

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Dr. Ralph E. Hawes Elementary School	<b>District Name</b>	Huntington Beach City School District
<b>Street</b>	9682 Yellowstone Drive	<b>Phone Number</b>	(714) 964-8888
<b>City, State, Zip</b>	Huntington Beach, CA 92646	<b>Web Site</b>	<a href="http://www.hbcasd.k12.ca.us/">http://www.hbcasd.k12.ca.us/</a>
<b>Phone Number</b>	(714) 963-8302	<b>Superintendent</b>	Gregory Haulk
<b>Principal</b>	Heidi Harvey	<b>E-mail Address</b>	ghaulk@hbcasd.k12.ca.us
<b>E-mail Address</b>	heidi.harvey@hbcasd.k12.ca.us	<b>CDS Code</b>	30-66530-6094643

### **School Description and Mission Statement (School Year 2010-11)**

This section provides information about the school, its programs and its goals.

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Hawes School is a Learning Community--where all participants--students, staff, 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.

Hawes School is an elementary school serving grades K-5. Additionally, we serve 4 special education classrooms with students ranging from preschool through second grade with unique needs. This is a diverse setting with a student body of 751 students. Hawes students are very aware of each other's unique differences and are sensitive to those individuals with special needs. We are proud of the warm environment and unique culture embedded with mutual respect and high academic expectations. Built in 1974 and modernized in 2005, Hawes School is an attractive and inviting place. It is located in the center of our community of mostly single-family homes, and serves as the focal point of our community.

### **Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Parents and the community are very supportive of the educational programs at Hawes School. The Hawes School PTA has made generous contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to enrich classroom learning experiences through donations that support assemblies and field trips and/or purchase instructional supplies. During the 2009-2010 school year, parents volunteered for the following activities:

Classroom Assistants; running centers assisting in the computer lab, rainy day schedule activities and other teacher assistance

Physical Education Instruction

Visual and Performing Arts Activities

Reading Counts Program

PTA sponsored events: Fall carnival, family movie night, gardening, assemblies, Red Ribbon Week, etc...

Classroom teachers at Hawes school have received generous contributions made by Huntington Beach Education Foundation. The Huntington Beach Education Foundation, have awarded technology, classroom sets of novels and other valuable teacher requested resources to support instruction.

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
Kindergarten	120
Grade 1	125
Grade 2	121
Grade 3	111
Grade 4	119
Grade 5	87
<b>Total Enrollment</b>	<b>684</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.1	White	69.4
American Indian or Alaska Native	0.6	Two or More Races	7
Asian	8.8	Socioeconomically Disadvantaged	0
Filipino	0.6	English Learners	5
Hispanic or Latino	12.4	Students with Disabilities	10.8
Native Hawaiian/Pacific Islander	0.6		

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

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	30.3	0	4	0	28.25	0	4	0	26.8	1	3	0
<b>1</b>	19.2	5	0	0	33.8	0	5	0	30	0	4	0
<b>2</b>	20	6	0	0	21.2	0	5	0	28.6	0	5	0
<b>3</b>	27.8	0	4	0	28	0	3	1	31.3	0	3	0
<b>4</b>	31.3	0	3	0	30.33	0	3	0	33.3	0	0	3
<b>5</b>	31.3	0	3	0	32	0	2	1	29.3	0	3	0
<b>Other</b>	0	0	0	0								

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

### III. School Climate

#### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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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 badge; visitors 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 cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. The school evaluates the plan annually and updates it as needed. 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. The plan was last updated and reviewed with school staff in October 2009. The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations.

Through a partnership with PTA, Hawes school has fully shaded lunch tables in both the main lunch area and the kindergarten yard. The district and Chevron corporation placed a large solar panel structure on the main play yard which also provides shade and generates energy. This same installation also included a new HVAC system for the main building. In 2009, using donations, our kindergarten play equipment was updated and the black rubber matting was extended to accommodate our larger kindergarten population.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.17	0.46	0.44	1.98	4.05	4.23
Expulsions	0.0	0.0	0.0	0.06	0.01	0.09

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** August 25, 2011

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.

Interior and exterior lighting was upgraded with more efficient lighting in all areas. Lighting sensors were installed in all classrooms and restroom buildings. A solar array was added on the field at the edge of the playground area in the back of the school providing shade for students and 88.8 kW DC of power for the site. This project was part of a District-wide energy conservation project financed from energy savings, rebates and California Solar Initiative incentives. All HVAC equipment was replaced on the main building as part of this energy conservation effort. The project will result in net savings to the general fund.

Other improvements during 2011 included complete exterior painting and major roof maintenance on all roof surfaces.

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

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	29	32	31	274
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	1	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of 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.

