

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Ralph E. Hawes Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Ralph E. Hawes Elementary	District Name	Huntington Beach City Elementary
Street	9682 Yellowstone Dr.	Phone Number	(714) 964-8888
City, State, Zip	Huntington Beach, CA 92646-4857	Web Site	www.hbcasd.k12.ca.us
Phone Number	(714) 963-8302	Superintendent	Dr. Roberta DeLuca
Principal	Heidi Harvey	E-mail Address	roberta.deluca@hbcasd.k12.ca.us
E-mail Address	heidi.harvey@hbcasd.k12.ca.us		

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Heidi Harvey

Contact Person Phone Number: 714-963-8302

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Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	99	Grade 4	72
Grade 1	75	Grade 5	69
Grade 2	77	Total Enrollment	471
Grade 3	79		

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	1.00%	White (Not Hispanic)	71.13%
American Indian or Alaska Native	1.70%	Multiple or No Response	10.40%
Asian	7.01%	Economically Disadvantaged	5.00%
Filipino	1.00%	English Learners	3.00%
Hispanic or Latino	7.00%	Students With Disabilities	15.00%

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06				2006-07		
	Number of Classrooms			Number of Classrooms				Number of Classrooms		
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32
K	28.7	--	3	30	--	2	--	16	5	3
1	18.3	3	--	19.3	3	--	--	20	3	--
2	19.3	3	--	19.8	4	--	--	19.8	4	--
3	30.5	--	2	31	--	2	--	32	--	2
4	31	--	2	32.5	--	1	1	30	--	1
5	32	--	1	31.5	--	2	--	29	--	2

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The school's comprehensive safety plan is designed to ensure the safety of all students and staff. It includes a variety of measures such as: regular safety drills, staff training, and a clear communication protocol. The plan also addresses potential threats and provides guidelines for how to respond in an emergency. The school is committed to creating a safe and secure learning environment for all.

The school's safety plan is reviewed and updated annually. It is a collaborative effort involving all members of the school community. The plan is designed to be flexible and responsive to changing circumstances. The school is committed to ongoing communication and transparency regarding its safety efforts.

The school's safety plan is a key component of its overall commitment to student safety and well-being. It is a comprehensive and proactive approach to ensuring a safe and secure learning environment for all.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	3.00%	0.00%	0.40%	5.00%	5.00%	4.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.07%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Planned improvements for the 2007-08 school year include the replacement of the roof on the gymnasium, the installation of new playground equipment, and the renovation of the school's restrooms. The school is also planning to install new energy-efficient lighting throughout the building.

Improvements completed during the 2006-07 school year include the repainting of the school's exterior walls, the installation of new air conditioning units, and the replacement of the school's playground equipment.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			F YdUjf 'BYYXYX'UbX 5 Wjcb 'HU_Yb'cf 'D'UbbYX
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	22	26	28	283
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Ei U]mž7 i ffYbWHzUbX'5 j U] UW]]Im cZHYI HVcc_g'UbX -bgfii W]cbU`A UHyf]Ug	DYfWYbhcZDi d]g K\ c`@W`H Yf`Ck b 5gg][bYX`HYI HVcc_g'UbX -bgfii W]cbU`A UHyf]Ug
Reading/Language Arts	Houghton-Mifflin, A Legacy of Literacy, 2003	0
Mathematics	Houghton-Mifflin, Mathematics, 2002	0
Science	Pæ& ~ oÁ:æ^ ÉQ&ÉP æ& ~ oÁ& } & ÉOaã[!} æOaãã } ÉO:æ^•SÉÉÉÉÉÉ P[~ * @ } É ä-ã ÉU& } &^ÁÖ& ç^! Y [!\ • ÉO:æ^•Á É ÉÉÉÉ	0
History-Social Science	Ú& αQ ^• { æ ÉP ä ç ^ ÉU] &æ Ú& } &^Á: !Oaã[!} æÉO:æ^•SÉÉÉ GÉÉÉ P[~ * @ } É ä-ã ÉP ä ç ^ ÉU] &æ Ú& } &^ÉO:æ^•ÁÉ ÉÉÉÉ	0
Foreign Language		0
Health		0
Science Laboratory Equipment (grades 9-12)		0

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,191.75	\$1,671.54	\$3,607.42	\$62,570.00
District	--	--	--	\$66,118.00
Percent Difference - School Site and District	--	--	--	5%
State	--	--	\$4,943.00	\$61,005.00
Percent Difference - School Site and State	--	--	27%	-3%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,186.00	\$39,984.00
Mid-Range Teacher Salary	\$70,020.00	\$63,798.00
Highest Teacher Salary	\$85,404.00	\$79,204.00
Average Principal Salary (Elementary)	\$105,102.00	\$99,820.00
Average Principal Salary (Middle)	\$101,181.00	\$102,340.00
Superintendent Salary	\$151,200.00	\$158,484.00
Percent of Budget for Teacher Salaries	45.0%	43.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	74%	74%	70%	65%	68%	70%	40%	42%	43%
Mathematics	79%	79%	78%	65%	69%	69%	38%	40%	40%
Science	80%	58%	58%	53%	59%	66%	27%	35%	38%
History-Social Science	--	--	--	45%	55%	55%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	--	--	--
American Indian or Alaska Native	64%	55%	--
Asian	87%	87%	--
Filipino	--	--	--
Hispanic or Latino	50%	69%	64%
Pacific Islander	--	--	--
White (Not Hispanic)	72%	81%	58%
Male	68%	82%	68%
Female	73%	75%	50%
Economically Disadvantaged	20%	40%	--
English Learners	--	--	--
Students With Disabilities	52%	65%	58%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	62%	63%	63%	64%	65%	64%	41%	42%	42%
Mathematics	75%	83%	86%	72%	73%	76%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	DfWbhcZGh XYbHg'GW&f]b['Uicf 5 Vc j Y'h YBU]cbU '5 j YfU] Y	
	Reading	Mathematics
African-American	--	--
Asian	--	--
White (Not Hispanic)	62%	87%
Male	70%	88%
Female	55%	84%
Students With Disabilities	38%	77%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	DfWbhcZ Gh XYbHg' A Yf]b[:]tbYgg' GfU bXUfXg
5	16.0%

