THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HAWTHORNE ELEMENTARY SCHOOL

2020-21

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:
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
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

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 Unified
SCHOOL DISTRICT

Attachment 2 – R/A
Modification of SPSA 2020-21

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Hawthorne Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Lauren Robinson

PHONE: 858-634-5701 **FAX:** **E-MAIL ADDRESS: lrobinson@sandi.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☒ **Title 1 Schoolwide Programs (SWP)** ☐ **CSI School**

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:

☒ English Learner Advisory Committee (ELAC)	Date of presentation: 10/07/20
☐ 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: 10/07/20

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	/Lauren Robinson/ 10/7/20 Signature of School Principal / Date
Alicia Nguyen Type/Print Name of SSC Chairperson	/Alicia Nguyen/ 10/7/20 Signature of SSC Chairperson / Date
Sahar Frozan Type/Print Name of ELAC Chairperson	/Sahar Frozan/ 10/7/20 Signature of ELAC Chairperson / Date
Mitzi Merino Type/Print Name of Area Superintendent	Mitzi Merino 11/30/2020 Signature of Area Superintendent / Date

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of Title 1 School wide Program. At Hawthorne Elementary our mission is to ensure we are meeting the needs of all stakeholders. We strive to have our students embrace learning in order to reach their highest potential in a safe and nurturing environment. School programs are strategically designed to engage students in a high quality, standards-based instructional program that inspires critical thinking, problem solving, and perseverance. We strive to maximize opportunities for students to develop strong character and social competence to become contributing members of society who will positively impact their communities. We provide engagement opportunities for students, educators, families and community members to build a global connection through collaboration, communication and technology
This School Plan for Student Achievement includes goals and strategies that will improve student achievement in multiple areas. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Hawthorne, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-20, stakeholders were involved in the 2020-2021 budget development process via multiple meetings opportunities to dialogue and to solicit input. These include SSC/ELAC, PTSA, Whole Staff Meetings, and Coffee with the Principal Meetings. The ELAC has in the past been rolled into the SSC, this year we are striving to separate the two groups.
January 2020- Staff met to analyze data and provided budget recommendations.
January 2020-SSC reviewed and approved the 20-21 budget.
October 2020- SSC developed and approved 2020-2021 SPSA
October 2020 SSC developed the Title I School Parent Compact and Title I Parent & Family Engagement Policy
October 2020 ELAC met to discuss the evaluation and assessment survey and provided input on funding that would support English Language Learners
October 2020 ELAC recommendations were shared with SSC
October 2020 the Annual Title I Parent Meeting was held
October 2020 Home-School compact and Parent Engagement sent home

Principal's Coffees: Discussed, brainstormed and shared ideas on how to best support students
Staff meetings: During multiple staff meetings throughout the year, we discussed student needs/student supports, needed instructional materials, priorities for spending monies. Information was collected via group discussion and private survey.
PLCs: Discussion at each meeting included student performance and interventions needed as well as the effectiveness of each intervention. The achievement gap as well as needed focus and materials/resources for the coming months and school year. This information was used to help construct this SPSA and the budget.

RESOURCE INEQUITIES

Hawthorne's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data, and a review of 2019-20 SPSA.
An analysis of the student groups (3rd-5th) CAASPP results indicate continued overall growth in the areas of ELA and math since the last.
Overall 3rd-5th graders met or exceeded standards on the CAASPP in ELA at 69.6% in 18-19 school year. This is an increase from 17-18 at 52.4% and 16-17 at 40.4%
The 5th grade cohort of 2018-2019 school year met or exceeded standards on the CAASPP in ELA at 59.4%. This was an increase over their scores in 17-18 of 37.6%, and in 16-17 of 43.8%
The 4th grade cohort of 2018-19 school year met or exceeded standards on the CAASPP in ELA at 72.3%. This was an increase over their scores in 17-18 of 70%
The 3rd grade cohort of 2018-19 school year met or exceeded standards on the CAASPP in ELA at 73.9%
Overall 3rd-5th graders met or exceeded standards on the CAASPP in math at 65.6% in 18-19 school year. This is an increase from 17-18 at 49.5% and 16-17 at 37.6%
The 5th grade cohort of 2018-2019 school year met or exceeded standards on the CAASPP in math at 43.8%. This was a decrease over their scores in 17-18 of 46.9%, and in 16-17 of 68.8%
The 4th grade cohort of 2018-19 school year met or exceeded standards on the CAASPP in math at 70.2%. This was a minimal increase over their scores in 17-18 of 69.2%
The 3rd grade cohort of 2018-19 school year met or exceeded standards on the CAASPP in math at 76%
Students with Disabilities and English Learners are our lowest performing subgroups in ELA and math. Although these subgroups have demonstrated growth in both tested areas, their results (33.3% meeting or exceed standards for SWD and 16.7% meeting or exceeding standards for ELs in ELA and 26.7% meeting or exceed standards for SWD and 16.7% meeting or exceeding standards for ELs in math) are a cause of concern.
To develop the goals for this plan, we continue to use 2018-19 SBA data due to a lack of state testing in 2019-2020. To determine goal percentages we used both cohort data (E.g. to determine the goal for this year's fifth graders we used 2018-19 fourth grade data) and overall subgroup data.

