THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HAWTHORNE ELEMENTARY SCHOOL

2014-16

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: Anjan, Stanley
Contact Person: Anjan, Stanley
Position: Principal
Telephone Number:
Address: 4750 Lehrer Dr, Hawthorne Elementary, San Diego, CA, 92117-1358,
E-mail Address: sanjan@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Hawthorne E.S.

SITE CONTACT PERSON: Stanley Anjan

PHONE: 858-273-3341 **FAX:** 858-274-6379 **E-MAIL ADDRESS:** Sanjan@sandi.net

DUE March 13, 2015

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

- ☐ Quality Education Investment Act (QEIA)
- ☐ Title 1 Schoolwide Programs (SWP)
- ☒ Program Improvement (PI)
  - ☐ Y1 ☐ Y2 ☒ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

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 PRESENTATION TO SSC:

   ☒ English Learner Advisory Committee (ELAC)   Date of presentation: 3/12/15

   ☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

   ☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

   ☐ Site Governance Team (SGT)   Date of presentation: _____

   ☐ 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: 3/12/15

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.

Stanley Anjan	Stanley Anjan	3/12/15
Type/Print Name of School Principal	Signature of School Principal	Date
Yvonne Archer		3/12/15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Sofia Freire		3/17/15
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

TABLE OF CONTENTS

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. 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 as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 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 instruction that create 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.

The current reality at Hawthorne includes space and time for growth in instructional practice to better align with the Common Core State Standards; opportunity to enhance and engage a strong parental involvement program; and ensure opportunities for all students which include enrichment and intervention programs.

CORE AND SUPPLEMENTAL SUPPORTS

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

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

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

HEALTHTECHNICIAN
Allocation is based on projected enrollment and managed centrally.

Enrollment   Days Per Week
1-374   1

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. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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 Councils (SSCs).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)
As a year 4 PI school. Hawthorne Elementary School believes 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.

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 API and AYP 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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Stanley Anjan	Principal
Yvonne Archer	Teacher
Denise White	Parent
Yliana Romo	"Other"
Karen Gomez	Teacher
Jill Pham	Teacher
Ana Camacho	Parent
Beatriz Sanchez	Parent
Maria Teresa Rojas	Parent
Maruice Brooks	Parent & DAC Rep

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/14/2016, 25 % of Hawthorne Elementary Students will meet common core grade level standards as identified in SBAC

Closing the Gap SMART Goal:
* By 06/14/2016, 56 % of Hawthorne Elementary English Learner, Students will meet common core grade level standards as identified in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

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 provided by the district.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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 Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:
* By 06/14/2016, 30 % of Hawthorne Elementary Students will meet common core grade level standards in SBAC

Closing the Gap SMART Goal:
* By 06/14/2016, 55 % of Hawthorne Elementary English Learner, Students will meet common core grade level standards in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

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 provided by the district.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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 Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal: * By 06/14/2016, 10 % of Hawthorne Elementary English Learner, Students will be reclassified in California English Language Development Test **Closing the Gap SMART Goal**:

WHAT DATA DID YOU USE TO FORM THESE GOALS? ☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring: Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are: **Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children? **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations? **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners? **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others? 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 Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/14/2016, 58 % of Hawthorne Elementary Grade 03, Students will achieve a meet common core grade level standards on the common formative assessment

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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 Councils (SSCs).

Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 06/14/2016, 70 % of Hawthorne Elementary Parents/Guardians will attend at least 4 events to support their child's learning in Parent and Community Engagement

Targeted Population:

Parents of students who are below grade level grades K-6 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; the greatest need is in parent education. 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:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friendly events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.
The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four 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.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, 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 ELDPI 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.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD 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 district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site 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 a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

ELST will consult with teachers to provide supports for targeted English Learners.

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 or support staff will provide a Double Dose of daily guided reading for targeted students.

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

Intensive Intervention (Tier 3)
Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
Counselor and support mentors will provide monthly check in with at risk students
Support by support staff to address literacy needs of students who are two or more years below proficiency.
Speech and language pathologist will provide supplemental support to English learners with language needs.
Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	$33,000.00	0141-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Release time for teachers to plan in their PLC's to align instruction and assessment to Common Core Standards and support all learners.
Postage Expense	-	$400.00	0141-30100-00-5920-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Funds will be utilized to purchase postage in order to ensure string communication with families regarding the instructional program.
Supplies	-	$19,553.00	0141-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Funds will be utilized to purchase supplemental instructional materials as well as general supplies for students.
Inservice supplies	-	$1,248.00	0141-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	Supplies and refreshments will be purchased to ensure that parents are supported with essential tools to be engaged and educated in their child's learning.
Supplies	-	$5,373.00	0141-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Funds will be utilized to purchase supplemental instructional materials as well as general supplies for at risk students.

Local Control Funding Formula Goals

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?

