Hawthorne Elementary
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Hawthorne Elementary
Street	2700 Irving St.
City, State, Zip	Riverside, CA 92504
Phone Number	(951) 352-6716
Principal	Carrie Brown
E-mail Address	clbrown@rusd.k12.ca.us
Web Site	www.rusdlink.org/Domain/17
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 (School Year 2017-18)

The Hawthorne Elementary School community serves students from preschool 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. Student voice and choice are key components the educational experience at Hawthorne.

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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	146
Grade 1	107
Grade 2	108
Grade 3	104
Grade 4	105
Grade 5	120
Grade 6	111
Total Enrollment	801

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.5
Asian	1.2
Filipino	0.2
Hispanic or Latino	71.8
Native Hawaiian or Pacific Islander	0.5
White	18.5
Two or More Races	0.2
Socioeconomically Disadvantaged	75.4
English Learners	22.6
Students with Disabilities	10.5
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	30	37	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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.

Subject	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) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	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	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	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
1 Portable Classroom (updated 10/23/2017)
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.

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.

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

# of Work Orders = 615
Labor Hours = 1440.7
Assessed Value of Work = $60,374.95

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- • Determination of repair status for systems listed
- • Description of any needed maintenance to ensure good repair
- • The year and month in which the data were collected
- • The overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/9/2017				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			E104: Stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			C110: F109: 7 lights out, spray for bugs in rooom
Electrical: Electrical		X		C106: Room has four light bulbs out C108: Room has one light bulb out D110: Light bulb out E101: Two lights out E105: Light out F101: 5 lights out F102: 4 lights out F107: F109: 7 lights out, spray for bugs in rooom F110: 3 lights out G101: Light bulbs out Girls Restroom F: 1 light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			D116 Staff: Flush E108: Drinking water leaking water, 9 lights out in room
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			C104: This is a workroom
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			G Restroom: Adjust restroom door

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/9/2017			
	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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	40	48	47	48	48
Mathematics (grades 3-8 and 11)	29	33	35	34	36	37

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	435	431	99.08	39.91
Male	223	221	99.1	33.94
Female	212	210	99.06	46.19
Black or African American	30	30	100	40
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	312	308	98.72	35.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	79	100	55.7
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	339	335	98.82	36.72
English Learners	137	133	97.08	30.08
Students with Disabilities	41	41	100	12.2
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	434	434	100	32.95
Male	223	223	100	34.08
Female	211	211	100	31.75
Black or African American	30	30	100	33.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	311	311	100	30.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	79	100	43.04
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	338	338	100	30.47
English Learners	137	137	100	26.28
Students with Disabilities	41	41	100	9.76
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	31	41	58	54	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	19.2	19.2	23.3

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 State priority: Parental Involvement (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 (School Year 2017-18)

Parent Involvement Contact Person's Name: Principal Carrie Brown
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 welcomed to the monthly "Coffee with the Principals" and have the opportunity to gather and discuss issues and opportunities at Hawthorne. Parents are also welcome to volunteer to work with students in grade-level common areas (pods) or other parts of the campus. A large number of parents support the weekly 100-Mile Club events as well as other special programs at Hawthorne. The participation of parents and guardians in field trips is welcomed. Evening events for parents and families, such as the Fall Festival, Family Math Nights, Parent/Child events or Family Day Tea, are offered school-wide, or by grade levels and individual teachers.

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). Babysitting is provided for SSC, ELAC, 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, Fall and Spring Festivals, 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.

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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6	1.0	2.2	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

Federal Intervention Program (School Year 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21	1	5		20	2	4		24	1	5	
1	21	1	3		25		4		24		4	
2	24	1	4		21	1	4		23	1	4	
3	29		3		30		3		25		4	
4	28		3		33		1	2	33		1	2
5	26	1	2	1	33		1	2	26	1	2	1
6	32		2	1	29	1		3	33		2	2
Other	12	1			12	1			8	2		

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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7222	1942	5280	83723
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	-23.8	-8.8
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-32.1	0.3

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

Types of Services Funded (Fiscal Year 2016-17)

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

$74,927 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

$149,213   Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 2017-2018 school year began, all Hawthorne employees participated in a district-wide professional development day that included keynote addresses from the superintendent and Col. Consuelo Castillo Blackbush. All employees attended professional development sessions of their choosing, which were offered to support the varied learning needs and interests of district and site staff.

