



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HAWTHORNE ELEMENTARY SCHOOL

2018-19

37-68338-6039721
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Robinson, Lauren

Contact Person: Robinson, Lauren

Position: Principal

Telephone Number: 858-273-3341

Address: 4750 Lehrer Dr, Hawthorne Elementary, San Diego, CA, 92117-1358,

E-mail Address: lrobinson@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Hawthorne

SITE CONTACT PERSON: Lauren Robinson

PHONE: 858 DB-3341

FAX: 858-274-6379

E-MAIL ADDRESS: lrobinson @ sandi.net

DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|---|-----------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/5/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Lauren Robinson
Type/Print Name of School Principal

[Signature]
Signature of School Principal

4/5/18
Date

Yvonne Archer
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

4/5/18
Date

Sofia Freire
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

4/11/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS and the Smarter Balanced Assessment (SBAC). Additionally, Hawthorne has committed to a vision where every child will progress a minimum of one year's academic growth each school year. Our small school of diverse children serves significant subgroups: economically disadvantaged, English Learners, and GATE/Seminar identified students. We have developed internal common assessments aligned with CCSS and utilize district, state, and other supplemental assessments to track the performance of all our students.

The contents of this SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the 2018-19 school year. This document is contained in the appendix and has been updated to address the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

The mission at Hawthorne Elementary is to create a true community of learners; a place where all stakeholders are hungry for learning and demand for themselves best practices that include purposeful Tier 1 instruction that creates high levels of student engagement in lessons and tasks that are aligned to Common Core State Standards; an environment that enriches teaching and learning with a foundation in high expectations for all; and instructional practices that encompasses the 5 dimensions; purpose, student engagement, curriculum and pedagogy, a sense of student learning, classroom environment, and 13 sub dimensions in Teaching and Learning a school filled with happy eager learners where all adults encourage and support each and every student. Our school has a vision that each child is met at their level and grows in their educational skills at least one year for every year they attend.

The current reality at Hawthorne includes space and time for growth in instructional practice to better align with the Common Core State Standards and SDUSD's Critical Concepts; refinement of practice with a strong framework founded in Balanced Literacy and the implementation of Reading and Writing Workshop, and implementing researched structures of math instruction. We seek opportunities to enhance and engage a strong parental involvement program; and insure opportunities for all students which include enrichment and intervention programs.

Goals are based on expected growth of students from one year to the next, so they are set based on data collected from the previous year such as DRA and SBAC scores. Not only do we want to see overall percentages of proficiency improve on SBAC, but the percentage of students at each grade level improving from one year to the next.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order

to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities, cluster collaboration with Madison HS Cluster of elementary schools for professional development, and site based professional development and lesson study opportunities with the support of the Area Resource Teachers. The focus of professional development impacting instructional pedagogy will be to continue within the content of ELA, specifically Readers and Writers Workshop, strengthen our Tier 1 math instruction to include the Standards for Mathematical Practices in daily lessons, and monitor growth of *all* students, and to refine our practice to meet the needs identified focus students.

All models analyze student data in order to monitor student progress for the refinement of analysis results in responsive instruction in order to improve student academic achievement. Assessments that will be utilized will include SBAC, SBAC Interim Assessment Blocks, On Demand Writing Assessments, SRI/SMI, DRA, and teacher created common assessments. The findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycles and specifically targeted representative focus students.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Each stakeholder was given the 2017-18 Comprehensive School Needs Assessment. The survey identified the 5 top priorities to reach subgroup; Staff, Parents and Teachers. Once the 5 top priorities were identified, they were purchased based on site based funds availability. Once the preliminary budget and SPSA was completed, it was presented to staff during staff meeting in order to get feedback and input. Final version was then presented to SSC/SGT for approval.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Lauren Robinson	Principal
Yvonne Archer	Classroom Teacher
Chris Hurlburt	Parent& DAC Rep
Sandra Aquino	Classroom Teacher
Jill Pham	Classroom Teacher
Gabriella Sandoval	Parent
Alicia Nguyen	Parent
Cindy Robinson	Community member
Claudia Camacho	Other school representative
Mayra Tellez	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 55 % (approx. 20 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 16 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 50% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 50% (approx. 9 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 9 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