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.
Identified Need:
Foundational Skills as described in CCSS
Beginning ELL proficiencies as determined by CELDT
Target Group:
Grade level DATA to identify individual students.
Monitoring:
Weekly/Monthly grade level PLC/Collaboration will monitor grade level progress towards goals.
Personnel Responsible:
Principal
Classroom Teachers
Resource Staff

Goal 2: Classroom Supports
A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

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.
Identified Need:
Pacing
Depth of understanding of CCSS, rigor and materials.
Target Group:
Teachers and students.
Monitoring:
Administrative walk through and observations.
ILT meetings and walk through

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 collaborative conversation and differentiated learning.
Identified Need::
Shift collaborative conversations to include teacher facilitation and increased student talk.
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 through
Public DATA displays
Public sharing of practice
Personnel Responsible:
Principal
Instructional Leadership Team
TK-5 Staff
SSC

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician	0.1000	$3,344.50	0141-09800-00-2236-3140-0000-01000-0000	LCFF Intervention	01, 02, 03, 04, LCFF 1, LCFF 2	Health Technician will provide nursing care and act as a liaison to outside healthcare agencies such as but not limited to San Diego Food Bank and

				Support		Operation School Bell.
Supplies	-	$1.05	0141-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2, LCFF 3	Supplies will be purchased to support identified at risk students and support CCSS.
Prof&Curriclm Dev Vist Tchr	-	$16,500.00	0141-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2	Visiting teachers will be purchased to provide teacher release time for PLC/Collaboration with a focus on student achievement.
Postage Expense	-	$400.00	0141-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 05	Postage will be purchased to support strong communication with all parents and stakeholders.
Interprogram Svcs/Field Trip	-	$1,800.00	0141-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 2	Curricular trips will be utilized to support the instructional program.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning,*

Monitoring and Accountability Department)

D. 2014-15 SPSA Addendum

E. Professional Development Expenditures for Program Improvement and Watch List

Schools Only

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)

PARENT INVOLVEMENT POLICY

2015 - 16

- Hawthorne will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings may include:

  - improving communication between the school and home;
  - discussing current student assessment data and student progress;
  - providing information about school and district resources for student academic improvement;
  - evaluating the effectiveness of the school's parent involvement policy to increase parent participation in events and activities;
  - conferencing with teachers;
  - providing training programs to help parents support and work with their children at home and at school;
  - advocating for teachers and parents; and
  - valuing cultural diversity.

- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

- The monthly school wide parent newsletter (Hawthorne Herald), weekly e-blast , school website, marquee and School Messenger (phone/email messages are used to inform parents/community of meetings, activities and events). These communication systems are used to advertise parent meetings and training sessions offered at Hawthorne, the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district.

- During parent meetings such as Coffee with the Principal, SSC meetings, etc., opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- The Research and Reporting Department and Assessment Services notify parents annually of individual student assessment results. An explanation of the information is available in several languages.

School-Parent Compact
Hawthorne distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and

families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction

- The ways parents will be responsible for supporting their children's learning

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Hawthorne engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During parent meetings such as Coffee with the Principal, SSC meetings, etc., opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. During parent meetings such as Coffee with the Principal, SSC meetings, etc., opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. During parent meetings such as Coffee with the Principal, SSC meetings, etc., opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. During parent meetings such as Coffee with the Principal, SSC meetings, etc., opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. During parent meetings such as Coffee with the Principal, SSC meetings, etc., opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible,

responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- The school provides support for parental involvement activities requested by Title I parents. During parent meetings such as Coffee with the Principal, SSC meetings, etc., opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

Accessibility
Hawthorne provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All materials provide to families are distributed in English and the families home language to ensure accessibility.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

Hawthorne Elementary School

HOME/SCHOOL COMPACT

Hawthorne Elementary School and the parents of the students participating in activities, services, and programs 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 2015-16.

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**:
   The teachers at Hawthorne meet in planning teams on a regular basis. These scheduled meetings provide all of the teachers with an opportunity to plan and discuss grade level curriculum that is aligned to Common Core State Standards. These meetings also provide teachers with an opportunity to discuss their students' academic progress and plan for instituting successful teaching strategies and effective learning environments that best support our students' individual needs.

2. **Hold parent-teacher conferences during which the compact will be discussed as it relates to the individual child's achievement.**
   During the 2015-16 school year, Hawthorne will hold parent-teacher conferences during the months of:

   - November
   - March

3. **Provide parents with frequent reports on their child's progress.**
   Report cards are sent home to parents three times a year (November, March and June). Teachers also provide parents with information about student progress through: notes sent home, telephone calls, home visits, e-mails, U.S. mail and conferences at school.

