



# 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/>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Huntington Beach City School District

17011 Beach Blvd. Suite 560  
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[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 high performing California Gold Ribbon School 2015, serves students in Pre K through 5th grade. Although we are a neighborhood school and many walk to school, approximately 27% of our 668 students are on inter-district transfers. As a school with a strong PTA, we are able to provide enhanced learning opportunities for all of the diverse needs of our students. At all grade levels, we have classes for students with special needs, depending on the IEP, that include full-day Specialized Academic Instruction (SAI) classes, learning center support, occupational therapy, Adaptive PE, speech and language services, social skills training, and counseling. Additionally, beginning in 2nd grade, we provide GATE instruction within cluster classes for eligible students. Vocal music instruction is provided to all classes by a credentialed music teacher. Students in grades K-4 participate in ST Music keyboarding classes each week. A credentialed PE teacher provides physical education to students once weekly to allow for small group instructional opportunities within the classroom. Our PTA offers enrichment opportunities such as after-school programs for sports, chess, art, Spanish, and music. The PTA also provides programs that enrich the daily program such as Accelerated Reader (AR), art assemblies and in-class lessons, Red Ribbon Week Activities, academic assemblies, field trips and more.

## 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 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 <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	113
Grade 1	94
Grade 2	106
Grade 3	110
Grade 4	122
Grade 5	123
<b>Total Enrollment</b>	<b>668</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	10.2
Filipino	0.4
Hispanic or Latino	11.7
Native Hawaiian or Pacific Islander	0.3
White	65.6
Two or More Races	11.4
Socioeconomically Disadvantaged	8.5
English Learners	1.9
Students with Disabilities	11.8
Foster Youth	0.1

## 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	14-15	15-16	16-17
<b>With Full Credential</b>	29	30	28.2
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Huntington Beach City School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	276.98
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Dr. Ralph E. Hawes Elementary	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

\* "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

2015-16 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>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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 2016-17)

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> Year and month in which data were collected: October 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghlin Mifflin - A Legacy of Literacy 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>	McGraw Hill - My Math Adoption Year 2015  <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 - Scott Foresman California Science 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>	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007  Houghton Mifflin - 2-5 - History-Social Science 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 2016 included new roofs on 7 portable classrooms, new gutters on 10 portable classrooms, siding repairs on front portables, new carpet in 2 portable classrooms, and new floor tile in the kitchen and custodial office. Security cameras were installed throughout the campus.

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 26, 2016

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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	94	91	93	85	84	86	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	19.4	31.5	21

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	78	83	71	74	44	48
<b>Math</b>	81	84	64	67	34	36

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
<b>All Students</b>	124	124	100.0	92.7
<b>Male</b>	61	61	100.0	91.8
<b>Female</b>	63	63	100.0	93.7
<b>Asian</b>	15	15	100.0	93.3
<b>Hispanic or Latino</b>	17	17	100.0	82.4
<b>White</b>	75	75	100.0	93.3
<b>Two or More Races</b>	15	15	100.0	100.0
<b>Socioeconomically Disadvantaged</b>	13	13	100.0	76.9
<b>Students with Disabilities</b>	12	12	100.0	58.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
<b>All Students</b>	<b>3</b>	107	105	98.1	81.0
	<b>4</b>	122	119	97.5	83.2
	<b>5</b>	124	124	100.0	84.7
<b>Male</b>	<b>3</b>	50	48	96.0	79.2
	<b>4</b>	63	63	100.0	81.0
	<b>5</b>	61	61	100.0	75.4
<b>Female</b>	<b>3</b>	57	57	100.0	82.5
	<b>4</b>	59	56	94.9	85.7
	<b>5</b>	63	63	100.0	93.7
<b>Asian</b>	<b>4</b>	12	12	100.0	91.7
	<b>5</b>	15	15	100.0	86.7
<b>Hispanic or Latino</b>	<b>4</b>	13	13	100.0	92.3
	<b>5</b>	17	17	100.0	82.3
<b>White</b>	<b>3</b>	73	72	98.6	79.2
	<b>4</b>	86	83	96.5	79.5
	<b>5</b>	75	75	100.0	81.3
<b>Two or More Races</b>	<b>3</b>	15	15	100.0	93.3
	<b>4</b>	11	11	100.0	90.9
	<b>5</b>	15	15	100.0	100.0
<b>Socioeconomically Disadvantaged</b>	<b>5</b>	13	13	100.0	69.2
<b>Students with Disabilities</b>	<b>3</b>	15	15	100.0	60.0
	<b>4</b>	18	16	88.9	50.0
	<b>5</b>	12	12	100.0	41.7

ELA 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 on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 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 Met or Exceeded
All Students	3	107	105	98.1	89.5
	4	122	119	97.5	84.0
	5	124	124	100.0	80.7
Male	3	50	48	96.0	91.7
	4	63	63	100.0	84.1
	5	61	61	100.0	83.6
Female	3	57	57	100.0	87.7
	4	59	56	94.9	83.9
	5	63	63	100.0	77.8
Asian	4	12	12	100.0	91.7
	5	15	15	100.0	93.3
Hispanic or Latino	4	13	13	100.0	84.6
	5	17	17	100.0	52.9
White	3	73	72	98.6	87.5
	4	86	83	96.5	81.9
	5	75	75	100.0	81.3
Two or More Races	3	15	15	100.0	86.7
	4	11	11	100.0	90.9
	5	15	15	100.0	93.3
Socioeconomically Disadvantaged	5	13	13	100.0	69.2
Students with Disabilities	3	15	15	100.0	73.3
	4	18	16	88.9	56.3
	5	12	12	100.0	58.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## 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 (School Year 2016-17)

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: a new electronic marquee in front of the school; funding for field trips and the purchase of instructional supplies; the purchase and implementation of the Accelerated Reader program; support and funding for the Pacific Symphony Class Act program; PTA sponsored events such as the Fall Carnival, gardening, assemblies, Red Ribbon Week, Earth Day, school-wide assemblies, art assemblies and in class lessons and more.

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.

Classroom teachers have received funding for technology and other instructional materials 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, Shima Restaurant, and the Skating Center in Fountain Valley.

### 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 to 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. Video surveillance cameras were installed by the district in the fall of 2016.

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 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	2013-14	2014-15	2015-16
Suspensions Rate	0.4	0.0	0.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	2.4	2.7
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## 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.

2016-17 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

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
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	26	29	28	1			3	3	4			
1	26	21	32		1		4	3	3			
2	30	30	25			1	4	4	3			
3	31	30	27			1	4	4	3			
4	34	29	30				1	4	4	3		
5	27	28	31	1	1		3		4	1	4	

### Professional Development provided for Teachers

During the 2015-16 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.



FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,038	\$44,573
Mid-Range Teacher Salary	\$81,044	\$72,868
Highest Teacher Salary	\$98,852	\$92,972
Average Principal Salary (ES)	\$119,970	\$116,229
Average Principal Salary (MS)	\$122,537	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$206,525	\$201,784
Percent of District Budget		
Teacher Salaries	43%	39%
Administrative Salaries	6%	5%

\* 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/).

### 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 for students in grades 1-5 on a short term pull out basis.

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 effort as well as incorporate character development and school spirit. Trimester assemblies recognize students for achievement in all areas.

Student Council organizes 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 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).

### 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,814.75	\$1,473.05	\$4,341.70	\$85,278
District	♦	♦	\$1,917.62	\$84,118
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			126.4	1.4
Percent Difference: School Site/ State			-23.5	13.5

\* Cells with ♦ do not require data.