In terms of formative assessments, Hawthorne will use site-developed assessments that correlate to identified curriculum implementation and levels of expected proficiency throughout the year to gauge students' expected performance towards the Common Core Standards as well as the identified common assessments and Reading and Writing assessments, SBAC Interims, DRA, etc.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA, SRI, etc. achievement 8 times per year. Analysis will inform subsequent instruction. Teachers will meet regularly with principal to discuss targeting students who are at risk and develop plans to intervene.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 45% (approx. 16 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 25% (approx. 2 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 25% (approx. 5 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

In terms of formative assessments, Hawthorne will use site-developed assessments that correlate to identified curriculum implementation and levels of expected proficiency throughout the year to measure students' expected performance towards the Common Core Standards as well as SBAC Interim and SMI scores.

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 8 times per year. Analysis will inform subsequent instruction. Teachers will meet regularly with principal to discuss targeting students who are at risk and develop plans to intervene.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of my site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

ELPAC

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycles and specifically targeted representative focus students.

In Professional Learning Communities (PLCs), we will analyze student data in order to monitor student progress toward these goals. Analysis results in responsive and targeted instruction for our underperforming students. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

Hawthorne will also continue an designated ELD block in order to address the need of EL learners at their identified levels. We will continue to use our newly adopted curriculum that will be implemented and provide professional development so that teachers have an opportunity to monitor progress of students and address their specific needs.

PLCs analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 By June 2019, at least 80% (approx. 29 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 70% (approx. 23 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):
 Subgroup: English Learners students
 By June 2019, at least 50% (approx. 4 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 50% (approx. 4 5th graders) will meet or exceed level 44 in DRA.
 Subgroup: Hispanic/Latino students
 By June 2019, at least 50% (approx. 9 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 50% (approx. 9 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):
 Reading and Writing Units of Study Pre/Post Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
 Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 4 times per year. Analysis will inform subsequent instruction. Teachers will meet regularly with principal to discuss targeting students who are at risk and develop plans to intervene.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 150 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 70% (approx. 105 families) will attend 1 training on Parent Portal on PowerSchool.

By June 2019, at least 70% (approximately 98 families) will attend at least 2 parent information events (ST Math Night, Parent Conferences, Orientation, Open House, Back to School Night, etc.) to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of students who are below grade level grades TK-5 are most needy in parent education programs. In addition, the strategies parents learn in these evening and after-school events, will help parents continue to support their children in the home.

What data did you use to form these goals?:

Approximately 60% of our parents participate in some of the school-sponsored events each year, although not always around academic needs. The greatest need is in parent education and involvement for those at-risk students in events that are directly related to academic outcomes. Research shows that there is a direct correlation of student achievement to parent involvement, especially with students at risk of not meeting grade level standards.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the Reading and Writing Units of Study in English Language Arts (Lucy Calkins), ELA Framework, California grade level standards, and SDUSD's Critical Concepts in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of designated ELD instruction four to five times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading and (TK-2) Phonics Instruction.
- Staff will use multiple measures of assessment (i.e., District Writing Assessments, Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using ELPAC and measures found within ELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of multiple assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site, Cluster Wide PD and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

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Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Speech and language pathologist will provide supplemental support to English learners with language needs as permitted by caseload.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
 In order to maximize instructional time supplies will be used in order to purchase supplemental materials that will support all students learning. Materials will be utilized to support our implementation of Reading and Writing Units of Study (i.e. leveled books for classrooms, guided reading libraries, etc.) Supplies will also be purchased to ensure that all other content areas have supplemental resources.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$6,399.00	\$6,399.00	0141-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Classroom supplies and additional instructional materials such as pencils, charts, batteries, etc.

How will you monitor these strategies/activities?:
 Needs Assessments for teachers will be given at the beginning of the year in order to identify supplies needed in order to implement strong instructional practices. Observation of teaching will also include classroom environment observations as well as looking at tools students utilize so that instructional moves that are made make the most impact.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
 Strategies that will be utilized in order to meet ELA/MATH/ELD goals will be to ensure that we provide students intervention in order to close the achievement gap. Classroom Teacher Hourly will be provided in order to provide students after-school intervention which will ensure all students are at grade level and or receive differentiated supports to enhance their learning.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$9,000.00	\$10,835.10	0141-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Targeted after school tutoring for at risk students

How will you monitor these strategies/activities?:
 Student progress will be monitored through pre- and post- assessments in order to collect data. The data will allow us the opportunity to assess the impact of the intervention. The After-School interventions will allow students who are below grade level have the opportunity to meet grade-level expectations.