\*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	0	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Counselor (Social/Behavioral or Career Development)	.44	---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (paraprofessional)	.33	---
Psychologist	.53	---
Social Worker	N/A	---
Nurse	N/A	---
Speech/Language/Hearing Specialist	1.4	---
Resource Specialist (non-teaching)	N/A	---
Other	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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** October 2011

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 2008-09 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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghtlin Mifflin Adoption Year 2003	Yes	0.0%
Mathematics	Houghton Mifflin Adoption Year 2002	Yes	0.0%
Science	Pearson Scott Foresman Adoption Year 2008	Yes	0.0%
History-Social Science	Houghton Mifflin - 2-5 Adoption Year 2007  Scott Foresman - K-1 Adoption Year 2007	Yes	0.0%
Foreign Language			
Visual and Performing Arts			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	5,421.16	2,131.23	3,289.94	69,659
District	---	---	1,294.56	73,041
Percent Difference: School Site and District	---	---	60.7%	4.9%
State	---	---	\$5,455	\$69,419
Percent Difference: School Site and State	---	---	32.7%	4.3%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Gifted and Talented Education(GATE)Program cluster classes are provided for grades 2 through 5 for GATE identified students.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

For experienced teachers, the Peer Assistance and Review Program utilizes the district's veteran teachers as "consultants" to assist with staff development district wide, with a particular focus on teacher needs.

Students are encouraged to participate in our school's extracurricular and enrichment activities that are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include

- Reading Counts
- Visual and Performing Arts Activities
- School wide Reading Award Program
- Meet the Masters
- Gifted and Talented Education (GATE) Cluster Classes

Our staff members have worked together to initiate numerous programs that promote a positive learning environment. Certificates and various other awards are given to students throughout the year. "Super You" awards are given to students who demonstrate positive behavior above and beyond the norm. Principal Awards are presented by the principal to students in their classrooms each Friday. A school wide morning flag assembly is conducted each week where students and adults are recognized for specific achievements. Character awards are given to student demonstrating positive behavior traits at a monthly school wide awards assembly. Lasses take turns in selecting a patriotic song to sing at the Thursday assemblies and leading the flag salute. A "Citizen of the Month" is honored from each classroom and the assembly is conducted with a rousing rendition of the "Hawes Hawk School Song."

**Teacher and Administrative Salaries (Fiscal Year 2009-10)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,989	\$41,692
<b>Mid-Range Teacher Salary</b>	\$77,179	\$68,251
<b>Highest Teacher Salary</b>	\$94,135	\$86,582
<b>Average Principal Salary (Elementary)</b>	\$116,365	\$108,334
<b>Average Principal Salary (Middle)</b>	\$115,283	\$111,791
<b>Average Principal Salary (High)</b>	\$0	\$113,648
<b>Superintendent Salary</b>	\$190,000	\$180,492
<b>Percent of Budget for Teacher Salaries</b>	46%	42%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

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

**IX. Student Performance**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.



**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	82	84	85	74	77	78	49	52	54
Mathematics	81	81	85	74	74	74	46	48	50
Science	84	80	89	79	82	84	50	54	57
History-Social Science	N/A	N/A	N/A	62	65	72	41	44	48

\* 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.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	74	84	72
All Student at the School	85	85	89	N/A
Male	82	83	87	N/A
Female	89	88	91	N/A
Black or African American				N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	91	94	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	75	73	69	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	87	85	93	N/A
Two or More Races	86	89	0	N/A
Socioeconomically Disadvantaged	77	69	0	N/A
English Learners	0	0	0	N/A
Students with Disabilities	64	67	83	N/A
Students Receiving Migrant Education Services				N/A

\* 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.

**California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.1	31	27.6

\* 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	4	4	6

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	13	17	5
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	4	21	5
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	433	928	5,307	895	4,683,676	778
Black or African American	0		31	869	317,856	696
American Indian or Alaska Native	4		31	873	33,774	733
Asian	35	974	502	945	398,869	898
Filipino	3		30	916	123,245	859
Hispanic or Latino	55	892	886	831	2,406,749	729
Native Hawaiian/Pacific Islander	2		22	848	26,953	764
White	306	929	3,511	903	1,258,831	845
Two or More Races	28	946	294	914	76,766	836
Socioeconomically Disadvantaged	34	852	848	808	2,731,843	726
English Learners	20	943	440	805	1,521,844	707
Students with Disabilities	66	815	618	758	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
  - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
  - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
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All training and curriculum development at Hawes School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students. Hawes has a leadership team which meets and provides input to the administration and School Site Council.

Staff development opportunities are available for teachers, support personnel and classified staff. A staff development budget has been established and staff requests to attend professional development programs are evaluated by a peer committee on the basis of their alignment with focus areas. Recent focus areas for staff development covered the GATE icons, SMART technology, Write From the Beginning and Thinking Maps.

Success in reading and language arts is embraced as a fundamental expectation for all Hawes students. Teachers combine their knowledge of how students learn with strategy instruction, based in research and student data. The school has focused extensively on reading and language arts in the area of staff development.

In Math, teachers are utilizing core curriculum as well as the IXL online math program. Future planning is ongoing to incorporate CGI (Cognitively Guided Instruction) into our Math curriculum.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In services for classified staff are geared to their specialty areas.