Root Cause Analysis:

Student performance data was analyzed and stakeholders reflected on the 2019-20 school year to identify root causes of student underperformance as well as what interventions were in place that had led to our overall growth over the last 3 years. After reflecting it was clear we needed to address Tier 1 Instruction for underperforming subgroups; access to materials to engage and meet students at their instructional levels, access to additional instructional time, and increased parent involvement. COVID-19 Closures and the advent of online learning have brought to light attendance, engagement, and participation inequities that will need to be monitored until onsite schooling can resume.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lauren Robinson	Principal
Yvonne Archer	Classroom Teacher
Chris Hurlburt	Parent& DAC Rep
Scott Reiter	Classroom Teacher
Jill Pham	Classroom Teacher
Jessica Hernandez	Parent
Alicia Nguyen	Community Member
Cindy Robinson	Community member
Mihoko Ikeuchi	Other school representative
Mayra Tellez	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2019-20 we continued implementing The Husky Way, Family Fridays, and Social/Emotional counseling groups, and our SEL curriculum, Second Step. We started a closer monitoring and response system of our chronically absent students which included frequent outreach, contact with families, and parent education on absenteeism.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID-19 closures in March, our team suspended absentee data meetings, SEL lessons, and recognizing Husky Way for the last part of the year. Although this may have impacted our data, it is unclear how much of an impact this had. We believe these interventions, once we resume them will be effective in reducing both chronic absenteeism and suspension rate.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For 2020-21, we either have resumed or will resume (when back in the physical building) these interventions.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	TK-5th	Decrease the chronic absenteeism rate	12.5%	9.5%	Attendance	Annually

***Identified Need**

In 2020 on the California Dashboard, the areas not blue, green, or yellow is: Chronic Absenteeism. Overall the Suspension Rate overall is in the Blue indicator, but 2 subgroups (White and Students with Disabilities) were in either orange or red.

Chronic Absenteeism:

The overall school chronic absenteeism rate is 12.5%. The subgroups that are not blue, green or yellow are Hispanic (15.2%, orange); English Learners (15.1%, orange), and Socioeconomically Disadvantaged (15.6%, red).

Suspension Rate:

The overall school suspension rate is 0.4% which was a decrease from 0.8% the previous year, and is not a concern amongst the stakeholders. Two subpopulations that were not blue, green or yellow were: Students with Disabilities (2.5%, orange) and White (1.5%, orange). Due to the size of our school, even one suspension tends to skew the data around suspensions. The data that bumped us into the orange and red was based off on one student who fell into both categories who struggled with behavior from two years ago. The introduction of character education and social/emotional learning programs as well as a restorative justice practice style of discipline has all but eliminated the need for suspensions as a method of discipline. Only in the most extreme cases of ongoing mandated events is suspension used as a last resort to behavior modification.

***Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into weekly lessons and units of instruction.
-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional wellbeing. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
-Social-Emotional Learning and Restorative Justice Practices
-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
-Schools will continue wellness efforts via school wellness coordinators.
-Continued student monitoring every 6 weeks, honed in our at risk populations.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child (ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Decrease the chronic absenteeism rate	15.1	11.1	Chronic Absenteeism	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease the chronic absenteeism rate	15.6	11.6	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	Decrease the chronic absenteeism rate	15.2	11.2	Chronic Absenteeism	Annually
June 2021	TK-5	White	Decrease the suspension rate	1.5	0.0	Suspension	Annually
June 2021	TK-5	Students with Disabilities	Decrease the suspension rate	2.5	0.0	Suspension	Annually

Strategy/Activity 1: SEL and Attendance Monitoring

***Students to be served by this Strategy/Activity**

All students will be served by this strategy including the English Learners, Hispanic, White, Students with Disabilities and Socioeconomically Disadvantaged subgroups.