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3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
 Professional Development is a large focus of Hawthorne. There are multiple avenues of how PD will be implemented through a collaboration with Whitman Elementary. This collaboration brings two small schools together in order to collaboratively plan, and be a part of a continuous and reflective learning community.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$12,500.00	\$15,048.75	0141-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	PLC release time for teachers

How will you monitor these strategies/activities?:
 Professional Development will be implemented and facilitated by the Principals in order to engage in the learning. The PD will be generated from teacher's needs surveys and observations of instruction from within the classrooms. Exit Tickets and sign-in sheets will also be collected in order to collect evidence of participation. Observations of classrooms should reflect current and past learning that has taken place in our classrooms.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

How will you monitor these strategies/activities?:
 *Phone calls home
 *SARB letters
 *Counselor interventions such as individual and group meetings
 *Student Study Team meeting with teachers, parents, support staff...etc.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 In order to meet the needs of the community, constant in-services will be provided to families of Hawthorne and will be accessed in their native language. In order to ensure that the learning environment is appropriate and engaging for parents, in-service supplies will be purchased to support parents' needs and interpretation services will be provided for parent meetings and events.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		\$971.00	\$971.00	0141-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and materials for parent meetings
Tech Professional OTBS Hrly		\$1,500.00	\$1,926.15	0141-30100-00-2455-2495-0000-01000-0000	Title I Basic Program	05	Translation services for parent meetings

How will you monitor these strategies/activities?:
 Administrator will keep records of parent attendance at events.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Grade level assessments will identify at risk students, skill by skill, deadlines and goals will be established and deployed differentiated instruction will occur at Tier 2 intervention levels.</p> <p>Identified Need:: Foundational Skills as described in CCSS, Level 3 skills at described in Critical Concepts Beginning ELL proficiencies as determined by ELPAC</p> <p>Target Group:: Grade level DATA to identify individual students.</p> <p>Monitoring:: Weekly/Monthly grade level PLC/Collaboration will monitor grade level progress towards goals.</p> <p>Personnel Responsible:: Principal Classroom Teachers Resource Staff</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Common texts allow for grade level agreed upon instructional techniques, lesson planning and assessments. Agreed upon common grade level schedule that includes ILT created non-negotiable daily instructional components. Research based systematic practices to include focus walls, foundational skills lesson, number talks, collaborative conversations and reading response via writing.</p> <p>Identified Need:: Pacing Depth of understanding of CCSS, rigor and materials.</p> <p>Target Group:: Teachers and students.</p> <p>Monitoring:: Administrative walk thru and observations. ILT meetings and walk thru</p>

Public DATA displays
Personnel Responsible::
 Principal
 Instructional Leadership Team
 TK-5 Staff
 SSC

Goal 3: Professional Development
 Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
 To maintain and deepen our understanding of a common viable curriculum grades TK-5. Specific practices to be studied include guided reading groups and SDUSD's Critical Concepts in Mathematics.

Identified Need::
 Continue to use small group teaching such as guided reading/writing groups to target at risk students.
 Shift whole group teacher planning and instruction to meet the needs of specific assessed learning style of the individual learner.

Target Group::
 All students and staff

Monitoring::
 Administrative walk thru
 Public DATA displays
 Public sharing of practice

Personnel Responsible::
 Principal
 Instructional Leadership Team
 TK-5 Staff
 SSC

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician -	0.2000	\$6,823.60	\$8,781.64	0141-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	Supports students with attendance and health issues as an intervention method.
Interprogram Svcs/Field Trip		\$2,100.00	\$2,100.00	0141-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Each student will have the opportunity to engage in at least one school funded academic field trip during the school year.

