



Dr. Ralph E. Hawes Elementary School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Huntington Beach City School District

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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.

BE 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 684 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

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (714) 963-8302.

| 2013-14 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kinder. | 100 |
| Gr. 1 | 110 |
| Gr. 2 | 122 |
| Gr. 3 | 126 |
| Gr. 4 | 136 |
| Gr. 5 | 128 |
| Total | 722 |

| 2013-14 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.0 |
| Asian | 10.1 |
| Filipino | 0.3 |
| Hispanic or Latino | 11.6 |
| Native Hawaiian/Pacific Islander | 0.1 |
| White | 65.8 |
| Two or More Races | 11.6 |
| Socioeconomically Disadvantaged | 6.6 |
| English Learners | 2.5 |
| Students with Disabilities | 10.1 |

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 | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | 30 | 30 | 29 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Huntington Beach City School District | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | ♦ | ♦ | 269 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Dr. Ralph E. Hawes Elementary | 12-13 | 13-14 | 14-15 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 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

| 2013-14 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 |
| This School | 100.00 | 0.00 |
| Districtwide | | |
| All Schools | 100.00 | 0.00 |
| High-Poverty Schools | 100.00 | 0.00 |
| Low-Poverty Schools | 100.00 | 0.00 |

* 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 2014-15)

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

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

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 | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | [] | [X] | [] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 88 | 91 | 92 | 86 | 88 | 86 | 60 | 59 | 60 |

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

| STAR 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 | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 85 | 87 | 86 | 78 | 81 | 80 | 54 | 56 | 55 |
| Math | 85 | 86 | 92 | 74 | 75 | 79 | 49 | 50 | 50 |
| HSS | | | | 72 | 74 | 75 | 48 | 49 | 49 |

* STAR Program was last administered in 2012-13. 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.

| Academic Performance Index Ranks - Three-Year Comparison | | | |
|--|---------|---------|---------|
| API Rank | 2010-11 | 2011-12 | 2012-13 |
| Statewide | 10 | 10 | 10 |
| Similar Schools | 5 | 5 | 8 |

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 15.2 | 28.8 | 28.0 |

* 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.

| 2013-14 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 | 86 |
| All Student at the School | 92 |
| Male | 93 |
| Female | 90 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | 91 |
| Filipino | |
| Hispanic or Latino | 79 |
| Native Hawaiian/Pacific Islander | |
| White | 96 |
| Two or More Races | 77 |
| Socioeconomically Disadvantaged | |
| English Learners | |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

| API Growth by Student Group – Three-Year Comparison | | | |
|---|-------------------|-------|-------|
| Group | Actual API Change | | |
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | 5 | 4 | 10 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | 5 | 4 | 12 |
| Two or More Races | | | |
| 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

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 15,000 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:

- Brand new 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 through a part-time vocal music teacher;
- 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.

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 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 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.

| Suspensions and Expulsions | | | |
|----------------------------|-------|-------|-------|
| School | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 0.5 | 0.1 | 0.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 2.9 | 1.8 | 1.9 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7 | 5.1 | 4.4 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria | | |
|--|--------|----------|
| AYP Criteria | School | District |
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |
| Met API Criteria | | |

| 2014-15 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 |

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| 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) | .30 |
| Psychologist | .9 |
| 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 |

* 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 | | | | | | | | | | | | |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| Kinder. | 30 | 21 | 25 | 0 | 2 | 1 | 4 | 3 | 3 | 0 | | |
| Gr. 1 | 23.2 | 20 | 22 | 1 | 3 | 1 | 4 | 3 | 4 | 0 | | |
| Gr. 2 | 31.2 | 21 | 24 | 0 | 3 | 1 | 5 | 3 | 4 | 0 | | |
| Gr. 3 | 30.3 | 22 | 25 | 0 | 3 | 1 | 4 | 3 | 4 | 0 | | |
| Gr. 4 | 32 | 21 | 27 | 0 | 3 | 1 | 2 | 2 | 1 | 1 | 1 | 3 |
| Gr. 5 | 34.7 | 23 | 26 | 0 | 2 | 1 | 0 | 3 | 3 | 3 | | 1 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| FY 2012-13 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$40,989 | \$41,507 |
| Mid-Range Teacher Salary | \$77,179 | \$67,890 |
| Highest Teacher Salary | \$94,135 | \$86,174 |
| Average Principal Salary (ES) | \$115,959 | \$109,131 |
| Average Principal Salary (MS) | \$111,974 | \$111,937 |
| Average Principal Salary (HS) | \$0 | \$109,837 |
| Superintendent Salary | \$194,670 | \$185,462 |
| Percent of District Budget | | |
| Teacher Salaries | 46 | 42 |
| Administrative Salaries | 6 | 6 |

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

| FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 4910.05 | 1090.73 | 3819.31 | 76820 |
| District | ♦ | ♦ | 1222.48 | \$76,696 |
| State | ♦ | ♦ | \$4,690 | \$70,788 |
| Percent Difference: School Site/District | | | 212.4 | 0.2 |
| Percent Difference: School Site/ State | | | -18.6 | 8.5 |

Types of Services Funded at Dr. Ralph E. Hawes Elementary School

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. Imagine Learning is used to support EL students as well as students in grades 2-5 who need remediation support in English Language-Arts. Earobics is used as an intervention support program for students in grades K-1. Accelerated Reader support growth in reading comprehension, while ST Math supports student achievement in mastery of math standards.

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, 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.

Professional Development provided for Teachers at Dr. Ralph E. Hawes Elementary School

During the 2013-14, professional development focused on providing quality instruction to our all students, including intervention support, the use and implementation of thinking maps across the curriculum, integration of SmartBoard technology, Cognitive Guided Instruction (CGI), 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 met 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.