Hawthorne Elementary
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hawthorne Elementary
Street	2700 Irving St.
City, State, Zip	Riverside, CA 92504
Phone Number	(951) 352-6716
Principal	Ellen Parker
E-mail Address	eparker@rusd.K12.ca.us
Web Site	www.rusdlink.org/Domain/17
Grades Served	P-6
CDS Code	33-67215-6032619

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

The Hawthorne Elementary School community serves students in pre-school through sixth grade. We are committed to working collaboratively to provide an engaging, rigorous instructional program that enables all students to reach their full potential as individuals ready for college or career. The Hawthorne Team is dedicated to working with all stakeholders to build a solid foundation for students in all areas of the curriculum, including the visual and performing arts. 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, and student work products. For Academic English Learners, success is also measured by performance on the California English Language Development Test (CELDT).

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	128
Grade 1	112
Grade 2	98
Grade 3	105
Grade 4	97
Grade 5	86
Grade 6	87
Total Enrollment	713

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.3
Asian	2.8
Filipino	0.4
Hispanic or Latino	71.7
Native Hawaiian or Pacific Islander	0.6
White	16.4
Two or More Races	0.7
Socioeconomically Disadvantaged	76.7
English Learners	22.6
Students with Disabilities	10.9
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	31	33	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.7	3.3
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/2015

Materials Sufficiency Board Meeting Date: October 5, 2015

The table displays information collected in October 5, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

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

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013) Houghton Mifflin Reading: A Legacy of Literacy, 3-6 (Adopted in 2002) Scholastic: Read 180/System 44 -(Adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Elementary Music Program and Standards-based Arts Lessons	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 2007
Lot Size: 9.6 Acres
34 Permanent Classrooms
0 Relocatable Classrooms
LCR/Computer Lab
Completely Air Conditioned
Multi-Purpose Room
Indoor and Outdoor Cafeteria

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

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Hawthorne Elementary School completed their school site inspection on 03/15/2016.

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

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

# of Work Orders = 370
Labor Hours = 935.23
Assessed Value of Work = $39,413.72

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 03/15/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 03/15/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	42	43	44
Mathematics	35	33	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	106	103	97.2	31	32	26	11
	4	97	96	99.0	36	15	28	21
	5	95	88	92.6	30	30	33	8
	6	89	88	98.9	28	30	31	11
Male	3		50	47.2	36	30	24	10
	4		59	60.8	41	10	32	17
	5		48	50.5	33	29	38	0
	6		48	53.9	31	33	25	10
Female	3		53	50.0	26	34	28	11
	4		37	38.1	30	22	22	27
	5		40	42.1	25	30	28	18
	6		40	44.9	25	25	38	13
Black or African American	3		7	6.6	--	--	--	--
	4		6	6.2	--	--	--	--
	5		5	5.3	--	--	--	--
	6		8	9.0	--	--	--	--
American Indian or Alaska Native	6		1	1.1	--	--	--	--
Asian	3		1	0.9	--	--	--	--
	4		3	3.1	--	--	--	--
	6		2	2.2	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
Hispanic or Latino	3		75	70.8	32	32	27	9
	4		64	66.0	39	17	22	22
	5		70	73.7	27	31	36	6
	6		63	70.8	25	32	33	10
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
	4		2	2.1	--	--	--	--
White	3		15	14.2	27	20	47	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		19	19.6	32	0	47	21
	5		11	11.6	18	36	27	18
	6		10	11.2	--	--	--	--
Two or More Races	3		1	0.9	--	--	--	--
	5		2	2.1	--	--	--	--
	6		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		88	83.0	30	32	26	13
	4		75	77.3	40	17	27	16
	5		70	73.7	33	33	27	7
	6		63	70.8	37	30	27	6
Students with Disabilities	3		4	3.8	--	--	--	--
	4		5	5.2	--	--	--	--
	5		5	5.3	--	--	--	--
	6		4	4.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	106	106	100.0	31	28	31	9
	4	97	97	100.0	29	27	34	10
	5	95	89	93.7	48	28	19	4
	6	89	88	98.9	35	35	17	13
Male	3		51	48.1	37	27	25	10
	4		59	60.8	27	24	34	15
	5		49	51.6	47	27	24	2
	6		48	53.9	42	31	15	13
Female	3		55	51.9	25	29	36	9
	4		38	39.2	32	32	34	3
	5		40	42.1	50	30	13	8
	6		40	44.9	28	40	20	13