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Prof&Curriclm Dev Vist Tchr		\$6,750.00	\$8,126.34	0141-09800-00-1192- 1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	PLC release time for teachers
Supplies		\$7,529.02	\$7,529.02	0141-09800-00-4301- 1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Classroom and intervention materials

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	189	42.3	133	42.1	109	40.4	-1.9	-1.7	188	35.1	135	32.6	109	37.6	2.5	5.0
Female	86	44.2	60	36.7	52	42.3	-1.9	5.6	85	29.4	60	20.0	52	26.9	-2.5	6.9
Male	103	40.8	73	46.6	57	38.6	-2.2	-8.0	103	39.8	75	42.7	57	47.4	7.6	4.7
African American	5	-	4	-	0	-	-	-	5	-	4	-	0	-	-	-
Asian	5	-	4	-	3	-	-	-	5	-	4	-	3	-	-	-
Filipino	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Hispanic	102	24.5	76	25.0	63	22.2	-2.3	-2.8	101	13.9	76	10.5	63	23.8	9.9	13.3
Indochinese	9	-	4	-	4	-	-	-	9	-	4	-	4	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	3	-	1	-	-	-	3	-	3	-	1	-	-	-
White	52	69.2	35	62.9	26	53.8	-15.4	-9.1	52	63.5	37	62.2	26	50.0	-13.5	-12.2
Multiracial	12	66.7	7	-	11	72.7	6.0	-	12	66.7	7	-	11	72.7	6.0	-
English Learner	55	12.7	31	16.1	28	14.3	1.6	-1.8	54	5.6	32	6.3	28	21.4	15.8	15.1
English-Speaking	134	54.5	102	50.0	80	50.0	-4.5	0.0	134	47.0	103	40.8	80	43.8	-3.2	3.0
Reclassified†	29	48.3	25	40.0	17	47.1	-1.2	7.1	29	31.0	25	20.0	17	29.4	-1.6	9.4
Initially Eng. Speaking	105	56.2	77	53.2	63	50.8	-5.4	-2.4	105	51.4	78	47.4	63	47.6	-3.8	0.2
Econ. Disadv.*	189	42.3	97	29.9	79	31.6	-10.7	1.7	188	35.1	98	18.4	79	30.4	-4.7	12.0
Non-Econ. Disadv.	0	-	36	75.0	30	63.3	-	-11.7	0	-	37	70.3	30	56.7	-	-13.6
Gifted	79	68.4	53	66.0	47	55.3	-13.1	-10.7	79	65.8	53	60.4	47	57.4	-8.4	-3.0
Not Gifted	110	23.6	80	26.3	62	29.0	5.4	2.7	109	12.8	82	14.6	62	22.6	9.8	8.0
With Disabilities	22	4.5	0	-	12	8.3	3.8	-	21	9.5	12	8.3	12	16.7	7.2	8.4
WO Disabilities	167	47.3	121	46.3	97	44.3	-3.0	-2.0	167	38.3	123	35.0	97	40.2	1.9	5.2
Homeless	2	-	0	-	2	-	-	-	2	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	43	46.5	31	35.5	32	43.8	-2.7	8.3	42	40.5	32	34.4	32	68.8	28.3	34.4
Female	20	50.0	18	33.3	13	53.8	3.8	20.5	19	31.6	18	33.3	13	69.2	37.6	35.9
Male	23	43.5	13	38.5	19	36.8	-6.7	-1.7	23	47.8	14	35.7	19	68.4	20.6	32.7
African American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Asian	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	30	33.3	15	6.7	20	30.0	-3.3	23.3	29	27.6	15	6.7	20	55.0	27.4	48.3
Indochinese	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	5	-	10	50.0	5	-	-	-	5	-	11	54.5	5	-	-	-
Multiracial	4	-	2	-	4	-	-	-	4	-	2	-	4	-	-	-
English Learner	18	22.2	9	-	15	20.0	-2.2	-	17	5.9	10	10.0	15	40.0	34.1	30.0
English-Speaking	25	64.0	22	45.5	17	64.7	0.7	19.2	25	64.0	22	45.5	17	94.1	30.1	48.6
Reclassified†	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Initially Eng. Speaking	23	65.2	21	42.9	17	64.7	-0.5	21.8	23	60.9	21	42.9	17	94.1	33.2	51.2
Econ. Disadv.*	43	46.5	25	24.0	27	40.7	-5.8	16.7	42	40.5	26	26.9	27	63.0	22.5	36.1
Non-Econ. Disadv.	0	-	6	-	5	-	-	-	0	-	6	-	5	-	-	-
Gifted	22	50.0	6	-	13	69.2	19.2	-	22	59.1	6	-	13	84.6	25.5	-