4. **Provide parents reasonable access to staff.**
   Parents are informed at the beginning of the year that they are always welcome to call the school and schedule an appointment at least 24 hours in advance to meet with their child's teacher.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
   Parents are informed at the beginning of the school year, and throughout the   school year about the variety of opportunities our school offers for volunteering. The procedures for observing in the classroom and volunteering at our school are outlined in the Community Handbook which is distributed at the beginning of the school year to all new families and is posted on our school's website www.sandi.net/hawthorne.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement by:

- ☆ making my education my first priority.
- ☆ being on time and ready to work and learn in each period.
- ☆ respecting myself, school property, and others.
- ☆ setting aside at least two hours in my daily schedule for possible homework assignments, realizing this is a *general* guideline and that I may not need the entire two-hour block each day.
- ☆ reading at least 30 minutes every day outside of school time.
- ☆ keeping school notebooks and materials/supplies neat and organized.
- ☆ noting and following all school rules and policies.
- ☆ giving to my parents/guardian all notices and information received by me from my school every day.
- ☆ talking with parent/family, teacher, and/or school staff about what is happening at school.

Parent Responsibilities

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

- ☆ ensuring that my child gets a nutritious breakfast every morning;
- ☆ ensuring that my child gets adequate sleep every night (10-12 hours);
- ☆ making sure that my child gets to school everyday and is on time;
- ☆ making sure that my child's homework and daily reading is completed;
- ☆ monitoring the amount of screen-time my child watches;
- ☆ volunteering at Bay Park when I can;
- ☆ participating, as appropriate, in decisions relating to my child's education;
- ☆ promoting positive use of my child's extracurricular time;
- ☆ 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 (and looking in their backpacks every night);
- ☆ serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Committee for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups; and
- ☆ ensuring that the school office has current contact information (phone numbers, address, etc.) in case of an emergency.

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

Name	FTE	30100 Title I Basic Program TOTAL	FTE	30103 Title I Parent Involvement TOTAL	FTE	30106 Title I Supplmnt Prog Imprvmnt TOTAL
San Diego Unified School District						
Site: 0141 Hawthorne Elementary						
As of Date 05-07-2015						
Extended Summary						
		57,978.00		**1,248.00**		**5,373.00**
		57,978.90		**1,248.00**		**5,373.00**
		(0.90)		**-**		**-**
1192 Prof&Curriclm Dev Vist Tchr		33,000.00		-		-
Employee Benefits		5,025.90		-		-
4301 Supplies		19,553.00		-		5,373.00
4304 Inservice supplies		-		1,248.00		-
5920 Postage Expense		400.00		-		-

APPENDIX D

2014-15 SPSA ADDENDUM

Hawthorne

Area Goals for 2014-15 SY	
English Language Arts:	By 6/14/15 45% of Hawthorne Elementary students will meet common core grade level standards as identified in CAASP
Mathematics	By 6/14/2015 42% Hawthorne Elementary students will meet common core grade level standards as identifed by CAASP
English Language Development	By 6/14/15 45% of Hawthorne Elementary English Learner, students will be reclassified by passing the California English Language Development Test
Graduation/Promotion Rate	By 6/14/15 45% of Hawthorne Elementary Grade 03, Students will achieve to meet common core grade level standards on common formative assessment.
Parent Involvement and Community Engagement	By 6/14/15 50% of Hawthorne Elementary Parents/Gaurdians will attenr at least 2 events to support their childs learning in Parent and Community Engagement.

Academic Program Description:	**The budget listed below is supplemental to the base program. Please see the base program model in the following four pages.**

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	Rationale
		57,151.00		**1,063.00**		**5,309.00**	
2040 Inschool Resource Tchr	0.35	28,094.85	-	-	-	-	Inschool resource teacher will support English Language Learners in prepareation for reclassification.
2400 Teacher-Nonclassroom	0.16	11,702.35	-	-	0.05	3,397.46	Intervention teacher will work with all students who have been identified as at risk to meet grade level standards.
1192 Prof&Curriclm Dev Vist Tchr		**5,800.00**		**-**		**-**	Teachers will be released for professional development opportunitites and Professional Learning Collaboration.
Employee Benefits		11,214.96		-		444.62	
4301 Supplies		338.84		213.00		1,467.00	General suppleis will be purchased in order to ensure that students have approtpriate materials that support the instructional program.
4304 Inservice supplies		-		350.00		-	To provide refreshments and suppleis for parent meetings.

5107 Consultant/Professional Dev		-		500.00		-	PD will be provided in order to ensure parents have s good understanding of the Common Core Standards, CAASP and other instructional changes that will impact student learning in order to build a home to school connection.

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

APPENDIX E

San Diego Unified SCHOOL DISTRICT

School Name: Hawthorne

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	$57,978.00
Enter Total Allocation: Resource 30106	$5,373.00
Sum or Resources 30100 & 30106	$63,351.00
10% allocation needed for PD	$6,335.10

Please check one: 3☐00 Watch List ☐ Year 1 ☐ Year 2 ☐ Year 3 ☑ Year 4 ☐ Year 5 ☐ Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☑ 30100 ☐ 30106	1192	Professional and Curriculum Development Visiting Teachers will be utilized in order to provide teachers with release time to plan in the PLC's to align instruction and assessment to Common Core Standards and support all learners.	$33,000.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$33,000.00
		10 % allocation has been met	**YES**