***Strategy/Activity - Description**

To support this goal, the staff facilitates:
- Second Step lessons in classrooms
- Continued Husky Way Character Education program
- School counselor meets with individual and small groups of students to promote a safe and inclusive environment for all students

- Principal, School Counselor and School Clerk meet regularly to review attendance data. Each are assigned students/families to follow up to promote positive attendance. The importance of everyday and bell to bell attendance will also be included in school-to-home communication. Data is shared several times throughout the year regarding our absenteeism rates.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As we reflected on what led to our continued double digit growth in ELA, we acknowledged that what we have put in place over the last few years is working and should continue. The growth can be directly attributed to the work completed in Tier 1 Instruction improvement and tutoring interventions as well as the purchasing of classroom materials.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 closures and subsequent crisis learning from March-June was the only major difference between what we had planned and what was accomplished in last year's SPSA. We were not able to offering as much tutoring as we anticipated or have increased small group instruction for struggling populations. Our professional devolvement and monitoring between March-June shifted focus to address crisis learning needs. Our overall

approach to this year is to continue with the interventions and supports that have led to our growth, while also continuing to diversify professional learning to include online learning and action research led by teachers.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made to our plan since we have been successful. We have identified our subgroup foci to English Learners, Students with Disabilities, and Black or African American (including multi-ethnic) as a way to focus our attention on our district's highlighted populations.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	All students will be at grade level or above on FAST aReading or DRA	70%	80%	FAST aReading	3 times a year
June 2021	3rd	All students will be at grade level or above	N/A	75%	CAASPP ELA	1 time per year
June 2021	4th	All students will be at grade level or above	73.9%	78.9%	CAASPP ELA	1 time per year
June 2021	5th	All students will be at grade level or above	72.3%	77.3%	CAASPP ELA	1 time per year

***Identified Need**

Analysis of the CAASPP data shows that while the percentage of students meeting/exceeding standards has increased in the last few years, two subgroups have not shown the same level of mastery. To support underperforming students we will continue to focus on targeting students in those subgroups of English Learners and Students w/Disabilities, as well as the additional focus group of Black Youth. We continue to use the practice of monthly student monitoring in ELA, this year with a lens focused on subgroups. During professional learning we will focus on planning lessons that are aligned with standards, integrating grade level inquiries, strengthening Tier 1 instruction and Tier 2 interventions. To support ELA, professional learning will include: (1) increased small group instruction opportunities for subgroup populations; and (2) planning for extended educational time via afterschool tutoring to meet specific learning deficits 3) classroom supplies to differentiate and raise engagement of students.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Students with Disabilities	Students will be at grade level or above	33.3%	43.3%	CAASPP ELA	1 time per year.
June 2021	3rd-5th	English Learner	Students will be at grade level or above	16.7%	26.7%	CAASPP ELA	1 time per year.
June 2021	3rd-5th	Black or African American	Students will be at grade level or above	39%	50%	FAST aReading	Trimester
June 2021	TK-5th	Students with Disabilities	Students will be at grade level or above	31%	45%	FAST aReading	Trimester
June 2021	TK-5th	English Learner	Students will be at grade level or above	51%	61%	FAST aReading	Trimester
June 2021	3rd-5th	Black or African American	Students will be at grade level or above	*Baseline	50%	CAASPP ELA	1 time per year.

Professional Development, Tutoring, Supplies

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Learners, Students with Disabilities, and Black or African American (including multi-ethnic) Students.

