

Dr. Ralph E. Hawes Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Dr. Ralph E. Hawes Elementary School
Street	9682 Yellowstone Drive
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 963-8302
Principal	Julie Jennings
Email Address	jjennings@hbcsd.us
School Website	www.haweselementary.org
County-District-School (CDS) Code	30-66530-6094643

2021-22 District Contact Information

District Name	Huntington Beach City School District
Phone Number	(714) 964-8888
Superintendent	Leisa Winston, Ed.D.
Email Address	LWinston@hbcsd.us
District Website Address	www.hbcsd.us

2021-22 School Overview

Hawes School is a Learning Community -- where all participants -- students, staff, and parents are responsible. We share the commitment that ALL students succeed in a rigorous curriculum. The following vision/mission is our foundation for creating 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 are 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 and California Distinguished School 2020, serves students in Preppy K through 5th grade. Our school facilities include enhanced learning space in all classrooms with 1:1 technology and mobile furniture. Our updated facilities include a modernized library, a STEM lab, and updated playground facilities. As a school with a strong PTSA, 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 their Individualized Education Plan (IEP), that include full-day Specialized Academic Instruction (SAI) classes, pull-out SAI support, occupational therapy, adaptive PE, speech and language services, 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. The PTSA also provides programs that enrich the daily program such as Accelerated Reader (AR), Red Ribbon Week Activities, and more.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	133
Grade 1	70
Grade 2	72
Grade 3	69
Grade 4	56
Grade 5	93
Total Enrollment	493

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
Asian	15.2
Black or African American	0.6
Filipino	0.8
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	13.6
White	52.9
English Learners	3.9
Homeless	0.4
Socioeconomically Disadvantaged	11.8
Students with Disabilities	15

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2020-21 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.

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017	Yes	0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015	Yes	0.0%
Science	Discovery Education- CA NGSS Science Techbook Adoption Year 2019	Yes	0.0%
History-Social Science	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007 Houghton Mifflin - 2-5 - History-Social Science Adoption Year 2007	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 13 portable classrooms, including a library, that were added during the 1990's. The YMCA also has two portable buildings used for before and after school child care. The 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 retrofitted with energy efficient interior and exterior lighting.

Improvements this year included upgrades made to MERV 13 air filters per CDC guidelines and any necessary repairs to existing facilities.

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

Year and month of the most recent FIT report

August 25, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
	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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	6	2.84	97.16	--
Female	98	2	2.04	97.96	--
Male	113	4	3.54	96.46	--
American Indian or Alaska Native	0	0	0	0	0
Asian	31	1	3.23	96.77	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	0	0	100	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	1	3.23	96.77	--
White	123	3	2.44	97.56	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	2	8.33	91.67	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	6	17.65	82.35	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	6	2.84	97.16	--
Female	98	2	2.04	97.96	--
Male	113	4	3.54	96.46	--
American Indian or Alaska Native	0	0	0	0	0
Asian	31	1	3.23	96.77	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	1	3.23	96.77	--
White	123	3	2.44	97.56	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	2	8.33	91.67	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	6	17.65	82.35	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	205	202	98.5%	1.5%	75.8%
Female	97	94	96.9%	3.1%	80.9%
Male	108	104	96.3%	3.7%	72.1%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	28	93.3%	6.7%	85.7%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100%	0%	76.2%

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	29	93.5%	6.5%	82.8%
White	135	135	100%	0%	71.9%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	21	100%	0%	81.1%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	26	78.8%	21.2%	50%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	205	168	81.9%	18.1%	92.9%
Female	97	82	84.5%	15.5%	92.7%
Male	108	86	79.6%	20.4%	93%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	23	76.7%	23.3%	95.7%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	18	85.7%	14.3%	94.4%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	26	83.9%	16.1%	88.5%
White	135	113	83.7%	16.3%	94.7%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	17	80.9%	19.1%	94.1%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	22	67.7%	33.3%	86.4%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	NT	NT	NT	NT
Female	35	NT	NT	NT	NT
Male	53	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	12	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	56	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Collaboration, involvement, and support of our parents and community are integral to our work at Hawes Elementary School. Volunteers contribute more than 20,000 hours of support time during the school day and after school to ensure that all students have a quality experience at Hawes. Our PTSA continues to contribute time and resources to numerous programs and activities. This support includes a new playground structure on both the kindergarten and main playgrounds; an 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 reading room; PTA sponsored events such as the school garden, assemblies, 100-mile running club, 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, with rainy day schedules and activities on the playground, and other tasks associated with classroom instruction.

