

Hawthorne Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Hawthorne Elementary
Street	2700 Irving St.
City, State, Zip	Riverside, CA 92504
Phone Number	(951) 352-6716
Principal	Carrie Brown
Email Address	clbrown@rusd.k12.ca.us
Website	http://hawthorne.riversideunified.org/
County-District-School (CDS) Code	33-67215-6032619

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	http://riversideunified.org/

School Description and Mission Statement (School Year 2019-20)

The Hawthorne Elementary School community serves 756 students from preschool through sixth grade with a staff of 71 certificated and classified. We are committed to working collaboratively to provide an engaging, rigorous instructional program that enables all students to reach their full potential as individuals -- ready for college or career. The Hawthorne Team is dedicated to working with all stakeholders to build a solid foundation for students in all areas of the curriculum, including the visual and performing arts, Personalized Learning and AVID. Digital literacy and citizenship are taught at all grade levels, and innovation in the use of technology for teaching and learning is actively encouraged. Student voice and choice are key components of the educational experience at Hawthorne. Success is measured by student performance on state assessments, district benchmarks, performance-based assessments, student work products, and surveys of students, parents, and staff. For Academic English Learners, success is also measured by performance on measures of English language development.

Our school mission statement is:

Hawthorne, a creative, responsible, inclusive community.

We are Personalized Learning.

We are AVID.

We are Better Everyday.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	116
Grade 1	116
Grade 2	107
Grade 3	88
Grade 4	102
Grade 5	105
Grade 6	102
Total Enrollment	736

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.5
Asian	1.2
Filipino	0.1
Hispanic or Latino	75.8
Native Hawaiian or Pacific Islander	0.8
White	16
Two or More Races	0.7
Socioeconomically Disadvantaged	77.4
English Learners	18.9
Students with Disabilities	11.7
Foster Youth	0.1
Homeless	6.8

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	37	37	32	1768
Without Full Credential	0	0	1	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 2007
 Lot Size: 9.6 Acres
 34 Permanent Classrooms
 1 Portable Classroom (updated 10/23/2017)
 LCR/Computer Lab
 Completely Air Conditioned
 Multi-Purpose Room
 Indoor and Outdoor Cafeteria

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Hawthorne has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 565
 Labor Hours = 1375.9
 Assessed Value of Work = \$65838.2100

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	HAW(2)A-119B (Corridor): 4: (D) Ceiling tiles are stained HAW(2)E-104 (Administration): 4: (D) Ceiling tiles are stained - 4 HAW(2)E-109 (Administration): 4: (D) Ceiling tiles are stained HAW(2)E-109A (Utility): 4: (D) Ceiling tiles are stained HAW(2)F-111 (Administration): 4: (D) Ceiling tiles are stained HAW(2)G-105 (Classroom): 4: (D) Ceiling tiles are stained - 3
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	HAW(2)C-101 (Classroom): 9: (D) Water pressure too high or low - low HAW(2)E-107 (Classroom): 9: (D) Sink/fountain is not working - no running water
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	50	49	51	50	50
Mathematics (grades 3-8 and 11)	32	35	35	36	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	381	376	98.69	1.31	49.73
Male	189	188	99.47	0.53	46.28
Female	192	188	97.92	2.08	53.19
Black or African American	23	23	100.00	0.00	73.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	290	285	98.28	1.72	45.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	54	54	100.00	0.00	61.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	302	297	98.34	1.66	44.78
English Learners	111	106	95.50	4.50	41.51
Students with Disabilities	24	24	100.00	0.00	25.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	29	26	89.66	10.34	50.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	381	381	100.00	0.00	35.17
Male	189	189	100.00	0.00	38.62
Female	192	192	100.00	0.00	31.77
Black or African American	23	23	100.00	0.00	43.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	290	290	100.00	0.00	32.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	54	54	100.00	0.00	44.44
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	302	302	100.00	0.00	30.79
English Learners	111	111	100.00	0.00	26.13
Students with Disabilities	24	24	100.00	0.00	12.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	29	29	100.00	0.00	20.69