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.
We will also focus on building equity for all of our students and to this end a group of teachers and administrators attended the Excellence through Equity Conference in September of 2017. During this conference the staff attended keynote and breakout sessions focused on academic and social emotional equity for all students.

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 universal screening tools. Specific training for giving the Northwest Evaluation Association (NWEA) assessments was provided at the district and site levels. Teams learned to analyze and interpret real student data from Measures of Academic Progress (MAP) to inform planning and instruction, and to increase student learning in reading and in mathematics. Teachers in mild-moderate Special Day Classes participated. This learning was identified by teachers as a need during the Site Leadership Meetings and is part of a plan developed to support teams' ongoing needs.

Teams also were supported in learning the new English Language Arts adoption materials (Wonders, grades 3 - 6) and in developing their expertise using the RUSD Math Resource Guide for all grades, TK - 6. Special Education teachers were included in all sessions that applied to them, and also attended both on- and off-site training geared toward their needs. The Leadership Team met before the year started to look at data and make preliminary plans for the year. Leadership Team members also participated in Strengths-Based Leadership training, which continued throughout the year during.

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. Specific training, identified by teachers as a priority, was also provided for teaching at high levels of Depth of Knowledge, use of Universal Design for Learning to enhance initial instruction.

Teachers also participate in the Shared Leadership Team and are provided support and professional development with Innovate Ed. This process includes goal setting and instructional rounds throughout the year.

Professional development will continue to include district and site training on Common Core State Standards, instructional and intervention strategies, Personalized Learning with integration of technology, equity and digital citizenship. District, site, and outside consultants will support expansion of our innovative Personalized Learning program, which has grown from an original team of 8 teachers in 2013-2014 to more than 25 teachers in 2016-2017, covering all grade levels. 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.

New teachers participate in the Beginning Teacher Support and Assessment program, which matches new teachers with a partner teacher and also provides training at both the site and district levels.

As last year began (2015/16), all RUSD staff participated in a district-wide Welcome Event and listened to a Keynote Address during which Dr. David Hansen, 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 Within. 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 conceptual 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 strategies. 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 Illuminate, Reading Eggs, Accelerated Reader, Lexia, Pearson Realize, and RAZZ Kids) 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 based on their grade level needs.Imagine Learning was a program implemented 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.

During the 2014-2015 school year, eight teachers participated in a grant-funded pilot of Personalized Learning that included students in grades TK through fifth grade. That year, the PL design team, which also included three parents, the library media assistant, and the principal, also wrote a successful grant proposal that allowed them to move forward with a launch of Personalized Learning in the 2015-2016. For the 2016-2017 school year, the number of teachers participating in Personalized Learning has increased to fifteen including students in grades TK-6. The team will attended a total of 3 days of professional development provided by RUSD specialists from the Department of Innovation and Learner Engagement. The focus of this training and collaborative work is to further our development and implementation of the five elements of the PL model with a focus on Flexible Environments.

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, AVID, Beginning Teacher and Assessment Program, Wonders English Language Arts Curriculum, and refreshers or new training for the DIBELS assessment program, SST and IEP Administration training, 504 coordinators, CBEDS and CAASPP training for all implemented portions of the CAASPP, online state tests.

During the 2015-2016 the goal of for all students to have access to a Netbook or Chromebook for their personal use by the end of the year was met. During the 2016-2017 school year, all students will have a Chromebook for their personal use. 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.

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 and English Language Arts provided support and guidance to teams at site as requested based on the needs of the staff.   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.

Students in grades 4 - 6 who were two or more years below grade level participated in the district-adopted Read 180 program.

Special education teachers and selected instructional assistants attended ProAct Training, which builds expertise in helping students resolve behavior issues.