Hawthorne Elementary
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
Street	2700 Irving St.
City, State, Zip	Riverside, CA 92504
Phone Number	(951) 352-6716
Principal	Longina Summers
Email Address	lsummers@riversideunified.org
School Website	hawthorne.riversideunified.org
County-District-School (CDS) Code	33-67215-6032619

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Hawthorne Elementary School community serves 685 students from preschool through sixth grade with a staff of 72 certificated and classified. We are committed to working collaboratively to provide an engaging, rigorous instructional program that enables all students to reach their full potential as individuals -- ready for college or career. The Hawthorne Team is dedicated to working with all stakeholders to build a solid foundation for students in all areas of AVID, PBS, and Social-Emotional Learning. Digital literacy and citizenship are taught at all grade levels, and innovation in the use of technology for teaching and learning is actively encouraged. Success is measured by student performance on state assessments, district benchmarks, performance-based assessments, student work products, and surveys of students, parents, and staff. For Academic English Learners, success is also measured by performance on measures of English language development.

Our school mission statement is:
Hawthorne, an AVID Elementary School
We believe all students can learn and achieve their full potential.
We provide each student with standards-based instruction and targeted interventions in a caring, safe, and collaborative learning environment. We are student-centered and commit to being better every day.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	73
Grade 2	92
Grade 3	91
Grade 4	89
Grade 5	93
Grade 6	89
Total Enrollment	647

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6%
Male	50.4%
American Indian or Alaska Native	0.3%
Asian	1.4%
Black or African American	3.1%
Filipino	1.4%
Hispanic or Latino	79.8%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.6%
White	12.4%
English Learners	20.9%
Foster Youth	0.9%
Homeless	1.2%
Socioeconomically Disadvantaged	77.4%
Students with Disabilities	13.9%

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)	25.10	86.19	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	4.00	13.81	151.80	8.83	18854.30	6.86
Total Teaching Positions	29.10	100.00	1720.00	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	84.51	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.64	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.91	38.00	2.21	11953.10	4.28
Unknown	3.00	10.93	127.00	7.37	15831.90	5.67
Total Teaching Positions	27.40	100.00	1723.70	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	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

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

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

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

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected	10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 2007
Lot Size: 9.6 Acres
37 Permanent Classrooms
2 Portable Classroom
LCR/Computer Lab
Completely Air Conditioned
Multi-Purpose Room
Indoor and Outdoor Cafeteria

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

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

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

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

Year and month of the most recent FIT report	09/13/2023 - 09/29/2023

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			HAW(2)C-104 (Classroom): 4: (D) Ceiling tiles have holes or stains HAW(2)D-104 (Administration): 4: (D) Ceiling tiles have holes or stains HAW(2)G-101 (Classroom): 4: (D) Ceiling tiles have holes or stains HAW(2)H-H101 (Classroom): 4: (D) Carpeting is stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			HAW(2)B-102 (Utility): 5: Door not latching 15: Door not latching HAW(2)B-106 (Multi Purpose Room): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup 10: Fire extinguishers not signed HAW(2)B-106A (Corridor): 5: Clutter in walkway
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			HAW(2)B-103 (Restroom): 8: Locks missing on toilet seat cover dispenser 15: Door not latching HAW(2)F-118 (Restroom): 9: Sink in Boy restroom faucet is broken

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			HAW(2)B-106 (Multi Purpose Room): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup 10: Fire extinguishers not signed HAW(2)B-107 (Multi Purpose Room): 10: Fire extinguisher not signed
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			HAW(2)B-102 (Utility): 5: Door not latching 15: Door not latching HAW(2)B-103 (Restroom): 8: Locks missing on toilet seat cover dispenser 15: Door not latching HAW(2)B-104 (Restroom): 15: Door not latching HAW(2)GR-BCOURTS (Courts): 14: (D) Significant cracks, trip hazards, holes or deterioration HAW(2)GR-PARKING (Parking Lots): 14: (D) Significant cracks, trip hazards, holes or deterioration HAW(2)GR-PPLAY (Play Yard): 14: The rubber play surface under and around swings is cracked, has small holes, and is separated from the hardscape. HAW(2)GR-QUAD (Quad Area): 14: (D) There are signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets. Planters have exposed roots, stumps, and no mulch.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| B. Pupil Outcomes | **State Priority: Pupil Achievement** |

