

Hawthorne Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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).

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.

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.

2023-24 School Contact Information

School Name	Hawthorne Elementary School
Street	705 West Hawthorne Street
City, State, Zip	Ontario
Phone Number	(909) 986-6582
Principal	Karen Aristizabal
Email Address	karen.aristizabal@omsd.net
School Website	https://www.omsd.net/Domain/19
County-District-School (CDS) Code	3667819 6036263

2023-24 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website	https://www.omsd.net

2023-24 School Description and Mission Statement

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 540 students in grades Preschool and Transitional Kindergarten-6th grades. 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 the social-emotional well being of our students through PBIS and SEL daily lessons, the development of high performing collaborative Professional Learning Communities (PLC) to increase student achievement and engagement.

The diverse student body represents a multicultural, multilingual population. Students have the opportunity to participate in

2023-24 School Description and Mission Statement

intervention and enrichment programs which include: i-Ready, Accelerated Reader, Bell to Bell Interventions in Reading and Math, Physical Education, Think-Together, instrumental music, Spanish and several after school clubs via our Extended Learning Opportunities Program (ELOP). Progress monitoring for student achievement is done through required District assessments such as: i-Ready Benchmarks, trimester report cards, and other formative and summative assessments within the IB program.

Hawthorne's Mission Statement is to collaborate, evaluate, reflect and enhance equitable systems that support all student learning, maximizing each student's potential. Our approach will utilize data, best practices and partnerships to develop a growth mindset, empowering students to become well rounded, confident learners. Hawthorne's Vision Statement is: Empowering Our Community to Make a Positive Difference!

Hawthorne Elementary fosters our students' love for learning, encourages them to try new and exciting things, and give them a solid foundation to build on. Go Hawks!

Sincerely,
Karen Aristizabal
Principal, Hawthorne Elementary International Baccalaureate World School

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	84
Grade 2	77
Grade 3	75
Grade 4	81
Grade 5	80
Grade 6	88
Total Enrollment	577

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
American Indian or Alaska Native	0.9%
Asian	1.7%
Black or African American	2.8%
Hispanic or Latino	86%
Two or More Races	1.2%
White	7.5%
English Learners	26.5%
Foster Youth	1.9%
Homeless	10.4%
Socioeconomically Disadvantaged	79%
Students with Disabilities	9.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	99.59	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.41	6.00	0.65	12115.80	4.41
Unknown	0.00	0.00	54.10	5.83	18854.30	6.86
Total Teaching Positions	24.10	100.00	927.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	95.87	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown	1.00	4.13	59.30	6.04	15831.90	5.67
Total Teaching Positions	24.10	100.00	981.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-6 Wonders (McGraw-Hill) – Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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.	No	0%
Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-5 California Vistas* (Macmillan/McGraw- Hill) - Adopted 2006 *K-5 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. 6-8 My World Interactive (Pearson-Scott Foresman/Prentice Hall) Adopted 2018	Yes	0%
Foreign Language	N/A		0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

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. There are not current or planned facility improvements. 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 and Extended Learning Opportunities Program (our after-school programs) 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. Security cameras have strategically been placed for the safety of our staff, students and parents throughout our campus. 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.

At the time of publishing, a facilities inspection had been conducted on 11/1/2022. There were 5 good repair deficiencies observed and no extreme deficiencies noted.