Not Gifted	21	42.9	25	28.0	19	26.3	-16.6	-1.7	20	20.0	26	23.1	19	57.9	37.9	34.8
With Disabilities	4	-	0	-	3	-	-	-	3	-	12	8.3	3	-	-	-
WO Disabilities	39	48.7	29	37.9	29	44.8	-3.9	6.9	39	41.0	30	36.7	29	72.4	31.4	35.7
Homeless	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	54	33.3	42	52.4	34	38.2	4.9	-14.2	54	25.9	42	40.5	34	17.6	-8.3	-22.9
Female	22	27.3	18	50.0	20	45.0	17.7	-5.0	22	13.6	18	16.7	20	15.0	1.4	-1.7
Male	32	37.5	24	54.2	14	28.6	-8.9	-25.6	32	34.4	24	58.3	14	21.4	-13.0	-36.9
African American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Asian	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	31	16.1	26	38.5	16	18.8	2.7	-19.7	31	3.2	26	23.1	16	0.0	-3.2	-23.1
Indochinese	2	-	1	-	2	-	-	-	2	-	1	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
White	17	64.7	7	-	12	41.7	-23.0	-	17	58.8	7	-	12	25.0	-33.8	-
Multiracial	1	-	5	-	2	-	-	-	1	-	5	-	2	-	-	-
English Learner	22	4.5	14	21.4	6	-	-	-	22	0.0	14	7.1	6	-	-	-
English-Speaking	32	53.1	28	67.9	27	44.4	-8.7	-23.5	32	43.8	28	57.1	27	22.2	-21.6	-34.9
Reclassified†	6	-	5	-	5	-	-	-	6	-	5	-	5	-	-	-
Initially Eng. Speaking	26	53.8	23	65.2	22	40.9	-12.9	-24.3	26	50.0	23	56.5	22	18.2	-31.8	-38.3
Econ. Disadv.*	54	33.3	28	39.3	22	27.3	-6.0	-12.0	54	25.9	28	21.4	22	9.1	-16.8	-12.3
Non-Econ. Disadv.	0	-	14	78.6	12	58.3	-	-20.3	0	-	14	78.6	12	33.3	-	-45.3
Gifted	19	63.2	23	60.9	8	-	-	-	19	57.9	23	56.5	8	-	-	-
Not Gifted	35	17.1	19	42.1	26	30.8	13.7	-11.3	35	8.6	19	21.1	26	7.7	-0.9	-13.4
With Disabilities	5	-	0	-	12	8.3	-	-	5	-	4	-	12	16.7	-	-
WO Disabilities	49	36.7	38	57.9	30	43.3	6.6	-14.6	49	28.6	38	42.1	30	20.0	-8.6	-22.1
Homeless	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	59	52.5	60	38.3	43	39.5	-13.0	1.2	59	45.8	61	26.2	43	30.2	-15.6	4.0
Female	25	60.0	24	29.2	19	31.6	-28.4	2.4	25	44.0	24	12.5	19	10.5	-33.5	-2.0
Male	34	47.1	36	44.4	24	45.8	-1.3	1.4	34	47.1	37	35.1	24	45.8	-1.3	10.7
African American	4	-	2	-	0	-	-	-	4	-	2	-	0	-	-	-
Asian	3	-	1	-	1	-	-	-	3	-	1	-	1	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	23	30.4	35	22.9	27	18.5	-11.9	-4.4	23	17.4	35	2.9	27	14.8	-2.6	11.9
Indochinese	4	-	2	-	1	-	-	-	4	-	2	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
White	21	76.2	18	66.7	9	-	-	-	21	71.4	19	63.2	9	-	-	-
Multiracial	3	-	0	-	5	-	-	-	3	-	0	-	5	-	-	-
English Learner	13	15.4	8	-	7	-	-	-	13	15.4	8	-	7	-	-	-
English-Speaking	46	63.0	52	42.3	36	47.2	-15.8	4.9	46	54.3	53	30.2	36	36.1	-18.2	5.9
Reclassified†	12	66.7	19	26.3	12	41.7	-25.0	15.4	12	41.7	19	5.3	12	25.0	-16.7	19.7
Initially Eng. Speaking	34	61.8	33	51.5	24	50.0	-11.8	-1.5	34	58.8	34	44.1	24	41.7	-17.1	-2.4
Econ. Disadv.*	59	52.5	44	27.3	30	26.7	-25.8	-0.6	59	45.8	44	11.4	30	16.7	-29.1	5.3
Non-Econ. Disadv.	0	-	16	68.8	13	69.2	-	0.4	0	-	17	64.7	13	61.5	-	-3.2
Gifted	26	92.3	24	70.8	26	46.2	-46.1	-24.6	26	84.6	24	58.3	26	46.2	-38.4	-12.1
Not Gifted	33	21.2	36	16.7	17	29.4	8.2	12.7	33	15.2	37	5.4	17	5.9	-9.3	0.5
With Disabilities	6	-	0	-	12	8.3	-	-	6	-	12	8.3	5	-	-	-
WO Disabilities	53	58.5	54	42.6	38	44.7	-13.8	2.1	53	49.1	55	29.1	38	31.6	-17.5	2.5
Homeless	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