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)	38	39	46	44	47	46
Mathematics (grades 3-8 and 11)	23	26	30	31	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	365	363	99.45	0.55	38.57
Female	189	188	99.47	0.53	42.55
Male	176	175	99.43	0.57	34.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	284	283	99.65	0.35	37.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	48	47	97.92	2.08	42.55
English Learners	54	54	100.00	0.00	12.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	25	25	100.00	0.00	36.00
Socioeconomically Disadvantaged	297	295	99.33	0.67	34.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	6.25

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	365	363	99.45	0.55	25.90
Female	189	188	99.47	0.53	26.60
Male	176	175	99.43	0.57	25.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	284	283	99.65	0.35	24.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	48	47	97.92	2.08	31.91
English Learners	54	54	100.00	0.00	1.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	25	25	100.00	0.00	16.00
Socioeconomically Disadvantaged	297	295	99.33	0.67	24.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	0.00

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)	15.19	24.42	26.85	27.64	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	93	92	98.92	1.08	22.83
Female	43	42	97.67	2.33	19.05
Male	50	50	100.00	0.00	26.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	77	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	67	98.53	1.47	20.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

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	97.80%	96.80%	98.90%	97.80%	98.90%

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

Parent Involvement Contact Person's Name: Principal, Longi Summers
Contact Person's Phone Number: 951-352-6716

All parents are encouraged to take an active role in their child's education. This includes supporting students with daily homework and maintaining open lines of communication with their child's teacher and site administrators. Parents attend Back to School Night to learn about the requirements for the grade level their child is entering and to meet their child's teacher. Open House is held in the spring; all families are invited to visit classrooms, talk with teachers, and view students' work on display. Parents are welcomed to the `bi-monthly "Coffee with the Principals" and have the opportunity to gather and discuss issues and opportunities at Hawthorne. Parents are also invited to our monthly AVID celebration where students are recognized for excellence in AVID strategies and High Expectations.

Parents are informed of and invited to join School Site Council (SSC), the English Learners Advisory Committee (ELAC), the State Preschool Parent Committee, and the Hawthorne Parent/Teacher Association (PTA). Representatives from SSC and ELAC also participate in district-level meetings to learn about programs in the Riverside Unified School District and to give recommendations for improving the district's educational programs. Hawthorne is also looking forward to providing opportunities to families to learn more about AVID and participate in College and Career activities.

The Parent/Teacher Association (PTA) hosts activities throughout the year along with monthly meetings. Parents participate in organizing and supervising PTA activities, Book Fair, Spring Festivals, fundraisers, and special school-wide assemblies.

Through groups such as School Site Council, ELAC and PTA, parents share ideas and work with staff to set priorities for learning, identifying ways to support students and parents, and work with staff on common goals such as improving student attendance.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	690	681	161	23.6
Female	338	333	81	24.3
Male	352	348	80	23.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	10	10	0	0.0
Black or African American	21	21	3	14.3
Filipino	9	9	0	0.0
Hispanic or Latino	548	540	137	25.4
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	4	4	0	0.0
White	84	83	16	19.3
English Learners	148	145	32	22.1
Foster Youth	9	8	0	0.0
Homeless	11	10	4	40.0
Socioeconomically Disadvantaged	539	531	128	24.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	120	118	43	36.4

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	0.90	1.01	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.01	0
Female	0.59	0
Male	1.42	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.76	0
Filipino	0	0
Hispanic or Latino	0.73	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.68	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	1.11	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.83	0

2023-24 School Safety Plan

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

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	5	16	2	
1	9	9		
2	8	9	2	
3	9	7	3	
4	11	4	2	
5	8	4	1	
6	18	2	1	
Other	13	5	2	

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	19	4	1	
1	20	1	3	
2	26		3	
3	27		3	
4	27		3	
5	31		2	
6	32		2	
Other	13	4	1	

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	20	2	4	0
1	22	0	3	0
2	28	0	3	0
3	28	0	3	0
4	29	0	3	0
5	29	0	3	0
6	28	0	3	0
Other	9	4	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	647