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		7	6.6	--	--	--	--
	4		6	6.2	--	--	--	--
	5		5	5.3	--	--	--	--
	6		8	9.0	--	--	--	--
American Indian or Alaska Native	6		1	1.1	--	--	--	--
Asian	3		1	0.9	--	--	--	--
	4		3	3.1	--	--	--	--
	6		2	2.2	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
Hispanic or Latino	3		78	73.6	31	28	32	9
	4		65	67.0	29	29	31	11
	5		71	74.7	46	32	17	4
	6		63	70.8	33	35	21	11
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
	4		2	2.1	--	--	--	--
White	3		15	14.2	40	13	33	13
	4		19	19.6	26	21	42	11
	5		11	11.6	45	18	27	9
	6		10	11.2	--	--	--	--
Two or More Races	3		1	0.9	--	--	--	--
	5		2	2.1	--	--	--	--
	6		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		90	84.9	31	29	32	8
	4		76	78.4	33	28	30	9
	5		71	74.7	52	30	14	4
	6		63	70.8	41	33	17	8
Students with Disabilities	3		4	3.8	--	--	--	--
	4		5	5.2	--	--	--	--
	5		5	5.3	--	--	--	--
	6		4	4.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	27	39	31	56	60	58	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	31
Male	33
Female	28
Black or African American	--
Hispanic or Latino	27
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	30
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.80	16.70	17.80

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parent Involvement Contact Person's Name: Principal Ellen Parker
Contact Person's Phone Number: 951-352-6716

All parents are encouraged to take an active role in their child's education. This includes supporting students with daily homework and maintaining open lines of communication with their child's teacher and site administrators. Parents attend Back to School Night to learn about the requirements for the grade level their child is entering and to meet their child's teacher. Monthly meetings are held for parents of preschoolers to discuss topics of interest and to provide parents with opportunities to ask questions about the

program. Open House is held in the spring; all families are invited to visit classrooms, talk with teachers, and view students' work on display. Throughout each year, parents are invited and encouraged to volunteer in their child's classroom. Parents are also welcome to volunteer to work with students in the Personalized Learning Lab or in grade-level common areas (pod). Participation in special events such as field trips is welcomed.

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

The Parent/Teacher Association (PTA) hosts activities throughout the year such as on-campus Family Nights and off-campus activities including skating and bowling. Parents participate in organizing and supervising PTA activities including the monthly Hawk Shop, Book Fair, fundraisers, and special school-wide assemblies. PTA maintains the Student of the Month display with photographs of students who have been recognized for their accomplishments. Parents are personally invited to attend the Student of the Month Assembly when their child is being recognized for academic and social achievements. PTA also hosts an ice cream party for Honor Roll students every trimester. Parents participate in the development of special programs, such as Personalized Learning, which provides students with an opportunity to pursue areas of interest, learn at their own pace, and use technology to enhance their learning. Through groups such as School Site Council and PTA, parents share ideas and work together with staff to set priorities for learning, identify ways to support students and parents, and work with staff on common goals such as improving student attendance.

During the 2014-2015 school year, two parents participated in the PELI training, which supports parents in developing skills as project leaders to address needs at schools. Parents of participating students attended the site and district Science Fair, the PTA Reflections Awards Presentation, and elementary band concerts. Hawthorne parents also attended the RUSD Personalized Learning Summits and the Volunteer of the Year recognition ceremony.Two Family Math Nights were held. District Specialists led parents in activities they could do at home to help their children build conceptual understanding.

