and feedback are crucial to our school wide improvement. I look forward to meeting you in the weeks to come!

Sincerely,

Lindsay Hastings
Proud Patriot Principal

Contact

George Washington Elementary
2245 North Fairmont
Hanford, CA 93232-1448

Phone: [\(559\) 585-3808](tel:(559)585-3808)
Email: jetchegoin@hanfordesd.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

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 2020—2021)

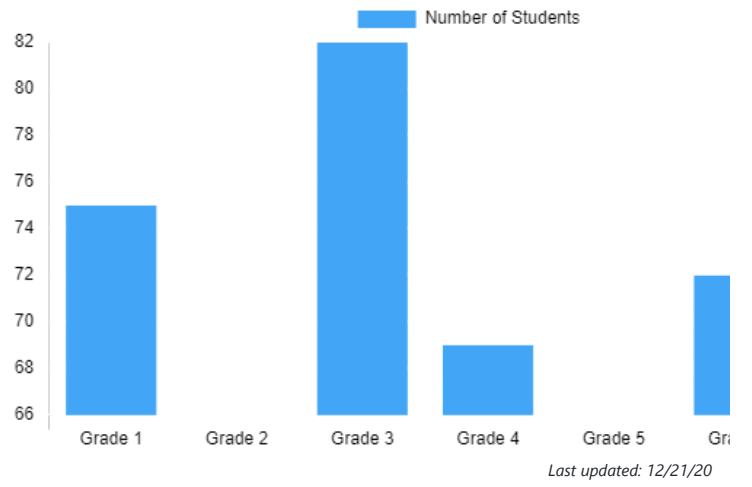
School Name	George Washington Elementary
Street	2245 North Fairmont
City, State, Zip	Hanford, CA , 93232-1448
Phone Number	(559) 585-3808
Principal	Ms. Lindsay Hastings, Principal
Email Address	jetchegoin@hanfordesd.org
Website	https://washington.hanfordesd.org/
County-District-School (CDS) Code	16639176108815

Last updated: 12/21/20

Student Enrollment by Grade Level (School Year 2019—2020)

Grade Level	Number of Students
Grade 1	75
Grade 2	66

Grade Level	Number of Students
Grade 3	82
Grade 4	69
Grade 5	66
Grade 6	72
Kindergarten	81
Total Enrollment	511



Student Enrollment by Student Group (School Year 2019—2020)

Student Group	Percent of Total Enrollment
Female	0.00%
Male	0.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.20%
Black or African American	3.90%
Filipino	0.00%
Hispanic or Latino	74.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.30%
White	15.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.40%
Foster Youth	0.60%
Homeless	1.20%
Migrant	0.00%
Socioeconomically Disadvantaged	82.80%
Students with Disabilities	4.70%

A. Conditions of Learning

State Priority: Basic

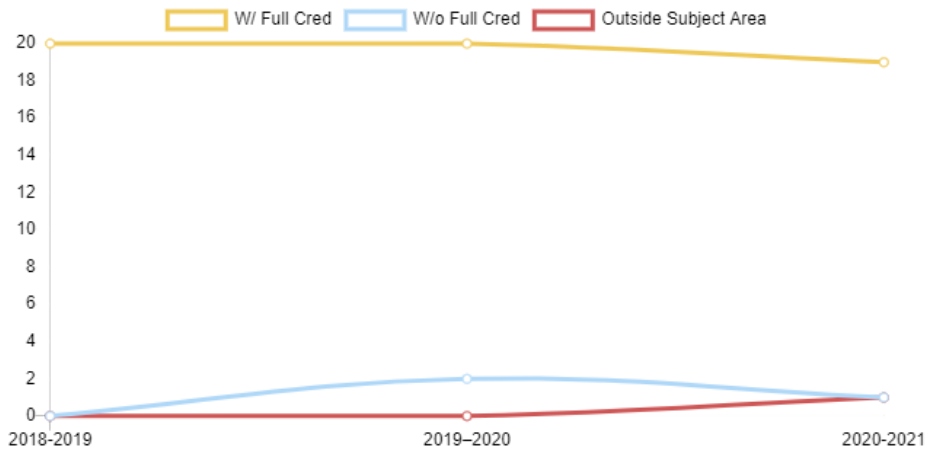
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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 Credentials

