

# Hawthorne Elementary School

## 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         |
|--|-----------------------------|
| <b>School Name</b>                       | Hawthorne Elementary School |
| <b>Street</b>                            | 705 West Hawthorne Street   |
| <b>City, State, Zip</b>                  | Ontario                     |
| <b>Phone Number</b>                      | (909)-986-6582              |
| <b>Principal</b>                         | Michelle McMahan            |
| <b>Email Address</b>                     | michelle.mcmahan@omsd.net   |
| <b>County-District-School (CDS) Code</b> | 3667819 6036263             |

| Entity                | Contact Information                                     |
|-----------------------|---|
| <b>District Name</b>  | Ontario-Montclair School District                       |
| <b>Phone Number</b>   | (909) 459-2500  |
| <b>Superintendent</b> | Dr. James Q. Hammond                                    |
| <b>Email Address</b>  | info@omsd.net   |
| <b>Website</b>        | <a href="https://www.omsd.net">https://www.omsd.net</a> |

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

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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 over 600 students in grades Transitional Kindergarten-6th grade. Inquiry-based transdisciplinary learning units are collaboratively developed by each grade level team to reflect the newly adopted 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: Math Lab, Lexia Learning, Accelerated Reader, RAZ Kids, IXL, Physical Education, Think-Together, Egyptian Dance and Drumming, instrumental music, Spanish and several after school clubs. Progress monitoring for student achievement is done through required District assessments such as the Reading Inventory, 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

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 106                |
| Grade 1                 | 78                 |
| Grade 2                 | 95                 |
| Grade 3                 | 97                 |
| Grade 4                 | 100                |
| Grade 5                 | 88                 |
| Grade 6                 | 92                 |
| <b>Total Enrollment</b> | <b>656</b>         |

### Student Enrollment by Group (School Year 2018-19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.5                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 1.1                         |
| Filipino                            | 0.2                         |
| Hispanic or Latino                  | 89.8                        |
| Native Hawaiian or Pacific Islander | 0.6                         |
| White                               | 5.5                         |
| Two or More Races                   | 1.1                         |
| Socioeconomically Disadvantaged     | 84.5                        |
| English Learners                    | 24.2                        |
| Students with Disabilities          | 9                           |
| Foster Youth                        | 0.3                         |
| Homeless                            | 7.8                         |

## 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 |
|---|----------------|----------------|----------------|------------------|
| <b>With Full Credential</b>   | 31             | 29             | 28             | 963              |
| <b>Without Full Credential</b>  | 0              | 0              | 0              | 4                |
| <b>Teaching Outside Subject Area of Competence (with full credential)</b> | 0              | 0              | 0              | 9                |

## 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:** August 2019

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

| Subject                      | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|----------------------------|--|
| <b>Reading/Language Arts</b> | TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016<br>K-6 Wonders (McGraw-Hill) - Adopted 2016  | Yes                        | 0%   |
| <b>Mathematics</b>           | TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program<br><br>K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.<br><br>*TK mathematics materials are from the most recent state adoption. | Yes                        | 0%   |
| <b>Science</b>               | TK- Big Day Houghton-Mifflin- Adopted 2016<br>K-5 California Inspire Science (McGraw Hill) - Adopted 2019<br>6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019  | Yes                        | 0%   |

| Subject                           | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|----------------------------|--|
| <b>History-Social Science</b>     | TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016<br>K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006*<br>6-8 My World Interactive (Pearson) - Adopted 2018<br><br>*K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards. | Yes                        | 0%   |
| <b>Health</b>                     | K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984  | No                         | 0%   |
| <b>Visual and Performing Arts</b> | TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008<br>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008<br>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008<br>6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008   | Yes                        | 0%   |

### 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. There were no planned or completed facility improvement projects during the 2017/2018 school year.