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.
To strengthen ELA, professional learning will include these areas of study in the 2020-21 school year:
- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).
-Providing off campus learning opportunities (field trips) to raise student engagement and acquisition of academic language outside the classroom environment
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; para educator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Continued administrator focused observations around elements of the balanced literacy block
-Tutoring interventions

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01418	Interprogram Svcs/Field Trip		$2,300.00	$2,300.00	0141-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Standards based field trips will raise student engagement

N01414J	Classroom Teacher Hrly		$5,500.00	$6,725.95	0141-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Targeted tutoring will be offered to all underperforming subgroups as well as any struggling students.
N0141A0	Conference Local		$6,000.00	$6,000.00	0141-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		Teachers ability to attend local conferences as a part of individualized professional learning will improve Tier 1 and Tier 2 instruction
N0141A1	Interprogram Svcs/Paper		$3,000.00	$3,000.00	0141-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper will be used for differentiated materials in Tiers 1, 2 and 3 instruction
N0141A2	Prof&Curriclm Dev Vist Tchr		$1,005.00	$1,229.01	0141-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers will cover classes in order to facilitate release days to conduct professional learning and collaborative planning time as well as student monitoring
N0141A4	Supplies		$10,000.00	$10,000.00	0141-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies will be purchased to facilitate engagement and differentiation
N0141A5	Prof&Curriclm Dev Vist Tchr		$4,000.00	$4,891.60	0141-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers will cover classes in order to facilitate release days to conduct professional learning and collaborative planning time as well as student monitoring
N0141A6	Prof&Curriclm Dev Vist Tchr		$10,000.00	$12,229.00	0141-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visiting teachers will cover classes in order to facilitate release days to conduct professional learning and collaborative planning time as well as student monitoring

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As we reflected on what led to our continued double digit growth in Math in the past few years, we acknowledged that what we have put in place over the last few years is working and should continue. The growth can be directly attributed to the work completed in Tier 1 Instruction improvement and tutoring interventions as well as the purchasing of classroom materials.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 closures and subsequent crisis learning from March-June was the only major difference between what we had planned and what was accomplished in last year's SPSA. We were not able to offering as much tutoring as we anticipated or have increased small group instruction for struggling populations. Our professional devolvement and monitoring between March-June shifted focus to address crisis learning needs. Our overall approach to this year is to continue with the interventions and supports that have led to our growth, while also continuing to diversify professional learning to include online learning and action research led by teachers.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made to our plan since we have been successful. We have limited our subgroup focus to English Learners, Students with Disabilities and Black Youth as a way to focus our attention on our district's neediest populations and address the call to actions around these populations.

*Goal 3 - Mathematics						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	TK-5	Students will score at or above grade level	68%	75%	FAST aMath	Trimester
June 2021	3rd	Students will meet or exceed standards	NA	75%	CAASPP Math	1 time a year
June 2021	4th	Students will meet or exceed standards	76%	81%	CAASPP Math	1 time a year
June 2021	5th	Students will meet or exceed standards	70.2%	75.2%	CAASPP Math	1 time a year

***Identified Need**

Analysis of the CAASPP data shows that while the percentage of students meeting/exceeding standards has increased in the last few years, two subgroups have not shown the same level of mastery. To support underperforming students we will continue to focus on targeting students in those subgroups of English Learners and Students w/Disabilities, as well as the additional focus group of African American or Black (including multi-ethnic) Students. We continue to use the practice of monthly student monitoring in Math, this year with a lens focused on subgroups. During professional learning we will focus on planning lessons that are aligned with standards, integrating grade level inquiries, strengthening Tier 1 instruction and Tier 2 interventions. To support math, professional learning will include: (1) increased small group instruction opportunities for subgroup populations; and (2) planning for extended educational time via afterschool tutoring to meet specific learning deficits 3) classroom supplies to differentiate and raise engagement of students.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3rd-5th	Students with Disabilities	Students will meet or exceed standards	26.7%	36.7%	CAASPP Math	1 time a year
June 2021	3rd-5th	English Learner	Students will meet or exceed standards	16.7%	26.7%	CAASPP Math	1 time a year
June 2021	3rd-5th	Black or African American	Students will meet or exceed standards	*Small group	50%	CAASPP Math	1 time a year
June 2021	TK-5th	English Learner	Students will meet or exceed standards	45%	55%	FAST aMath	Trimester
June 2021	TK-5th	Students with Disabilities	Students will meet or exceed standards	17%	27%	FAST aMath	Trimester
June 2021	TK-5th	Black or African American	Students will meet or exceed standards	50%	60%	FAST aMath	Trimester

Strategy/Activity 1 Professional Development, Tutoring, Supplies

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of mathematics, specifically the following subgroups:
English Learners, Students with Disabilities, and Black or African American (Including multi-ethnic) Students.