Year and month of the most recent FIT report

08/18/2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Rm 71: Linoleum flooring needs replacement (11/1/2022) Rm 71: North door does not close properly (11/1/2022)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Custodian Room E: Unsecured items are stored too high and pose a safety hazard (remedied 11/01/22) 63: Unsecured items are stored too high and pose a safety hazard (remedied 11/1/2022) Library: Crickets in the east door of the library.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Staff RR3: Repair chipping paint below the sink (11/1/2022)
Safety: Fire Safety, Hazardous Materials	X			MPR Elect. Rm: Keep fire extinguisher access clear. (11/1/22) MPR Auditorium: Replace expired tritium exit signs with phot luminescent signs. (11/1/2022) RM P62: Fire extinguisher hook is loose and need repair. (11/1/22)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 11: South door not closing property (11/1/2022) Library: East door of the library needs to be replaced. (11/1/22) Rm 73: Replace broken valve box cover south of P-73 and west of container (11/1/22) Rm 63: West fence line bushes and Ivy need to be trimmed (11/1/22) Rm 63: Repair replace loose threshold. (11/1/22) Rm 63: Replace ramp decking as needed and apply non skid. 11/1/22)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31	30	40	40	47	46
Mathematics (grades 3-8 and 11)	20	22	26	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	313	95.14	4.86	30.35
Female	158	147	93.04	6.96	30.61
Male	171	166	97.08	2.92	30.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	295	280	94.92	5.08	27.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	57.14
English Learners	87	75	86.21	13.79	9.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	170	168	98.82	1.18	27.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	31.43

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	325	98.78	1.22	21.85
Female	158	154	97.47	2.53	16.23
Male	171	171	100.00	0.00	26.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	295	292	98.98	1.02	19.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	47.62
English Learners	87	86	98.85	1.15	6.98
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	170	170	100.00	0.00	18.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	22.86

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.36	26.19	19.46	22.36	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	84	98.82	1.18	26.19
Female	46	45	97.83	2.17	20.00
Male	39	39	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	74	73	98.65	1.35	17.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	000	98.8	100	100	100

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Hawthorne Elementary IB World School is a member of OMSD's Family and Student Collaborative Services. 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 student engagement. 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 became available, intervention programs were provided, bell to bell instructional time to identify at promise students. In 2022, we hired an Extended Learning Opportunities Program Coordinator to offer afterschool interventions and student engagement opportunities such as Fun and Fitness, cooking classes, foreign language, field trips, just to name a few.

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.

2023-24 Opportunities for Parental Involvement

Contact Person: Karen Aristizabal (909) 986-6582

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	637	623	162	26.0
Female	300	294	78	26.5
Male	337	329	84	25.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	2	33.3
Asian	10	10	1	10.0
Black or African American	20	19	9	47.4
Filipino	0	0	0	0.0
Hispanic or Latino	548	538	141	26.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	7	2	28.6
White	45	43	7	16.3
English Learners	179	175	40	22.9
Foster Youth	12	11	1	9.1
Homeless	110	107	33	30.8
Socioeconomically Disadvantaged	533	521	142	27.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	79	24	30.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.06	2.20	0.03	1.69	1.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.2	0
Female	2.67	0
Male	1.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	10	0
Filipino	0	0
Hispanic or Latino	2.01	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.22	0
English Learners	1.12	0
Foster Youth	25	0
Homeless	2.73	0
Socioeconomically Disadvantaged	2.63	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.25	0

2023-24 School Safety Plan

Hawthorne Elementary School's Comprehensive Safe School Plan (C.S.S.P.) is current and was updated in July 2022. The plan was recently reviewed and discussed with the staff in 2023. 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 with support from our Nurses and Health Aides. 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 our annual Hawthorne Elementary School Parent/Family Handbook.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	25		3	
2	19	1	3	
3	24		3	
4	30		3	
5	29		3	
6	23		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	25		3	
2	24		3	
3	20	1	3	
4	23		3	
5	22	1	3	
6	27		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	0
1	20	1	3	0
2	26	0	3	0
3	25	0	3	0
4	20	1	3	0
5	27	0	3	0
6	29	0	3	0
Other	7	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,321	1,047	7,274	129,807
District	N/A	N/A	1497.90	\$94,232
Percent Difference - School Site and District	N/A	N/A	131.7	33.6
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	9.8	39.2

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,330	\$54,215
Mid-Range Teacher Salary	\$91,294	\$86,843
Highest Teacher Salary	\$110,117	\$111,440
Average Principal Salary (Elementary)	\$145,803	\$140,851
Average Principal Salary (Middle)	\$149,251	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$334,284	\$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

Professional Development

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

Professional Development

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 collaborations as well as bi-weekly staff meetings.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	