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teachers	School 2018-2019	School 2019-2020	School 2020-2021	District 2020-2021
With Full Credential	20	20	19	228
Without Full Credential	0	2	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	5



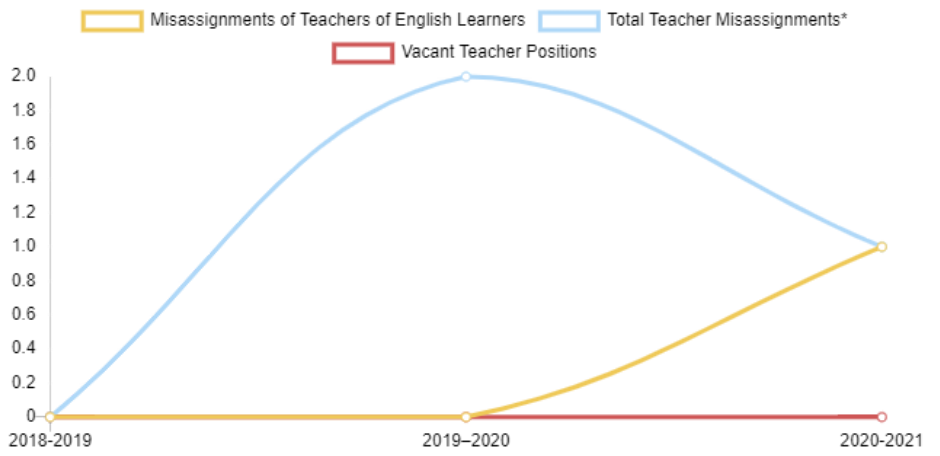
Last updated: 12/21/20

Teacher Misassignments and Vacant Teacher Positions

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	2	1
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/21/20

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: September 2020

Hanford Elementary School District held a Public Hearing on September 8, 2021 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	T K – 1 Houghton Mifflin Harcourt 2 – 6 Benchmark Advance 7 – 8 Houghton Mifflin Harcourt	Yes	0%
Mathematics	T K - McGraw Hill K – 5 Pearson 6 – 7 Big Ideas 8 – College Preparatory Math	Yes	0%
Science	K – 5 TW IG Science 6 – 8 ST EMscopes	Yes	0%
History-Social Science	K – 6 Studies Weekly 7 – 8 Pearson	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/21/20

School Facility Conditions and Planned Improvements

Washington School was originally constructed in 1989 and sits on approximately 12 acres of land. The school is comprised of 25 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. The results of this inspection are available at 714 N. W hite 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: 12/21/20

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: August 2020

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: August 2020

Overall Rating	Exemplary
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Last updated: 12/21/20

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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
English Language Arts / Literacy (grades 3-8 and 11)	41%	N/A	43%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	28%	N/A	32%	N/A	39%	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/21/20

**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 2019—2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military					
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/21/20

**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 2019—2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military					
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/21/20

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019—2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military					
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/21/20

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 2019—2020)

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 12/21/20

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 2020-2021)

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

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)

Rate	School 2017-2018	School 2019–2020	District 2017-2018	District 2019–2020	State 2017-2018	State 2019–2020
Suspensions	3.00%		2.90%		3.50%	
Expulsions	0.20%		0.40%		0.10%	

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 2018-2019	District 2018-2019	State 2018-2019
Suspensions	1.90%	2.70%	3.50%
Expulsions	0.00%	0.50%	0.10%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

Last updated: 1/4/21

School Safety Plan (School Year 2020-2021)

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: 1/4/21

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 2017—2018

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	16.00	5		
1	21.00	1	3	
2	19.00	3		
3	21.00	1	2	
4	24.00		3	
5	32.00		2	
6	32.00		2	
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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	2	2	
1	22.00		3	
2	21.00		4	
3	23.00		3	
4	33.00			2
5	25.00		3	
6	33.00			2
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 2019–2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	1	3	
1	25.00		3	
2	22.00	1	2	
3	21.00	2	2	
4	23.00		3	
5	33.00			
6	24.00		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.