**SAN DIEGO UNIFIED SCHOOL DISTRICT
HAWTHORNE ELEMENTARY SCHOOL**

2018-2019 TITLE I PARENT INVOLVEMENT POLICY

- **Fall Open House-** At this annual meeting, we will share with parents the Title I program and its requirements.
- Hawthorne has several opportunities for parent/guardian involvement:
 - **School Site Council-once a month**
 - Discuss current student assessment data and student progress. Provide information about school and district resources for student academic improvement. Evaluate the effectiveness of the school's Parent Involvement Policy
 - **Parent Teacher Conferences- twice a year in November and March, and as needed by appointment**
 - Discuss successes and concerns, both academic and behaviorally. Develop plans for continued or new success in the classroom and on campus for students.
 - **Coffee with Principal-once a month:**
 - Communication between the Principal and school community. Discuss current issues facing the school, address concerns, seek input from parents, etc.
 - **Family Friday-once a month**
 - Provide opportunity for parents/guardians to experience the classroom environment of their child
 - **GATE-twice a year, and as needed**
 - Provide parents of GATE students to have input on and updates on our GATE program. Orientation for parents of newly identified GATE/Seminar students or interested parties.
 - **ELAC-four times a year**
 - Review English Learner (EL) programs and education occurring on site; develop plan to advance ELs towards reclassification, inform parents of district EL requirements
 - **PTA-once a month board meetings, open to public; 4 times a year for general association meetings**
 - Plan community events, celebrations, enrichment classes/opportunities. Review and set budget based on fundraising efforts.
 - **Community Building Nights-varies throughout the year**
 - Provide parents, children, staff and community to develop a sense of community. (Halloween Carnival, Spring Fiesta, Holiday PJ Night)
 - **Education Nights-varies throughout the year**
 - Provide training programs to help parents support and work with their children at home and at school. (e.g. ST Math Night, Science Night). Provide parents the opportunity see exhibition of student work (Spring Open House).
 -
- **Parent/community communication:** The district and school websites, emailed parent newsletter, public notice board, and regular Sunday night Principal's message inform parents/community of all meetings of interest. We advertise parent meetings and training sessions offered at Hawthorne, at the District Advisory Council's Ballard Parent Center, at Parent University, and throughout the district. Translations of communications and translation services at meetings will be made available whenever possible.
- Parent/community feedback is encouraged! At parent meetings, opportunities will be offered for ideas and/or suggestions will be made. Responses to ideas/suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate SSC/Gov review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student test results by the school, district and state. An explanation of the information is available in several languages.

