

Hawthorne Elementary School

705 West Hawthorne Street • Ontario • (909) 986-6582 • Grades TK-6

Michelle McMahon, Principal

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<https://www.omsd.net/Domain/19>

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Ontario-Montclair School District

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District Governing Board

Elvia M. Rivas- President

Kristen Brake- Vice President

Sonia Alvarado- Clerk

Sarah S. Galvez- Member

Flora Martinez- Member

District Administration

Dr. James Q. Hammond

Superintendent

School Description

Dear Hawthorne Families,

Hawthorne Elementary International Baccalaureate (IB) World School "aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."

As an authorized IB World School, located in the northwest section of the City of Ontario, Hawthorne provides instruction to nearly 600 students in grades Transitional Kindergarten-6th grade. Inquiry-based transdisciplinary learning units are collaboratively developed by each grade level team to reflect IB enhancements in the IB Primary Years Programme (PYP) and Common Core State Standards. Other school-wide instructional focus areas include PBIS, the development high performing collaborative Professional Learning Communities (PLC).

The diverse student body represents a multicultural, multilingual population. Students have the opportunity to participate in intervention and enrichment programs which include: i-Ready, Accelerated Reader, PenPal Schools Physical Education, Think-Together, instrumental music, Spanish and several after school clubs. Progress monitoring for student achievement is done through required District assessments such as the Reading Inventory, i-Ready Benchmarks, trimester report cards, and other formative and summative assessments within the IB program.

Our Mission Statement: Hawthorne Elementary School inspires knowledgeable, inquiring citizens who will thrive as global life-long learners. Our collaborative community ensures a rigorous, meaningful academic experience, which encourages us to take action and make a positive difference in the world.

Our Vision Statement: Empowering Our Community to Make a Positive Difference

Sincerely,

Michelle McMahon

Principal, Hawthorne Elementary International Baccalaureate World School

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	80
Grade 2	81
Grade 3	92
Grade 4	85
Grade 5	99
Grade 6	90
Total Enrollment	620

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.6
Asian	1
Filipino	0.2
Hispanic or Latino	89.5
White	6.3
Two or More Races	1.1
Socioeconomically Disadvantaged	83.7
English Learners	21
Students with Disabilities	6.8
Foster Youth	0.2
Homeless	7.7

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 for Hawthorne Elementary	18-19	19-20	20-21
With Full Credential	29	28	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ontario-Montclair	18-19	19-20	20-21
With Full Credential	♦	♦	925
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at Hawthorne Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

All textbooks and instructional materials are from the most recent adoptions. There are sufficient textbooks and instructional materials for each student on campus.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Hawthorne School was built in 1958. The school has adequate space for teaching and learning, with a total of 30 classrooms. There are four permanent classroom wings, as well as 15 portable classrooms installed at various times between 1988 and 2007. The library/computer lab provides additional spaces for instructional purposes. The main office building contains the front office, principal's office, assistant principal's office, health office and staff lounge. In addition, we have an identified room for our Student Study Team and an identified room for our Parent Teacher Association. Several small storage rooms located around the campus have been remodeled and turned into office space for various staff members. The school has a large field and enough playground equipment for student engagement. There are 16 restrooms with all toilets in proper working condition. The 18 classes in the main building of the school and the administration building all underwent modernization in 2009. The classrooms have received upgraded electrical service, improved teaching furnishings, and regular ongoing technology upgrades. In addition, the modernization project addressed State Code Accessibility by providing accessible restroom facilities, accessible working space and sinks in classrooms, panic hardware at doors, door thresholds, accessible drinking fountains, and path of travel including ramps and curb cuts, passenger loading zone, bus drop-off, accessible parking, and signage. The Multipurpose Room (MPR) is utilized daily for food service distribution during breakfast and lunch for all students as well as for school-wide events for students and families. There is a teaching space on the MPR stage and an assembly area to hold large school-wide events with a capacity of 507. The MPR is also utilized as an alternative location for inclement weather recesses. The MPR also serves and supports our Think Together after-school program in whatever capacity that is needed daily or on identified Saturdays. Perimeter fencing was upgraded during the summer of 2020 per district guidelines.

Student Safety

Students are supervised immediately before and after school by staff. Security gates have been installed at the front of the school. Hawthorne is a closed campus. All students, parents and other visitors enter the school through the front gates each morning. Teachers have been directed to keep their classroom doors locked at all times throughout the instructional day. Clearly, defined boundary lines are visible to all students to indicate accessible student zones to ensure appropriate supervision. All visitors are asked to check in at the front office through the Raptor security system and must wear a visitor badge to show that they have done so. District employees and substitutes all wear district-issued identification badges and must also check in at the front office through the Raptor system. Students who leave early must be checked out through the front office by parents or guardians. All staff members are diligent about being aware of adults on campus at all times. Visitors without visitor badges are escorted to the office. Monthly fire, earthquake and lockdown drills are conducted so that students and staff have an opportunity to practice in the case of an actual disaster. A schedule of emergency drills is submitted to the district office prior to the beginning of each school year. We have an identified location where we keep all of our emergency supplies. All supplies are regularly inventoried.