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.19	1.33	0.65	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 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, and lockdown 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; 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 and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	1	3		18	3	4		21	1	5	
1	30		3		28		3		21	1	3	
2	30		3		25	1	3		24	1	4	
3	31		2		29		4		29		3	
4	30		3		32		2		28		3	
5	32		3		32		1	2	26	1	2	1
6	25	1	3		26	1	3		32		2	1
Other	16	2							12	1		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,991	2,069	3,922	77,104
District	N/A	N/A	$4,709	$79,035
Percent Difference: School Site and District	N/A	N/A	-16.7	-2.4
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-26.7	5.7

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

Types of Services Funded (Fiscal Year 2014-15)

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

$75,161 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

$163,376 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,695	$43,165
Mid-Range Teacher Salary	$73,295	$68,574
Highest Teacher Salary	$95,855	$89,146
Average Principal Salary (Elementary)	$119,572	$111,129
Average Principal Salary (Middle)	$126,482	$116,569
Average Principal Salary (High)	$137,354	$127,448
Superintendent Salary	$239,574	$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

As the **2015-2016** school year began, All Hawthorne employees participated in a district-wide professional development day that began with addresses from the superintendent and the "Google Evangelist,"

As a school, we chose to continue to focus on improvomg our implementation of 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 25% when compared with last year's results. Focus and goals for students not at grade level will be to decrease the percentage of those students by 15%. 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.

Professional development will continue to include district and site training on Common Core State Standards, instructional and intervention strategies, integration of technology, digital citizenship. District, site, and outside consultants will support expansion of our innovative Personalized Learning program, which will grow from an original team of 8 teachers in 2013-2014 to at least 15 teachers covering all grades TK - 6, A new major focus for K - 2 teachers is the K-2 Institute, which teaches a scope and sequence of phonemic awareness and phonics lessons along with proven instructional strategies that tap all learning modalilties.

As last year began (**2014-2015),** all RUSD staff participated in a district-wide Welcome Event and listened to a Keynote Address during which Dr. David Hansen, the new RUSD Superintendent, welcomed everyone to the school year and set a positive tone for the work ahead organized around a them of the Power of Team. Following that event, all Hawthorne teachers, administrators, and instructional assistants participated in district-wide professional development designed to support a quality, rigorous implementation of the Common Core State Standards (CCSS) and effective use of district-adopted or district developed instructional materials. Three days of training were provided during the week before school started; an additional three days were provided during the school year. Teachers and instructional assistants deepened their understanding of English language arts and math CCSS and applicable, effective instructional strategies. Attendees also had the opportunitiy to choose some sessions based on their individual professional goals or interests. Staff development at both the district and site level also included sessions on curriculum and the use of instructional technology tools and online resources for teaching and learning.

Professional development for RSP, Speech and Language, and Special Day Class teachers (mild-moderate and moderate-severe) focused on ways to provide special needs students with access to the core curriculum as well as instruction that will meet their needs as proscribed in their Individual Educational Program (IEPs). changes in ELA and math curriculum materials and a new online program for writing Individualized Educational Programs (IEPs). Teachers and aides participated in initial or required updates of training in ProAct strategies, which help staff create and maintain classroom environments that support positive student behavior and help students regain control of their behavior when necessary.

Classified staff in non-classroom roles (office, library media assistant, health clerk, custodian, and nutrition services personnel) received training in job-specific duties and especially in any technical data recording policy or related online programs, such as the updated Aeries system. Members of each group attended job-alike meetings and participated in webinars to keep abreast of changes.

Teachers participated in ongoing staff development during regularly scheduled meetings, weekly collaboration during early release days, and paid staff development offered beyond the contract day.The district Instructional Services Specialists and Staff Development Specialists for English language arts and math provided support and guidance to teams and individual teachers. Additional support for teachers with combination-grade classes was provided by specialists for both ELA and math.

Grade-level teams met with the principal during full-day release days to analyze English language arts and mathematics data and plan instructional responses. The focus was on reading by third grade, closing the achievement gaps for English learners, and developing coneptual understanding of math concepts.

Staff development specialists for Special Education and early literacy also met with teams and individual teachers, helped analyze data, modeled instructional strategies, and made suggestions for program implementation improvements and class management strategis. In addition to implementation of CCSS, the teams focused on reading instruction and use of formative data (DIBELS) to provide targeted small-group instruction.