Classroom teachers have received funding for instructional materials through Donorschoose.org, the Huntington Beach Assistance League, 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, Corner Bakery, Market Broiler, Hambone's Restaurant, and the Skating Center in Fountain Valley.

As a result of COVID-19, our families participate in some school activities/meetings through Zoom, while other activities and student performances are held with a live parent audience.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	511	497	31	6.2
Female	247	240	9	3.8
Male	264	257	22	8.6
American Indian or Alaska Native	0	0	0	0.0
Asian	76	75	3	4.0
Black or African American	4	3	1	33.3
Filipino	4	4	0	0.0
Hispanic or Latino	71	68	6	8.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	68	66	3	4.5
White	272	265	15	5.7
English Learners	25	24	1	4.2
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	64	63	9	14.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	87	16	18.4

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.67	0.00	1.97	0.21	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.34	1.14	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187). The plan provides students and staff with a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and makes any modifications as needed. Safety procedures, including elements of the Safe School Plan, were reviewed with school and district staff during the winter of the 2021-22 school year. The plan was reviewed and updated with staff and School Site Council in early 2022.

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. One automated external defibrillator (AED) was installed in the administration building. Through a partnership with PTA, Hawes school has shaded lunch tables in both the main lunch area and several installations of new playground equipment. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District-wide modernization efforts. All learning spaces at Hawes were renovated and modernized. Permanent campus perimeter fencing was completed during Winter 2019.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	3	
1	24		4	
2	28		3	
3	27		4	
4	28		3	
5	29		4	
6				
Other	6	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	37		2	1
2	27		3	
3	27		3	
4	26		4	
5	31		3	
6				
Other	14	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	7	1	
1	17	4		
2	17	2	2	
3	22	1	2	
4	18	1	2	
5	23	1	3	
6				
Other	8	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,829.85	\$2,167.32	\$5,662.52	\$95,145
District	N/A	N/A	\$2,329.96	\$95,013
Percent Difference - School Site and District	N/A	N/A	83.4	0.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-39.4	10.3

2020-21 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 kindergarten level, the school provides special education services for those who are eligible to receive this service. 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 English learner students, as well as students in grades 2-5 who need remediation support in English-Language Arts and Mathematics. MyOn! and RazKids 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 the mastery of math standards. ST Music provides additional instruction to students in grades K-3. Additional intervention materials are used to support other students who are not meeting grade-level benchmarks.

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 PTSA 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.

Student Council organizes skits for assemblies and community service projects and leads the school in several important events and programs.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,654	\$52,060
Mid-Range Teacher Salary	\$93,514	\$84,043
Highest Teacher Salary	\$114,069	\$107,043
Average Principal Salary (Elementary)	\$137,484	\$133,582
Average Principal Salary (Middle)	\$131,153	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$241,672	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

During the 2019-20 school year, professional development focused technology integration and first best instruction. Training was focused on: implementing our newly installed technology and mobile furniture; developing math fluency school-wide; and strengthening our English Language Arts instruction through alignment. Professional development was conducted through the use of district-wide professional development days, release time to attend workshops/trainings and through staff meeting/Professional Learning Communities (PLC) time. Through peer assistance and principal support, the staff worked diligently to implement math fluency within the classrooms, implementation of TWAGS and usage of technology. Staff supported one another in continued growth and implementation.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. Twenty professional development days were available and held during the school year which involved curriculum based training for ST Math, Mimio Studio Notebook, OC STEM Science training, Write from The Beginning, Stop the Bleed, and data analysis through Professional Learning Communities. 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.