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.
To strengthen math, professional learning will include the main areas of study in the 2020-21 school year:
- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
- Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed

- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; para educator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementation of pre and post assessment questions that measure all aspects of mathematics learning, not just computation
-Increased administrator focused observations around elements of the district's mathematics lesson map and number talks
- Tutoring interventions

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0141D	Supplies		$4,624.00	$4,624.00	0141-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies will be purchased to facilitate engagement and differentiation
N01411U	Supplies		$6,913.00	$6,913.00	0141-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Supplies will be purchased to facilitate engagement and differentiation
N01414P	Prof&Curriclm Dev Vist Tchr		$7,401.00	$9,050.67	0141-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visiting teachers will cover classes in order to facilitate release days to conduct professional learning and collaborative planning time as well as student monitoring
N01419Z	Prof&Curriclm Dev Vist Tchr		$2,880.00	$3,521.95	0141-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers will cover classes in order to facilitate release days to conduct professional learning and collaborative planning time as well as student monitoring
N0141A7	Classroom Teacher Hrly		$5,500.00	$6,725.95	0141-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Targeted tutoring will be offered to all underperforming subgroups as well as any struggling students.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

In 2019-20 school year, teachers participated in professional development focused on strengthening Tier I instructional practices and intervention strategies for Tier 2. Supporting all students including English Learners was included in professional learning. Teachers focused on students who were outside the Sphere of Success including English Learners. During professional learning we discussed how to support our ELs including front loading lessons and monitoring their progress using formative assessments to determine needed supports and next instructional steps.

All teachers who have English Learners in their classrooms include 30 minutes of Designated ELD and Integrated ELD throughout their daily schedules to accelerate their English acquisition.

During the 2018-19 school year, we only had 12 CAASPP tested English Learners. SBA scores showed 16.7% met or exceeded standard, up from 2017-18 where only 5.6% met or exceeded standards. No students took the CAASPP in 20-21 due to COVID-19. For 2020-21 we should have approximately 10 ELs who will be taking the CAASPP or CAA.

During the 2018-19 school year, we reclassified 100% of English Learners who qualified. In 19-20, we did reclassify 100% of ELs who qualified, but due to the lack of Summative ELPAC testing in light of school closures for COVID-19 our ELs did not have a chance to reclassify this year.

ELAC requested for more parent education classes around testing, curriculum etc.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 closures and subsequent crisis learning from March-June was the only major difference between what we had planned and what was accomplished in last year's SPSA. We were not able to offering as much tutoring as we anticipated or have increased small group instruction for struggling populations. Our professional devolvement and monitoring between March-June shifted focus to address crisis learning needs. Our overall approach to this year is to continue with the interventions and supports that have led to our growth, while also continuing to diversify professional learning to include online learning and action research led by teachers.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

English Learners will be monitored at reporting periods by analyzing their FAST and DRA data as well as teacher created data.
Every teacher will be required to have a representative EL as a focus student when planning for instruction in the classroom. English Learners will be monitored closely at each Student Monitoring Meeting.
ELD will be a focus of administrator observations.

***Integrated English Language Development**

- Classroom walkthroughs to show evidence of integrated ELD
- Observing and providing teacher feedback on ELD lessons
- Monitor DRA/FAST levels during reporting periods
- During release day work, teachers will analyze student work, discuss progress and plan next instructional steps for English Learners and the planning of ELD

***Designated English Language Development**

- Classroom teachers will make adjustments to lessons and instructional practice as needed to support student learning.
- ELD schedules will be collected from teachers and used to inform principal's walkthrough schedule
- Observing and providing teacher feedback on ELD lessons
- Monitor the DRA/FAST levels for English Learners during reporting periods
- During release day work, teachers will analyze student work, discuss progress and plan next instructional steps for English Learners and the planning of ELD
- All teachers with English Learners in their classroom will teach designated ELD a minimum of 30 minutes per day
-English Learners will be closely monitored and discussed at student monitoring meetings