Integration of instructional technology, teaching of digital literacy, and effective use of online resources (including Illluminate, Reading Eggs, Lexia, Pearson Realize, and i-Ready) was supported by training from outside vendors, district specialists, team leaders,

and the principal. All teachers received online and face-to-face training in the use of these resources baed on their grade level needs. All general education teachers participated in a pilot of i-Ready, an online, adaptive resource with exercises and lessons for students in English language arts and math. Training on the use of Haiku as an online resource for teachers, students, and parents was provided throughout the year in a variety of settings. This will continue to be an area of focus for 2015-2016. Imagine Learning was a program piloted by our mild-moderate Special Day Class teachers with support from the Special Education Department. Regular data analysis with a specialist and with program vendors showed the program to be effective and it will be continued this year.

 Eight teachers participated in a grant-funded pilot of Personalized Learning that included students in grades TK through fifth grade. The PL design team, which also included three parents, the library media assistant, and the principal, also wrote a successful proposal to move forward with a launch of Personalized Learning in 2015-2016. The team attended 4 days of professional development with a consultant, EdElements, and RUSD specialists from the Department of Innovation and Learner Engagement. The focus of this training and collaborative work was development of an understanding of the five elements of the PL model, and planning for Year One focus on Learner Profiles and Learning Plans. The team attended the RUSD Personalized Learning Summit and worked during the summer prior to the start of school with a consultant from Gooru on use of that resource to construct online libraries for students to use in support of CCSS instruction.

 Teachers and the principal attended a variety of conferences and professional development opportunities based on individual interest and need. These included including Google for Education (4 teachers and the principal), AVID (3 teachers new to the program), Beginning Teacher and Assessment Program (2 teachers completing credentials), and refreshers or new training for the DIBELS assessment program, SST and IEP Administration training, 504 coordinators, CBEDS and CAASPP training for all implemented and piloted portions of the new, online state tests.

 A goal was for all students to have access to a Netbook or Chromebook for their personal use by the end of the year. We came very close, and did meet that goal at the beginning of the 2015-2016 school year. Teachers received technical training and instructional support to help them make effective use of the resources and develop practices for taking care of these resources.

 During the **2013-2014** school year, all certificated teachers participated in professional development and received support with the goal of providing students with an effective instructional program and improving student achievement. Areas of focus included the RUSD Plan for Transition to the Common Core, content and instruction for the Common Core State Standards, and use of the Treasures English Language Arts instructional materials for grades K - 2. Teachers continued to collaborate for data analysis and instructional cycle planning in English language arts and math. Teachers attended training for new components of the DIBELS assessment tool (DAZE and Retell) to monitor students' progress in the areas of fluency and reading comprehension.

School-wide professional development also included close reading across the curriculum and academic vocabulary instruction. Teachers in grades 3 - 6 attended workshops for the AVID Elementary Program, which supports students in becoming college and career ready. Teachers in grades 4 - 6 participated in professional development related to the Academic Vocabulary Toolkit, a research-based vocabulary development program.

District-level support for teachers was provided through the Riverside Unified School District's Departments of Program Quality, English Learner Services, Instructional Services, Instructional Technology, and Special Education.

 Teachers participated in staff development during regularly scheduled meetings, weekly collaboration during early release days, and paid staff development offered beyond the contract day.The district Instructional Services Specialist for math provided support and guidance to teams during math window planning. Grade-level teams met with the principal during two, full-day release days to analyze English language arts and mathematics data and plan instructional responses. An English language arts/English language development coach, team leaders, and the principal supported teams of teachers and individuals with planning, coaching, and modeled lessons. Additional support was provided by an early literacy Staff Development Specialist.

 The Title I Resource teacher provided instruction to students in grades 4 - 6 who were two or more years below grade level using the district-adopted Read 180 program.

 A group of 8 interested teachers and the principal participated in a Personalized Learning Summit and wrote a successful grant application for a pilot of Personalized Learning during the 2014-2015 school year. The team attended professional development in technology integration and elements of a Personalized Learning program. Links to the Common Core State Standards were explored during release time for collaboration. Additional professional development included use of online resources including Lexia, First in Math, and Accelerated Reader. Special education teachers and selected instructional assistants attended ProAct Training, which builds expertise in helping students resolve behavior issues.