The school facility offers a good learning environment with fully functioning lighting, heating and cooling systems, and noise negation. Internet access which is available in the office and all classrooms and was updated during the 2017-2018 school year. Hawthorne School provides Smartboards, document cameras, desktops, chrome books and laptops to each classroom in grades TK-6. The district Information Services Department maintains a content filter for all Internet traffic, including e-mail, in accordance with the Children's Internet Protection Act (CIPA) guidelines. Funds from a variety of sources were made available to Hawthorne along with purchasing guidelines and the following purchases were made: upgraded technology (school-wide), instructional computer programs and walkie-talkies to expand staff communication and ensure school-wide safety.

#### 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 standard 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.

The most recent Williams' Inspection occurred on August 16, 2019. The visit was described as "a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Hawthorne Elementary School. In regards to Instructional Materials, no inefficiencies were observed. For School Facilities there were no extreme deficiencies observed. The following good repair deficiencies were observed and were all remedied on the same day of the visit 8/16/19. Cleanliness 22: Unsecured items are stored too high and pose a safety hazard (remedied 8/16/19) 62: Unsecured items are stored too high and pose a safety hazard (remedied 8/16/19). Electrical- 41: Computer cords not secured properly (remedied 8/16/19). Restrooms- Staff room/Lounge: Soap/Sanitizer empty (remedied 8/16/19) Upper Grades Restrooms (Near SST Office): Fixture/apparatus damaged, broken, missing or unsecured (work order #190834) (remedied 8/16/19) Primary Restrooms (Near Support Office): Stall doors or latches not functioning as designed (remedied 8/16/19) Sink/Fountains- K2: Classroom soap dispensers broken (remedied 8/16/19). Hazardous Material- 51: Cleansers not stored properly (remedied 8/16/19)

**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:** August 16, 2019

| System Inspected  | Rating | Repair Needed and Action Taken or Planned   |
|---|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                 | Good   |   |
| <b>Interior:</b> Interior Surfaces                                | Good   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation | Good   | Cleanliness 22: Unsecured items are stored too high and pose a safety hazard (remedied 8/16/19) 62: Unsecured items are stored too high and pose a safety hazard (remedied 8/16/19) |
| <b>Electrical:</b> Electrical                                     | Good   | Electrical- 41: Computer cords not secured properly (remedied 8/16/19)  |

| System Inspected  | Rating | Repair Needed and Action Taken or Planned   |
|---|--------|---|
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good   | Restrooms- Staff room/Lounge: Soap/Sanitizer empty (remedied 8/16/19)<br>Upper Grades Restrooms (Near SST Office): Fixture/apparatus damaged, broken, missing or unsecured (work order #190834) (remedied 8/16/19) Primary Restrooms (Near Support Office): Stall doors or latches not functioning as designed (remedied 8/16/19) Sink/Fountains- K2: Classroom soap dispensers broken (remedied 8/16/19) |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Fair   | Hazardous Material- 51: Cleansers not stored properly (remedied 8/16/19)  |
| <b>Structural:</b> Structural Damage, Roofs                             | Good   |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good   |   |
| <b>Overall Rating</b>   | Good   |   |



## 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             | 40             | 43               | 44               | 50            | 50            |
| Mathematics (grades 3-8 and 11)                    | 30             | 29             | 31               | 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                        | 383              | 377           | 98.43          | 1.57               | 39.79                   |
| Male                                | 175              | 174           | 99.43          | 0.57               | 32.76                   |
| Female                              | 208              | 203           | 97.60          | 2.40               | 45.81                   |
| Black or African American           | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native    |                  |               |                |                    |                         |
| Asian                               | --               | --            | --             | --                 | --                      |
| Filipino                            | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                  | 346              | 341           | 98.55          | 1.45               | 37.54                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                 | --                      |
| White                               | 17               | 17            | 100.00         | 0.00               | 64.71                   |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 333              | 329           | 98.80          | 1.20               | 37.39                   |
| English Learners                              | 150              | 147           | 98.00          | 2.00               | 30.61                   |
| Students with Disabilities                    | 49               | 48            | 97.96          | 2.04               | 8.33                    |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | 32               | 32            | 100.00         | 0.00               | 25.00                   |