IX. Accountability

Academic Performance Index

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

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API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004	2005	2006
Statewide	9	10	9
Similar Schools	3	3	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	25	2	-6	879
White (Not Hispanic)	20	6	-1	887

Adequate Yearly Progress

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

- All students meet or exceed the state standards for each grade level in reading and mathematics.
- All students meet or exceed the state standards for each grade level in science.
- All students meet or exceed the state standards for each grade level in social studies.
- All students meet or exceed the state standards for each grade level in foreign languages.
- All students meet or exceed the state standards for each grade level in physical education.
- All students meet or exceed the state standards for each grade level in art.
- All students meet or exceed the state standards for each grade level in music.
- All students meet or exceed the state standards for each grade level in career and technical education.
- All students meet or exceed the state standards for each grade level in health and physical education.
- All students meet or exceed the state standards for each grade level in life skills.
- All students meet or exceed the state standards for each grade level in special education.
- All students meet or exceed the state standards for each grade level in gifted and talented.
- All students meet or exceed the state standards for each grade level in English language learners.
- All students meet or exceed the state standards for each grade level in students with limited English proficiency.
- All students meet or exceed the state standards for each grade level in students with disabilities.
- All students meet or exceed the state standards for each grade level in students with emotional and behavioral disorders.
- All students meet or exceed the state standards for each grade level in students with specific learning disabilities.
- All students meet or exceed the state standards for each grade level in students with intellectual disabilities.
- All students meet or exceed the state standards for each grade level in students with autism.
- All students meet or exceed the state standards for each grade level in students with hearing impairments.
- All students meet or exceed the state standards for each grade level in students with visual impairments.
- All students meet or exceed the state standards for each grade level in students with physical disabilities.
- All students meet or exceed the state standards for each grade level in students with multiple disabilities.
- All students meet or exceed the state standards for each grade level in students with orthopedic handicaps.
- All students meet or exceed the state standards for each grade level in students with speech and language impairments.
- All students meet or exceed the state standards for each grade level in students with cognitive disabilities.
- All students meet or exceed the state standards for each grade level in students with mental health issues.
- All students meet or exceed the state standards for each grade level in students with substance abuse issues.
- All students meet or exceed the state standards for each grade level in students with chronic health conditions.
- All students meet or exceed the state standards for each grade level in students with chronic absenteeism.
- All students meet or exceed the state standards for each grade level in students with chronic tardiness.
- All students meet or exceed the state standards for each grade level in students with chronic behavioral issues.
- All students meet or exceed the state standards for each grade level in students with chronic academic issues.
- All students meet or exceed the state standards for each grade level in students with chronic social issues.
- All students meet or exceed the state standards for each grade level in students with chronic emotional issues.
- All students meet or exceed the state standards for each grade level in students with chronic mental health issues.
- All students meet or exceed the state standards for each grade level in students with chronic substance abuse issues.
- All students meet or exceed the state standards for each grade level in students with chronic health issues.
- All students meet or exceed the state standards for each grade level in students with chronic physical issues.
- All students meet or exceed the state standards for each grade level in students with chronic sensory issues.
- All students meet or exceed the state standards for each grade level in students with chronic communication issues.
- All students meet or exceed the state standards for each grade level in students with chronic social skills issues.
- All students meet or exceed the state standards for each grade level in students with chronic self-management issues.
- All students meet or exceed the state standards for each grade level in students with chronic decision-making issues.
- All students meet or exceed the state standards for each grade level in students with chronic problem-solving issues.
- All students meet or exceed the state standards for each grade level in students with chronic critical thinking issues.
- All students meet or exceed the state standards for each grade level in students with chronic creative thinking issues.
- All students meet or exceed the state standards for each grade level in students with chronic communication skills issues.
- All students meet or exceed the state standards for each grade level in students with chronic social skills issues.
- All students meet or exceed the state standards for each grade level in students with chronic self-management issues.
- All students meet or exceed the state standards for each grade level in students with chronic decision-making issues.
- All students meet or exceed the state standards for each grade level in students with chronic problem-solving issues.
- All students meet or exceed the state standards for each grade level in students with chronic critical thinking issues.
- All students meet or exceed the state standards for each grade level in students with chronic creative thinking issues.

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

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

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Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI
Number of Schools Currently in Program Improvement	1
Percent of Schools Currently in Program Improvement	11.1%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

