



# Dr. Ralph E. Hawes Elementary School

9682 Yellowstone Drive • Huntington Beach, CA 92646 • (714) 963-8302 • Grades K-5

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<http://hes-huntington-ca.schoolloop.com/>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Huntington Beach City School District

17011 Beach Blvd. Suite 560  
Huntington Beach, CA 92646  
(714) 964-8888  
[www.hbcasd.us](http://www.hbcasd.us)

#### District Governing Board

Bridget Kaub  
Shari Kowalke  
Paul Morrow, Ed. D.  
Brian E. Rechsteiner  
Rosemary Saylor

#### District Administration

Gregory Haulk  
**Superintendent**  
Jennifer Shepard  
**Assistant Superintendent  
Educational Services**  
  
Patricia Hager  
**Assistant Superintendent  
Human Resources**  
  
Jon M. Archibald  
**Assistant Superintendent  
Administrative Services**

### School Description

Hawes School is a Learning Community -- where all participants -- students, staff, and parents are responsible for learning. We share the commitment that ALL students succeed in a rigorous curriculum. The following vision/mission will build our actions within a safe, friendly, and joyful learning environment.

WE BELIEVE that, with strong home and school support, all students can successfully acquire the skills needed to become lifelong learners.

WE BELIEVE in a school climate that is built upon a foundation of teamwork collaboration, and mutual respect among all groups. We are a professional learning community.

WE BELIEVE that an environment that supports risk-taking, creativity, and openness to new ideas and technologies is essential to our vision of success.

WE BELIEVE that positive self-esteem and a strong sense of social responsibility are goals for every student.

WE BELIEVE that students will love learning and be challenged to reach their highest potential when their natural curiosity and creativity is stimulated.

WE BELIEVE in aiming for the remarkable. We will set ambitious goals and strive to achieve them.

The hawk's flight symbolizes our vision for children... to soar, to experience joy and freedom, and to apply strength, grace, and a keen eye to a noble purpose.

Dr. Ralph E. Hawes Elementary School, a California Distinguished School 2014, serves students in Pre-K through 5th grade. We currently have 696 students, including Pre-K, enrolled in our programs. Within our preschool program, we serve students with special needs as well as have a Neighborhood Friends program. Beginning in second grade, we identify students for our Gifted and Talented Education (GATE) program, which is a cluster program. Our school, which was built in 1974 and modernized in 2005, is located in the center of our community, which consists of mostly single-family homes. We maintain high expectations for all students and strive to have a strong collaborative partnership with our Parent Teacher Association (PTA) and local businesses. Through our partnerships, we offer music programs, after-school enrichment programs, art and continue to build our technology resources to integrate them into our instructional program to ensure that our students are prepared for the 21st century.

## About the SARC

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (714) 963-8302 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	86
Grade 1	99
Grade 2	107
Grade 3	120
Grade 4	119
Grade 5	135
<b>Total Enrollment</b>	<b>666</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	9.8
Filipino	0.6
Hispanic or Latino	10.8
Native Hawaiian or Pacific Islander	0.3
White	66.1
Two or More Races	11.7
Socioeconomically Disadvantaged	6.3
English Learners	2.6
Students with Disabilities	11.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Dr. Ralph E. Hawes Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	30	29	29
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Huntington Beach City School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	264.8
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Dr. Ralph E. Hawes Elementary	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	96.2	3.9
Districtwide		
<b>All Schools</b>	99.4	0.6
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	99.4	0.6

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2014</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Houghton Mifflin Adoption Year 2003  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Houghton Mifflin Adoption Year 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Pearson Scott Foresman Adoption Year 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Houghton Mifflin - 2-5 Adoption Year 2007  Scott Foresman - K-1 Adoption Year 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Hawes School, built in 1974, consists of a main building with administrative offices, computer lab, indoor courtyard/lunch area and 23 classrooms. The site has 12 portable classrooms, including a library, that were added during the 1990's. The YMCA also has 2 portable buildings used for before and after school child care.

This site has a solar array on the field at the edge of the playground area in the back of the school providing shade for students and the site has been retrofit with energy efficient interior and exterior lighting.

Improvements during 2014 included new roofs on four portable classrooms, slurry, stripe and overlay on the playground and two parking lot areas, new carpet in one portable classroom, new floor tile in two adult restrooms and the nurse's office.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: August 20, 2014

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

### 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], Science California Standards Tests); and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	90	94	91	88	85	84	59	60	56

\* Results are for grades 5, 8, and 10. 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	78	71	44
<b>Math</b>	81	63	33

\* 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	21.60	34.30	20.90

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	84
All Student at the School	91
Male	91
Female	91
Black or African American	--
American Indian or Alaska Native	--
Asian	100
Filipino	--
Hispanic or Latino	94

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	90
Two or More Races	100
Socioeconomically Disadvantaged	83
English Learners	--
Students with Disabilities	--
Foster Youth	--

\* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	122	121	99.2	7	18	27	48
	4	117	116	99.1	7	12	22	59
	5	135	129	95.6	8	16	28	49
Male	3	122	63	51.6	5	24	27	44
	4	117	57	48.7	11	16	25	49
	5	135	69	51.1	6	22	30	42
Female	3	122	58	47.5	9	12	28	52
	4	117	59	50.4	3	8	20	68
	5	135	60	44.4	10	8	25	57
Black or African American	5	135	1	0.7	--	--	--	--
American Indian or Alaska Native	5	135	1	0.7	--	--	--	--
Asian	3	122	12	9.8	0	8	42	50
	4	117	10	8.5	--	--	--	--
	5	135	13	9.6	0	8	8	85
Filipino	4	117	1	0.9	--	--	--	--
	5	135	1	0.7	--	--	--	--
Hispanic or Latino	3	122	14	11.5	14	29	14	43
	4	117	13	11.1	15	31	38	15
	5	135	18	13.3	11	17	39	33
Native Hawaiian or Pacific Islander	4	117	1	0.9	--	--	--	--
White	3	122	83	68.0	7	19	31	42
	4	117	76	65.0	8	9	25	58
	5	135	81	60.0	7	16	33	43

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3	122	12	9.8	0	8	0	92
	4	117	15	12.8	0	7	7	87
	5	135	14	10.4	7	7	7	79
Socioeconomically Disadvantaged	3	122	9	7.4	--	--	--	--
	4	117	9	7.7	--	--	--	--
	5	135	6	4.4	--	--	--	--
Students with Disabilities	3	122	16	13.1	31	38	13	19
	4	117	15	12.8	33	0	20	47
	5	135	14	10.4	36	29	14	21
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	122	121	99.2	0	14	41	45
	4	117	117	100.0	3	18	31	49
	5	135	129	95.6	5	16	29	50
Male	3	122	63	51.6	0	13	43	44
	4	117	58	49.6	3	22	31	43
	5	135	69	51.1	1	16	28	55
Female	3	122	58	47.5	0	16	40	45
	4	117	59	50.4	2	14	31	54
	5	135	60	44.4	8	17	30	45
Black or African American	5	135	1	0.7	--	--	--	--
American Indian or Alaska Native	5	135	1	0.7	--	--	--	--
Asian	3	122	12	9.8	0	8	25	67
	4	117	10	8.5	--	--	--	--
	5	135	13	9.6	0	0	23	77
Filipino	4	117	1	0.9	--	--	--	--
	5	135	1	0.7	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3	122	14	11.5	0	21	50	29
	4	117	14	12.0	14	36	29	21
	5	135	18	13.3	6	11	56	28
Native Hawaiian or Pacific Islander	4	117	1	0.9	--	--	--	--
White	3	122	83	68.0	0	16	45	40
	4	117	76	65.0	1	20	32	47
	5	135	81	60.0	5	21	22	52
Two or More Races	3	122	12	9.8	0	0	25	75
	4	117	15	12.8	0	7	40	53
	5	135	14	10.4	0	7	36	57
Socioeconomically Disadvantaged	3	122	9	7.4	--	--	--	--
	4	117	9	7.7	--	--	--	--
	5	135	6	4.4	--	--	--	--
Students with Disabilities	3	122	16	13.1	0	56	38	6
	4	117	15	12.8	7	27	27	40
	5	135	14	10.4	21	43	7	29
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement

Collaboration, involvement and support of our parents and community are integral to our work at Hawes Elementary School. Volunteers contribute more than 20,000 hours of support time during the school day and after school to ensure that all students have a quality experience at Hawes. Our PTA continues to contribute time and resources to numerous programs and activities. This support includes:

- MacLab that includes 37 desktop computers;
- Funding for field trips and the purchase of instructional supplies;
- Parent volunteers assist and support instruction in the classroom, in the computer lab, with rainy day schedules and activities on the playground and other tasks associated with classroom instruction;
- Support with our physical education program and visual arts programs in all classrooms;
- Support and funding for the Pacific Symphony Class Act program;
- Accelerated Reader Program;
- PTA sponsored events: Fall carnival, gardening, assemblies, Red Ribbon Week, Earth Day, a school-wide recycling program and more;
- Classroom teachers have received funding for technology and other instructional materials through the Huntington Beach Educational Foundation (HBEF), through Donorschoose.org, the Huntington Beach Alliance Foundation and other grant opportunities.
- Local businesses have supported the school program by providing a portion of sales to our school. Local businesses include: Kohl's, Target, Corner Bakery, Market Broiler, Horace Mann Foundation, Shima Restaurant and the Skating Center in Fountain Valley.

Additional parents support the progress of our students through their participation in conferences, student study team meetings and the IEP process.

**State Priority: School Climate**

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitors/volunteer badge. All visitors and volunteers are required to return to the school office upon departure. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the lunch area and playgrounds, to ensure a safe and orderly environment. The school emergency plan and comprehensive school safety plan are updated each year. The plan provides students and staff a means of ensuring a safe and orderly learning environment. The school evaluates and updates the plan annually. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. Drills are scheduled monthly to practice procedures.