*Goal 4 - English Learners							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	TK-5th	English Learner	All English Learners who are eligible for reclassification will be	100%	100%	Summative ELPAC	1 time per year
June 2021	3rd-5th	English Learner	Meet or exceed standards	16.7%	26.7%	CAASPP ELA	1 time per year
June 2021	3rd-5th	English Learner	Meet or exceed standards	16.7%	26.7%	CAASPP Math	1 time per year
June 2021	TK-5th	English Learner	Meet or exceed standards on FAST aReader	51%	61%	Other (Describe in Objective)	Trimester
June 2021	TK-5th	English Learner	Meet or exceed standards on FAST aMath	45%	55%	Other (Describe in Objective)	Trimester

***Identified Need**

An analysis of our SBA data showed that our English Learners subgroup was by far the lowest performing group of students on campus. At only 16.7% meeting or exceeding standards in grades 3-5 on the SBA tests in ELA and Math as compared with our overall scores of meeting and exceeding standards of 69.6% and 65.6% in ELA and Math respectively. Although our reclassification rate remains strong at 100% and our RFEPs performance is strong at 64.7% and improved 24.7% over last year's performance, our testing 3rd-5th grade English Learners are not mastering standards. ELAC also requested more parent education opportunities.

***Online Learning Implications**

-District will provide students with targeted small group support through a push-in integrated model.
-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
-Online professional development modules with iELD (integrated English Language)
-The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	All English Learners	English Learner	All English Learners who are eligible for reclassification will be	100%	100%	Summative ELPAC	1 time per year
June 2021	3rd-5th	English Learner	Students will meet or exceed standards	16.7%	26.7%	CAASPP ELA	1 time per year
June 2021	3rd-5th	English Learner	Students will meet or exceed standards	16.7%	26.7%	CAASPP Math	1 time per year
June 2021	TK-5th	English Learner	Students will meet or exceed standards on FAST aReader	51%	61%	Other (Describe in Objective)	Trimester
June 2021	TK-5th	English Learner	Students will meet or exceed standards on FAST aMath	45%	55%	Other (Describe in Objective)	Trimester

Strategy/Activity 1 Professional Development, Tutoring, Supplies, Parent Involvement

***Students to be served by this Strategy/Activity**

All students will benefit from the strategies, but the focus on English Learners as focus students and a subgroup that we will be targeting for more Tier 2 small group instruction and tutoring as well as a focus on English Learners in our monitoring should see an increase in their performance.

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.
To strengthen ELA and math, professional learning will include these areas of study in the 2019-20 school year:
- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; para educator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementing a site wide cohesive phonics/word study program
-Continued administrator focused observations around elements of the ELD and Integrated ELD in a variety of lessons
- Instructional materials to support English Learners such as picture cards, books, vocabulary as determined by teachers based on student need.
-Increase Parent Involvement through establishing an ELAC and holding Parent Learning Opportunities around EL concerns

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01411T	Tech Professional OTBS Hrly		$500.00	$663.95	0141-30100-00-2455-2495-0000-01000-0000	Title I Basic Program	[no data]		Translation services will help facilitate parent involvement for parents of EL students
N01419T	In-service supplies		$1,025.00	$1,025.00	0141-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshment at parent education sessions will improve EL parent involvement; purchasing educational materials for parents will improve student outcomes

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

· Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
· Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
· Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

An analysis of the plan for 19-20 showed a successful implementation Student Centered Scheduling Meetings and this practice will continue in future year. Students service hours both in push in and pull out services were carefully considered and matched with the most opportune times to increase co-teaching and strengths based learning.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 closures and subsequent crisis learning from March-June was a major difference between what we had planned and what was accomplished in last year's SPSA. We were not able to offering as much tutoring as we anticipated or have increased small group instruction for struggling populations. Our professional devolvement and monitoring between March-June shifted focus to address crisis learning needs. Our overall approach to this year is to continue with the interventions and supports that have led to our growth, while also continuing to diversify professional learning to include online learning and action research led by teachers. COVID-19 related closures also greatly impacted services for Students with Disabilities.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change to our plan for 20-21 was adding a goal to monitor Progress on IEP goals in addition to CAASPP data and school based data as a way to capture growth as outlined for SWD in their IEPs

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Students will meet or exceed standards on ELA CAASPP or CAA	33.3%	43.3%	Other (Describe in Objective)	1 time a year
June 2021	3rd-5th	Students will meet or exceed standards on math CAASPP or CAA	26.7%	36.7%	Other (Describe in Objective)	1 time a year
June 2021	3rd-5th	Students will demonstrate growth on CAASPP or CAA as measured by the distance from 3	Baseline	minimum of 10 points	Other (Describe in Objective)	1 time a year
June 2021	TK-5	Students will meet IEP goals	NA	75%	Progress Reports on IEP Goals	3 times a year

***Identified Need**

33.3% of students with disabilities met or exceeded standard in ELA on CAASPP.
26.7% of students with disabilities met or exceeded standard in Math on CAASPP.
The number of students at each grade level is less than what can be reported out on statewide data, however, our goal will still remain to reach the overall percentage stated in goals at each grade level as well.