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	18.4	21.4	11.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent Involvement Contact Person's Name: Principal Carrie Brown

Contact Person's Phone Number: 951-352-6716

All parents are encouraged to take an active role in their child's education. This includes supporting students with daily homework and maintaining open lines of communication with their child's teacher and site administrators. Parents attend Back to School Night to learn about the requirements for the grade level their child is entering and to meet their child's teacher. Monthly meetings are held for parents of preschoolers to discuss topics of interest and to provide parents with opportunities to ask questions about the program. Open House is held in the spring; all families are invited to visit classrooms, talk with teachers, and view students' work on display. Throughout each year, parents are invited and encouraged to volunteer in their child's classroom. Parents are welcomed to the monthly "Coffee with the Principals" and have the opportunity to gather and discuss issues and opportunities at Hawthorne. Parents are also welcome to volunteer to work with students in grade-level common areas (pods) or other parts of the campus. A large number of parents support the weekly 100-Mile Club events as well as other special programs at Hawthorne. The participation of parents and guardians in field trips is welcomed. Evening events for parents and families, such as the Fall Festival, Family Math Nights, Parent/Child events or Family Day Tea, are offered school-wide, or by grade levels and individual teachers.

Parents are informed of and invited to join School Site Council (SSC), the English Learners Advisory Committee (ELAC), the State Preschool Parent Committee, and the Hawthorne Parent/Teacher Association (PTA). Babysitting is provided to make it easier for parents to attend. Representatives from SSC and ELAC also participate in district-level meetings to learn about programs in the Riverside Unified School District and to give recommendations for improving the district's educational programs.

The Parent/Teacher Association (PTA) hosts activities throughout the year such as on-campus Family Nights and off-campus activities including skating and bowling. Parents participate in organizing and supervising PTA activities including the monthly Hawk Shop, Book Fair, Fall and Spring Festivals, fundraisers, and special school-wide assemblies. PTA maintains the Student of the Month display with photographs of students who have been recognized for their accomplishments. Parents are personally invited to attend the Student of the Month Assembly when their child is being recognized for academic and social achievements. PTA also hosts an ice cream party for Honor Roll students every trimester.

Parents participate in the development of special programs, such as Personalized Learning, which provides students with an opportunity to pursue areas of interest, learn at their own pace, and use technology to enhance their learning. Through groups such as School Site Council and PTA, parents share ideas and work together with staff to set priorities for learning, identify ways to support students and parents, and work with staff on common goals such as improving student attendance.

Parents of participating students attended the site and district Science Fair, the PTA Reflections Awards Presentation, and elementary band concerts. Hawthorne parents also attended the RUSD Personalized Learning Summits and the Volunteer of the Year recognition ceremony.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.2	1.7	1.6	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lock down, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any school wide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	5		20	3	5		19	3	3	
1	24		4		25		4		27		4	
2	23	1	4		20	1	4		22	1	4	
3	25		4		25		4		25		3	
4	33		1	2	32		2	1	27		4	
5	26	1	2	1	33		1	2	32		2	1
6	33		2	2	20	2	4		33			3
Other**	8	2							7	3		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8379.22	2247.69	6131.53	90707.09
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-8.1	-6.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-24.5	6.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Hawthorne Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$114,275 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$314,584 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	41	45	46

For the 2017/18 School Year, Hawthorne teachers participated in the following professional development opportunities:

1. Eureka! Math training to support the adoption of our new Eureka! Math curriculum.
2. Danielson Framework Training to support the roll out of the the Danielson Framework throughout RUSD
3. AVID training to support the implementation of AVID strategies TK-6
4. Consultation with the Core Collaborative to begin the process of student led and student centered assessments
5. Personalized Learning
6. Technology integration in the classroom
7. District, state and school led assessments
8. Professional Growth Systems
10. Excellence Through Equity Conference
11. Shared Leadership Team, Instructional Design and Instructional Rounds with Innovate Education Consultants

For the 2018/19 School Year, Hawthorne teachers participated in the professional development opportunities listed below. At the end of the 2018/19 school year 15 Hawthorne teachers attended the AVID summer institute and learned about AVID strategies.