Ratio of Pupils to Academic Counselor (School Year 2019—2020)

Title	Ratio
Pupils to Academic Counselor*	1703.3

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 2019—2020)

It is the goal of Washington Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The table lists the support service personnel available at Washington Elementary. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who work fifty percent of full time.

The school's library, staffed by a Library Media Technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit on their own during non-instructional times. Students have access to a wide variety of library materials online.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.69
Psychologist	0.50
Social Worker	0.10
Nurse	1.50
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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 2018—2019)

Hanford Elementary spend an average of \$5,808 in Unrestricted funds to educate each student, based on 2012-13 audited financial statements.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11803.00	\$1252.00	\$10551.00	\$74271.00
District	N/A	N/A	\$10739.00	\$79650.00
Percent Difference – School Site and District	N/A	N/A	-1.70%	-6.80%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	36.10%	-11.80%

Last updated: 1/19/21

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

Types of Services Funded (Fiscal Year 2019–2020)

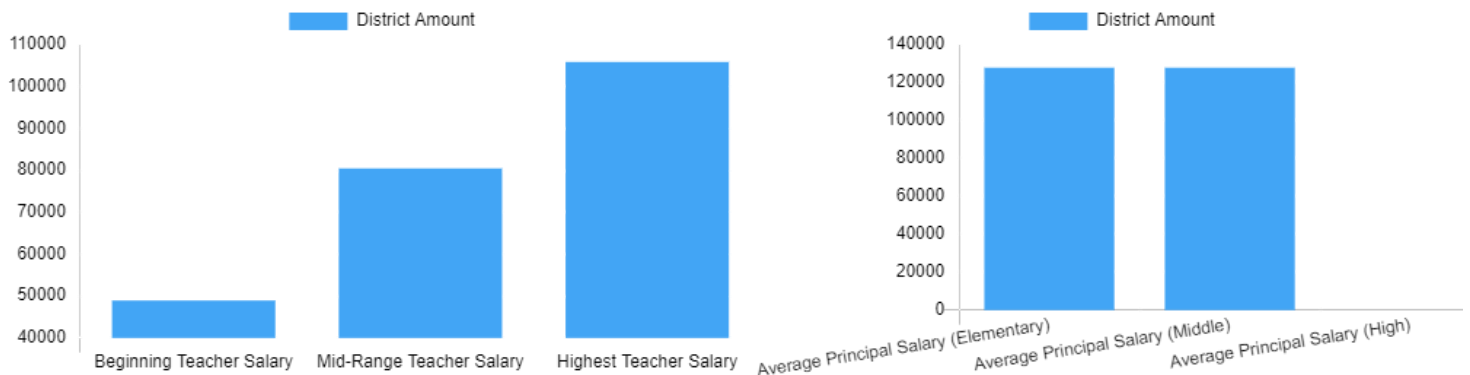
The school operates an after-school program that serves approximately 100 students. The school provides a variety of support services for struggling students, including, but not limited to after-school or lunch time tutoring and enrichment activities. In addition to the counselors and support staff listed 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: 1/4/21

Teacher and Administrative Salaries (Fiscal Year 2018—2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48938.00	\$51004.00
Mid-Range Teacher Salary	\$80467.00	\$82919.00
Highest Teacher Salary	\$105889.00	\$104604.00
Average Principal Salary (Elementary)	\$126985.00	\$131277.00
Average Principal Salary (Middle)	\$127874.00	\$136163.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$192911.00	\$230860.00
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

Professional Development Comment

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	2018-2019	2019-2020	2020-2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3