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                                  | 383              | 379           | 98.96          | 1.04               | 28.76                   |
| Male  | 175              | 174           | 99.43          | 0.57               | 26.44                   |
| Female  | 208              | 205           | 98.56          | 1.44               | 30.73                   |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 346              | 343           | 99.13          | 0.87               | 26.53                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| White   | 17               | 17            | 100.00         | 0.00               | 52.94                   |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 333              | 331           | 99.40          | 0.60               | 26.59                   |
| English Learners                              | 150              | 149           | 99.33          | 0.67               | 20.81                   |
| Students with Disabilities                    | 49               | 48            | 97.96          | 2.04               | 10.42                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth  | --               | --            | --             | --                 | --                      |
| Homeless      | 32               | 32            | 100.00         | 0.00               | 21.88                   |

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           | 15.1   | 33.7   | 16.3  |

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)

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. 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. Community partnerships provide incentives for our students' academic performance.

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.

### Suspensions and Expulsions

| Rate               | School<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 1.0               | 0.8               | 0.7               | 2.5                 | 2.4                 | 3.0                 | 3.6              | 3.5              | 3.5              |
| <b>Expulsions</b>  | 0.0               | 0.0               | 0.0               | 0.0                 | 0.0                 | 0.0                 | 0.1              | 0.1              | 0.1              |

## School Safety Plan (School Year 2019-20)

Hawthorne Elementary School's Comprehensive Safe School Plan (C.S.S.P.) is current and was updated in August, 2019. The plan was recently reviewed and discussed with the staff in August, 2019. 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 2019-2020 Hawthorne Elementary School Parent/Family Handbook.

### 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            | 2016-17                 | 2016-17                  | 2016-17                | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|             | 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           | 23                 |                         | 5                        |                        | 22                 |                         | 5                        |                        | 21                 | 1                       | 4                        |                        |
| 1           | 25                 |                         | 4                        |                        | 24                 |                         | 4                        |                        | 20                 | 3                       | 1                        |                        |
| 2           | 27                 |                         | 4                        |                        | 24                 |                         | 4                        |                        | 24                 |                         | 4                        |                        |
| 3           | 25                 |                         | 4                        |                        | 26                 |                         | 4                        |                        | 24                 |                         | 4                        |                        |
| 4           | 31                 |                         | 3                        |                        | 31                 |                         | 3                        |                        | 25                 |                         | 4                        |                        |
| 5           | 22                 | 1                       | 4                        |                        | 30                 |                         | 3                        |                        | 29                 |                         | 3                        |                        |
| 6           | 26                 | 1                       | 4                        |                        | 23                 |                         | 4                        |                        | 31                 |                         | 3                        |                        |
| Other**     | 10                 | 1                       |                          |                        |                    |                         |                          |                        |                    |                         |                          |                        |

\*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  |                                   |

| Title                              | Number of FTE* Assigned to School |
|------------------------------------|-----------------------------------|
| Social Worker                      |                                   |
| Speech/Language/Hearing Specialist |                                   |
| Resource Specialist (non-teaching) |                                   |

\*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                                   | 7499                         | 618.94                              | 6880.06                               | 120,165.36             |
| District                                      | N/A                          | N/A                                 | 1497.90                               | \$87,821.00            |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 128.5                                 | 31.1                   |
| State   | N/A                          | N/A                                 | \$7,506.64                            | \$82,663.00            |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -8.7                                  | 37.0                   |

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)

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 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: Lexia Learning, Accelerated Reader, BrainPop Jr. and Starfall. Materials professional development and paraprofessional support are fiscally supported by site and district funds.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                              | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary              | \$46,733        | \$45,741                                     |
| Mid-Range Teacher Salary              | \$83,119        | \$81,840                                     |
| Highest Teacher Salary                | \$100,254       | \$102,065                                    |
| Average Principal Salary (Elementary) | \$132,145       | \$129,221                                    |
| Average Principal Salary (Middle)     | \$134,622       | \$132,874                                    |
| Average Principal Salary (High)       | \$0             | \$128,660                                    |
| Superintendent Salary                 | \$289,542       | \$224,581                                    |

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Percent of Budget for Teacher Salaries        | 37%             | 36%  |
| 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 | 6       | 6       | 7       |

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, Instructional Rounds, 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 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.