1. Eureka! Math training to support the adoption of our new Eureka! Math curriculum.
2. Danielson Framework Training to support the roll out of the the Danielson Framework throughout RUSD
3. AVID training to support the implementation of AVID strategies TK-6
4. Consultation with the Core Collaborative to begin the process of student led and student centered assessments
5. Personalized Learning
6. Technology integration in the classroom
7. District, state and school led assessments
8. Professional Growth Systems
10. Excellence Through Equity Conference

11. Shared Leadership Team, Instructional Design and Instructional Rounds with Innovate Education Consultants
12. High Impact Teaming with Core Collaborative Consultants

As the 2019/20 school year began, all Hawthorne employees participated in a PD day with Playworks focused on positive behavior, classroom management and PE strategies.

During the 2019/20 school year our teachers will be participating in the following professional development opportunities:

1. Eureka! Math training to support the adoption of our new Eureka! Math curriculum.
2. Danielson Framework Training to support the roll out of the the Danielson Framework throughout RUSD
3. AVID training to support the implementation of AVID strategies TK-6
4. Consultation with the Core Collaborative to begin the process of student led and student centered assessments
5. Personalized Learning
6. Technology integration in the classroom
7. District, state and school led assessments
8. Professional Growth Systems

As a school, we continue to focus on building team and individual expertise to implement a rigorous, engaging instructional program that moves students toward mastery of Common Core State Standards, ensures a minimum of 85% of students are reading at grade level by the end of third grade -- and that reduces the gap for English Learners by 10% when compared with last year's results. Interventions for students not at grade level focus on identifying student needs and targeting small-group instruction. Student achievement data, parent input, teacher and staff surveys, and observations of district and outside experts guide the staff in making decisions for personal development, training, and goals for student achievement.

We will also focus on building equity for all of our students and to this end a group of teachers and administrators attended the Excellence through Equity Conference in September of 2018 and 2019. During this conference the staff attended keynote and breakout sessions focused on academic and social emotional equity for all students.

Team and individual teacher expertise was developed year-round with regard to all assessments -- both state, district, site, and teacher-generated. All schools are using both reading and math universal screening tools.

Teachers participated in the training related to the adoption of Eureka Math and during the 2019/20 school year TK-2 will participate in training for the new wonders material. Special Education teachers were included in all sessions that applied to them, and also attended both on- and off-site training geared toward their needs.

The Leadership Team met before the year started to look at data and make preliminary plans for the year. Leadership Team members also participated in Strengths-Based Leadership training, which continued throughout the year.

Professional development was offered via site-based training and district-offered PD sessions. Teams invited district specialists into their collaboration meetings for additional, specific, and ongoing support. Specific training, identified by teachers as a priority, was also provided for teaching at high levels of Depth of Knowledge, use of Universal Design for Learning/MTSS to enhance initial instruction and intervention.

Teachers also participate in the Shared Leadership Team and are provided support and professional development with Innovate Ed. This process includes goal setting and instructional rounds throughout the year.

Professional development will continue to include district and site training on Common Core State Standards, instructional and intervention strategies, Personalized Learning with integration of technology, equity and digital citizenship. District, site, and outside consultants will support expansion of our innovative Personalized Learning program, which has grown to be a school wide initiative, covering all grade levels. Hawthorne teachers in grades K - 2 will continue to focus on literacy and numeracy, and will use K-2 Institute strategies with struggling students. This training includes a scope and sequence of phonemic awareness and phonics, along with proven instructional strategies that tap all learning modalities. Professional development is offered during and after the school day at both site and district locations. Conference attendance, coaching, observations guided by teachers, and meetings with site administrators are offered as choices as well. Team leaders will continue to participate with site administrators in a series of Shared Leadership opportunities.

New teachers participate in the Professional Growth Systems, which matches new teachers with a partner teacher and also provides training at both the site and district levels. This training focuses on the Danielson Model for teacher development.