As a result of the COVID-19 school closures and need to provide distance learning, HBCSD increased its professional development offerings during the 2019-20 and 2020-21 school years to increase capacity of teachers to provide distance learning. These sessions included on-demand learning of pre-recorded, self-paced modules as well as live sessions with topics ranging from ZOOM, Screencastify, Clever, Canvas Learning Management System, SchoolsPLP digital curriculum, The Distance Learning Playbook to name a few.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	50	13

Huntington Beach City School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Huntington Beach City School District
Phone Number	(714) 964-8888
Superintendent	Leisa Winston, Ed.D.
Email Address	LWinston@hbcsd.us
District Website Address	www.hbcsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3730	33	0.88	99.12	9.09
Female	1786	5	0.28	99.72	--
Male	1943	28	1.44	98.56	10.71
American Indian or Alaska Native	--	--	--	--	--
Asian	422	4	0.95	99.05	--
Black or African American	16	1	6.25	93.75	--
Filipino	18	0	0.00	100.00	--
Hispanic or Latino	743	7	0.94	99.06	--
Native Hawaiian or Pacific Islander	14	0	0.00	100.00	--
Two or More Races	452	3	0.66	99.34	--
White	2059	18	0.87	99.13	5.56
English Learners	193	0	0.00	100.00	--
Foster Youth	11	0	0.00	100.00	--
Homeless	60	2	3.33	96.67	--
Military	27	1	3.70	96.30	--
Socioeconomically Disadvantaged	771	11	1.43	98.57	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	474	33	6.96	93.04	9.09

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3730	33	0.88	99.12	6.06
Female	1786	5	0.28	99.72	--
Male	1943	28	1.44	98.56	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	422	4	0.95	99.05	--
Black or African American	16	1	6.25	93.75	--
Filipino	18	0	0.00	100.00	--
Hispanic or Latino	743	7	0.94	99.06	--
Native Hawaiian or Pacific Islander	14	0	0.00	100.00	--
Two or More Races	452	3	0.66	99.34	--
White	2059	18	0.87		5.56
English Learners	193	0	0.00	100.00	--
Foster Youth	11	0	0.00	100.00	--
Homeless	60	2	3.33	96.67	--
Military	27	1	3.70	96.30	--
Socioeconomically Disadvantaged	771	11	1.43	98.57	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	474	33	6.96	93.04	6.06

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3667	3543	96.60%	3.40%	67.40%
Female	1760	1704	96.80%	3.20%	69.70%
Male	1902	1831	96.30%	3.70%	65.50%
American Indian or Alaska Native	12	12	100%	0%	33.30%
Asian	392	363	92.60%	7.40%	78.20%

Black or African American	15	15	100%	0%	73.30%
Filipino	25	25	100%	0%	72%
Hispanic or Latino	738	722	97.80%	2.20%	55.30%
Native Hawaiian or Pacific Islander	16	16	100%	0%	68.80%
Two or More Races	532	481	90.40%	9.60%	70.30%
White	2559	2482	97%	3%	65.20%
English Learners	192	188	97.90%	2.10%	25%
Foster Youth	11	11	100%	0%	54.50%
Homeless	17	17	100%	0%	76.50%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	674	606	89.90%	10.10%	61.70%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	468	263	56.20%	43.80%	47.50%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	3667	2899	79.10%	20.9%	82.80%
Female	1760	1391	79%	21%	80.40%
Male	1902	1506	79.20%	20.80%	85%
American Indian or Alaska Native	12	9	75%	25%	100%
Asian	392	310	79.10%	20.90%	93.50%
Black or African American	15	13	86.70%	13.30%	84.60%
Filipino	25	20	80%	20%	90%
Hispanic or Latino	738	571	77.40%	22.60%	70.40%
Native Hawaiian or Pacific Islander	13	11	84.60%	15.40%	84.60%
Two or More Races	532	429	80.60%	19.40%	85.80%
White	2559	2015	78.70%	21.30%	79.90%
English Learners	192	160	83.30%	16.70%	57.50%
Foster Youth	11	11	100%	0%	90.90%
Homeless	17	13	76.50%	23.50%	76.90%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	674	537	79.70%	20.30%	65.40%
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	468	346	73.90%	26.10%	53.80%
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*At or above the grade-level standard in the context of the local assessment administered.