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	2.2

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	8,671.88	2,472.07	6,199.82	91,292.35
District	N/A	N/A	6,918.86	$98,845
Percent Difference - School Site and District	N/A	N/A	-11.0	-5.9
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	3.8	6.7

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

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/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,701	$55,550
Mid-Range Teacher Salary	$92,477	$80,703
Highest Teacher Salary	$120,945	$109,418
Average Principal Salary (Elementary)	$141,865	$137,703
Average Principal Salary (Middle)	$149,298	$143,760
Average Principal Salary (High)	$161,115	$159,021
Superintendent Salary	$332,800	$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

For the 2021/2022 School Year, Hawthorne teachers will participate in the following professional development opportunities.
1. The district provided PD through the RISE platform
2. Consultation and work with RUSD Instructional Service Specialists in the areas of ELA, Math, English Learners, and STEM
3. K-2 Gateway Training
4. Wonders Training
5. Multi-Tiered Systems of Support Training
6. AVID Summer Institute
7. Shattering Inequities Book Study

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

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

Professional development was offered via site-based training and district-offered PD sessions. Teams invited district specialists into their collaboration meetings for additional, specific, and ongoing support.

Professional development will continue to include district and site training on Common Core State Standards, instructional and intervention strategies, and AVID. Hawthorne teachers in grades K - 2 will continue to focus on literacy and numeracy and will use K-2 Institute strategies with struggling students. This training includes a scope and sequence of phonemic awareness and phonics, along with proven instructional strategies that tap all learning modalities. Professional development is offered during and after the school day at both site and district locations. Conference attendance, coaching, observations guided by teachers, and meetings with site administrators are offered as choices as well. Team leaders will continue to participate with site administrators in a series of Shared Leadership opportunities.

2022-2023 School Year
1. ELA Professional Development (Intentional Literacy Planning) -Certificated
2. LAS Links - Certificated
3. Instructional Assistant Collaboration
4..Planning Days/ Data analysis for each grade level
5.. Step Con
6. AVID Summer Institute
7.MTSS/PBIS

As we planned for the 2022-2023 school year, we started our professional development with a focus on AVID. We are an AVID elementary school and we were dedicated to ensuring that all of our staff received the necessary training to meet the needs of our students as they learned and applied their AVID strategies to their daily learning. Professional development also included training in our Digital platform, LAS Links, which is used to measure the language development of our English Learners. Our focus on data expanded to our teams in that each team was given 3 planning/professional development days so that they could analyze data and respond with an instructional plan that focused on collective and individual student needs. MTSS/PBIS training was conducted this year as an extension from last year's training. Our team was able to take the information that was learned at the training and apply it to develop a school-wide high-expectation program. This year we are giving more professional development opportunities to our Classified Staff starting with Instructional Assistants. These meetings are designed for learning opportunities as well as getting their perspective to grow our school culture.

2023-2024 School Year
1. AVID Trainings - Costa's Levels, Philosophical Chairs - Certificated Teachers
2. Math Training - Monthly at staff meetings
3. Instructional Assistant Collaboration
4..Planning Days/ Data analysis for each grade level
5. ELD Professional Development
6. AVID Summer Institute
7.MTSS/PBIS
8. History Social Science New Adoption Training - Certificated Teachers

Professional Development

As we planned for the 2023-2024 school year, we started our professional development with a focus on behavior for all of our certificated staff which included mindset, positive reinforcements, and escalation cycle. We are an AVID elementary school and have planned monthly meetings with a focus on WICOR strategies specifically in math and inquiry. Professional development also included yearly mandated training, History Social-Science adoption training, AVID trainings provided by RIMS AVID. Our focus remains on data and intentionally planning to meat the needs of our students. Each grade level team was given 3 planning/professional development days so that they could analyze data and respond with an instructional plan that focused on collective and individual student needs. MTSS/PBIS training was conducted this year as an extension from last year's training. Our team is focused on solidifying our school wide expectations and implementation of PBS. We are also shifting focus to academics. We are continuing our work with having bi-monthly meetings with our Instructional Assistants. These meetings are designed for learning opportunities as well as getting their perspective to grow our school culture. A new addition this year is more training and support in Mathematics. We have a Math TOSA that has been working with individuals and teams to plan fluency, lessons, and utilize a new math program Nex Gen.

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	30	32	40