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District
HAWTHORNE ELEMENTARY SCHOOL

HOME/SCHOOL COMPACT

Hawthorne Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year **2018-19**:

SCHOOL RESPONSIBILITIES

Hawthorne Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all participating children to meet California's student academic achievement standards as follows:**

- Common Core State Standards based lesson planning for effective first learning
- Inquiry/critical thinking based strategies and learning opportunities across curriculum areas
- Provide opportunities for tutoring for at-risk students

- 2. Hold parent-teacher conferences.**

Parent-Teacher conferences will be held on **November 13th-16th 2018 and March 19th-22nd, 2019**

- 3. Provide parents with frequent reports on their child's progress.**

Parents are able to contact teachers via email, written note, or phone to monitor their child's progress. **Trimester report cards will be issued in November, March, and June.**

- 4. Provide parents reasonable access to staff.**

Staff will be available to parents before and after school by appointment.

Parents may arrange classroom observations. *Approval is required from individual teachers and Principal at least 24 hours in advance.*

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

There are many opportunities for parents to volunteer and participate in their child's education, for example: Family Fridays, teacher support in and out of the classroom, volunteering at special events and fundraising events, chaperoning field trips, and serving on parent organizations or committees.

PARENT RESPONSIBILITIES

We, as parents, will support our child's learning by:

- Monitoring attendance-making sure children are here every day, the whole day, and on time.
- Making sure that homework is completed.
- Monitoring amount of television/screen time my child watches.
- Participating at the school or on parent committees as we are able.
- Attend a variety of school events. (Math Night, student performances, Principal's Coffee, etc.)
- Participating, as appropriate, in decisions relating to my child's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.
- Completing volunteer forms, permission slips, and returning school communications in a timely manner.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- Doing our homework every day and asking for help when we need it.
- Reading at least 30 minutes every day outside of school time.
- Giving our parents or the adult who is responsible for our welfare, all notices and information received from our school every day.
- Keeping school notebooks, materials/supplies, and property neat and organized
- Knowing and following all school rules and policies.
- Learning, practicing, and exemplifying *The Husky Way-Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship*

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Hawthorne Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 6,750.00
		2236	Health Prsnl PARAS	Health Technician	0.2000	\$ 6,823.60
		3000	Employee Benefits			\$ 3,334.38
		4301	Supplies			\$ 7,529.02
		5735	Interprogram Svcs/Field Trip			\$ 2,100.00
	09800 Total				0.2000	\$ 26,537.00
	30100	1157	Classroom Teacher Hrly			\$ 9,000.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 12,500.00
		2455	Tech Professional OTBS Hrly			\$ 1,500.00
		3000	Employee Benefits			\$ 4,810.00
		4301	Supplies			\$ 6,399.00
	30100 Total					\$ 34,209.00
	30103	4304	Inservice supplies			\$ 971.00
	30103 Total					\$ 971.00

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Hawthorne
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Substantially-Fully: Clearly articulated strategies/activities for maximizing instructional time Pacing guide for each grade level Comprehensive assessment system in ELA and mathematics Regular principal and teacher meetings to analyze and discuss data to inform decisions</p> <p>Notes: Next year more focus on maximizing math instruction and ELD</p>
CLOSING THE ACHIEVEMENT GAP	<p>Substantially-Fully: Clearly articulated and measurable foals for improvement in student achievement Clearly articulated strategies/activities for closing the achievement gap School supplements programs appropriately based gaps and student needs School provides adequate support to English learners in both learning English and gaining access to content Students with disabilities receive appropriate accommodations and modifications Evidence exists that assessments are aligned with clearly specified and appropriate achievement expectations</p> <p>Notes:</p>
PROFESSIONAL DEVELOPMENT	<p>Substantially-Fully: Clearly articulated goals for PD School provides instructional assistance and support to teachers of ELA and math School implements PLCs</p> <p>Not at all-Partially: Using current data to drive Professional Development</p>
GRADUATION/PROMOTION	<p>Substantially-Fully:</p>

	<p>Clear measureable goals for graduation/promotion Evidence exists to determine that curriculum is clearly linked to the Core and other standards for student learning and promotion Data is used to inform curriculum, instruction, and assessment Staff is focused on supporting and challenging all students towards promotion/graduation goals.</p>
PARENT ENGAGEMENT	<p>Substantially-Fully: School has clear goals for parent engagement Family members and community involved in school decisions School regularly communicates to families in languages other than English Services are available to families and students to encourage healthy relationships Notes: Needs to continue to work on communication regularity regarding school decisions.</p>