The district addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. Work orders are completed on a regular basis and all staff report safety hazards and concerns.

Through a partnership with PTA, Hawes school has fully shaded lunch tables in both the main lunch area and the kindergarten yard. During the summer of 2013, student restrooms were re-tiled and the area beneath the solar panels was surfaced. Our playground was slurry coated and repainted during the summer of 2014. In 2015, the lighting systems within the building classrooms were modified and new AC units were installed in all portables on campus.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.13	0.41	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.85	1.86	2.40
Expulsions Rate	0.00	0.00	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0



**Average Class Size and Class Size Distribution (Elementary)**

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	30	26	29		1		4	3	3			
1	28	26	21			1	3	4	3			
2	31	30	30				4	4	4			
3	32	31	30				4	4	4			
4	31	34	29				3	1	4	1	3	
5	26	27	28	1	1	1	4	3			1	4
Other	9			1								

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.375
Psychologist	1.0
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	2.4
Resource Specialist	N/A
Other	N/A

**Average Number of Students per Staff Member**

Academic Counselor	N/A
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\* 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.

**Professional Development provided for Teachers**

During the 2014-15 school year, professional development focused on providing quality instruction to our all students, including intervention support, the use and implementation of Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM) and Number Talks into our math program in all grade levels, implementation of Common Core Standards, and dis-aggregation of benchmark data to inform instruction. This focus was determined through the alignment of district goals, input from staff and analysis of student achievement data.

Professional development was conducted through the use of three district-wide professional development days, release time to attend workshops/trainings and through staff meeting/professional learning community (PLC) time. Through peer assistance and principal support, the staff worked diligently to implement CGI within the classrooms of trained teachers, data analysis and the implementation of Common Core. Staff supported one another in continued growth and implementation.

Through our School Site Council, our categorical budget, which includes funding through School Library Improvement Block Grant (SLIBG) and Local Control Funding Formula (LCFF), was approved and included funds for staff development training. The expenditures for staff development training aligned to the goals within the school plan.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. Instructional assistants for special education programs meet regularly to discuss best strategies for meeting the unique needs of the students and attended specialized training such as Pro-Act. All staff also had the opportunity to attend and update CPR/First Aid certification.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,038	\$43,091
Mid-Range Teacher Salary	\$81,044	\$70,247
Highest Teacher Salary	\$98,852	\$89,152
Average Principal Salary (ES)	\$122,672	\$112,492
Average Principal Salary (MS)	\$119,284	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$200,510	\$192,072
Percent of District Budget		
Teacher Salaries	45%	41%
Administrative Salaries	6%	6%

**FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5289.91	1293.13	3996.78	81766
District	♦	♦	1544.10	80000
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			158.8	2.2
Percent Difference: School Site/ State			-25.3	12.0

\* Cells with ♦ do not require data.

## **Types of Services Funded**

Hawes Elementary School offers a variety of services for our students in order to meet their unique needs and to ensure that they reach their full potential.

Beginning at the preschool level, the school provides a special education preschool program for those students who are eligible to receive this service. To support and compliment this program, we offer a Neighborhood Friends Preschool Program for students who are not eligible for special education, but could benefit from a preschool program. Special education support services continue through all grades and include speech and language, adaptive PE, occupational therapy, social skills training, counseling and academic support through a variety of on-site providers.

For students identified and who meet eligibility criteria, Hawes provides Gifted and Talented Education (GATE) instruction through cluster classes in grades 2 - 5. Instruction within these classes focuses on teaching grade level standards through the use of Sandra Kaplan's depth and complexity icons.

Students who are eligible for English Language support receive services within the classroom during the regular teaching day. Intervention, vocabulary development and intervention materials are used to enhance learning and academic growth for these students.

Intervention support is utilized within the classroom through small group instruction and one-on-one instruction to support struggling learners. Intervention materials are used to support EL students as well as students in grades 2-5 who need remediation support in English Language-Arts and Mathematics. Earobics is used as an intervention support program for students in grades K-1. Accelerated Reader supports growth in reading comprehension, while ST Math supports student achievement in mastery of math standards. ST Music provides additional instruction to students in grades K-3. Additional intervention materials are used in our learning center.

Students are encouraged to participate in our school's extracurricular and enrichment activities that are an integral part of the educational program. Some of these enrichment programs are provided by the PTA and include: art, chess, Legos, Spanish, cooking, tennis and coding.

A school-wide positive behavior system is in place and students are rewarded for making a positive contribution to the school and their classroom. Students are recognized regularly for earning Rockin' Hawks. Monthly assemblies recognize students for academic, citizenship and effort as well as incorporate character development and school spirit. Each Monday begins with a school-wide flag ceremony lead by fifth grade students and then followed by a mini-lesson aligned to our character trait of the month.

Student Council provides a presence on the playground on Fridays to recognize students who are modeling positive attributes. Student Council Members also organize skits for assemblies and community service projects.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.