Maintenance and Repair

The district governing board has adopted cleaning standards for all schools in the district and Hawthorne School is maintained in a manner that ensures it is clean, in good repair and working order. The principal works directly with the custodial staff and district office to develop cleaning schedules to ensure all classrooms, offices, and restrooms are cleaned daily. Restroom checks are done periodically and documented throughout the day to ensure clean, well-maintained accessibility to all students and staff. Efforts are made to keep the school litter and graffiti-free by daily walk-throughs for campus checks and student awareness. The principal and custodian work together to maintain a clean and orderly campus. Hawthorne school has many murals throughout the campus that have been painted by local artists, parent volunteers and students. Many of the murals depict standards based instruction that Hawthorne teachers provide daily. The district takes great effort to ensure that all schools are clean, safe and functional. Site and district maintenance and grounds staff make sure that the work necessary to keep the school in good repair and aesthetically pleasing are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The floors, walls, and plumbing system are all in exemplary condition. To complete the FIT report, Operations Department conducts an annual in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or an upgrade. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections.

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected:

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	40	N/A	44	N/A	50	N/A
Math	29	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	27	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Hawthorne Elementary IB World School is a member of the Family Solutions Collaborative, Central Cluster. Through this partnership, the school is able to offer students and families counseling and case management services. Hawthorne PTA provides ongoing financial support for student incentives for academic achievement and attendance. Community partnerships provide incentives for our students' academic and attendance performance.

Parents are also encouraged to join the Hawthorne IB Parent Committee, which helps to design and promote action programs within the school and global community. Hawthorne's after-school Think-Together Program Leaders collaborate with Hawthorne School site administration and teachers to support student achievement by consistent involvement and voice in staff meetings, PLCs, and other support meetings. As funding becomes available, intervention programs are provided to identified underachieving students.

All Hawthorne parents and families are notified about various opportunities to be part of the Professional Learning Community that promotes a shared responsibility and effective parental involvement in the school. All notifications, agendas and minutes are available in both English and Spanish, as well as the availability of a Spanish Interpreter at all site events. Parent information segments during are scheduled on Back to School Night and Open House to inform parents and families of the services available to students that are funded by categorical budgets, at monthly Coffee with the Principal, and various parent informational meetings and school events. School to home outreach also utilizes an all school phone connect system, school website and several social media outlets to keep parents informed.

Funding for the action steps outlined below has been approved in our current SPSA based on our previous analysis. Proposed expenditures for categorical budgets are presented to the Hawthorne Leadership Team, staff and School Site Council (SSC) for a vote approval. Proposed staffing and programs funded by categorical budgets are presented to SSC for a vote approval. Proposed expenditure plans made available by categorical funds are shared with all parent groups for the purpose of including all stakeholders.

Contact Person: Michelle McMahon (909) 986-6582

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.

School Safety Plan (School Year 2020-2021)

Hawthorne Elementary School's Comprehensive Safe School Plan (C.S.S.P.) is current and was updated in January, 2021. The plan was recently reviewed and discussed with the staff in January, 2021. The key components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure student safety procedures. Our C.S.S.P. includes updated student Individual Health Plans. We are a zero tolerance school in regards to bullying. Incentive programs are in place to support our anti-bullying policy. Non-confidential portions of the safe school plan are made available to our school community in the 2020-2021 Hawthorne Elementary School Parent/Family Handbook.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	0.7	2.4	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.8	
Expulsions	0	0	0.08%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

*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 (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		5		21	1	4		19		3	
1	24		4		20	3	1		20		3	
2	24		4		24		4		27		3	
3	26		4		24		4		23		3	
4	31		3		25		4		28		3	
5	30		3		29		3		25		3	
6	23		4		31		3		30		4	
Other**												

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	6

Building capacity in the Hawthorne staff is a high priority. Hawthorne Elementary School is an authorized International Baccalaureate (IB) World School and therefore ensures that all staff receives the required training. Another high priority in staff development for the Hawthorne staff continues to be in the area of Common Core Standards for both ELA and in Math. Continued training in the focus areas of student engagement, PLCs, PBIS, ELD, ELA, math and technology and are also a high priority. Training and school-wide initiatives will continue to occur in the areas of IB, PBIS, Concept-Based Learning and other strategies that support student achievement. Professional development is based on district initiatives and data results from student performance, as well as site Leadership Team decisions. All students are assessed regularly using formative assessments and assessment results are discussed at PLCs. It is during that time that a review and interpretation of all student data occurs. Release time during the school day is provided so that teachers in all grade levels are able to work closely with the site instructional coaches and administration in developing instructional next steps along with identifying students who would benefit from intervention opportunities. Grade level goals and intensive instruction are agreed upon for classroom teaching. Teachers are additionally supported by coaching cycles, classroom visits, grade level collaboratives as well as weekly staff meetings

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7499	618.94	6880.06	120,165.36
District	N/A	N/A	1497.90	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	128.5	27.5
School Site/ State	-11.9	35.2

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

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

Types of Services Funded

Supplemental Services provided for identified at-risk students are designed to support and assist them in English Language Arts and Math. Funding is provided through categorical funding. In response to RTI, all students are assessed, and at-risk students are identified to develop intensive and strategic student groupings. An intervention was provided daily by classroom teachers. Progress monitoring was conducted using various formative and summative assessments. Furthermore, identified students received between the bells intervention and after school intervention with instruction provided by certificated classroom teachers and instructional aide support. Pre and post testing determine exit eligibility for all interventions. In class, instructional interventions provided by classrooms teachers include differentiated instruction, student whiteboards, Kagan Strategies, QTEL, MTSS, IB, GATE, a variety on-line programs including: i-Ready, Accelerated Reader, BrainPop Jr. and Pen Pals Schools. Materials professional development and paraprofessional support are fiscally supported by site and district funds.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://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.