***Online Learning Implications**

-Implementation of IEP Services in Online Learning Setting
-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
-The integrated team will consist of general education teachers, educational specialists, related services providers and para educators.

-All staff will be working as a team to support all students to accelerate their learning

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Students with Disabilities	Students will meet or exceed standards as measured by ELA CAASPP or CAA	Baseline	45%	Other (Describe in Objective)	1 time a year
June 2021	4th	Students with Disabilities	Students will meet or exceed standards as measured by ELA CAASPP or CAA	Baseline	43.3%	Other (Describe in Objective)	1 time a year
June 2021	5th	Students with Disabilities	Students will meet or exceed standards as measured by ELA CAASPP or CAA	Baseline	43.3%	Other (Describe in Objective)	1 time a year
June 2021	TK-5	Students with Disabilities	Students will meet IEP goals	Baseline	75%	Progress Reports on IEP Goals	Trimester
June 2021	TK-5	Students with Disabilities	Students will meet or exceed grade level as measured by FAST aReader	31%	41%	Other (Describe in Objective)	Trimester
June 2021	TK-5	Students with Disabilities	Students will meet or exceed grade level as measured by FAST aMath	17%	27%	Other (Describe in Objective)	Trimester

Strategy/Activity 1 Professional Development, tutoring, supplies

***Students to be served by this Strategy/Activity**

This strategy will support all students including Students with Disabilities

***Strategy/Activity - Description**

The Special Education Team at Hawthorne (Education Specialist, Mod/Sev teacher, psychologist, service providers, and principal) met with each teacher to review each child's goals, placement, and both push-in and pull-out needs. A schedule was created to best meet the needs of each child using the most strategic use of our resources.

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.

To strengthen ELA and math, professional learning will include two main areas of study in the 2019-20 school year:

- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; para educator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementing a site wide cohesive phonics/word study program
-Continued administrator focused observations around elements of the balanced literacy block

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.

To strengthen math, professional learning will include the main areas of study in the 2019-20 school year:

- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
- Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; para educator training

- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementation of pre and post assessment questions that measure all aspects of mathematics learning, not just computation
-Increased administrator focused observations around elements of the district's mathematics lesson map and number talks

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0141-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N01414J	Targeted tutoring will be offered to all underperforming subgroups as well as any struggling students.
	Conference Local				0141-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N0141A0	Teachers ability to attend local conferences as a part of individualized professional learning will improve Tier 1 and Tier 2 instruction
	Prof&Curriclm Dev Vist Tchr				0141-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : N0141A6	Visiting teachers will cover classes in order to facilitate release days to conduct professional learning and collaborative planning time as well as student monitoring
	Supplies				0141-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 3 - Mathematics | Ref Id : N0141D	Supplies will be purchased to facilitate engagement and differentiation

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	Black or African American (including those under Multi-Ethnic) Students	Students will show grade level mastery in ELA and Math (3s and 4s).	Baseline	65%	Grades	Trimester

***Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, Hawthorne site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Hawthorne will develop and implement a site-specific system for tracking classroom referrals.
3. Hawthorne will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Hawthorne will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Hawthorne will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Hawthorne is to maintain or increase the percentage of diverse educators from current year to the follow

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

This goal was created to address or highlight a districtwide subgroup that is now considered a focus group, Black or African American Students, including those with Black listed as one of the ethnicities under Multi-Ethnic. This group has been historically a small group on our campus that has not had enough data to report on publicly. We believe that monitoring these students, either those who identify solely as Black or African American or one of the ethnicities in their Multi-Ethnic category is Black, on their Standards Based Report Card is the best way to monitor progress.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1 Student Monitoring

***Students to be served by this Strategy/Activity**

As we already monitor all students' progress on using SBRCs we will now also maintain data monitoring of grades for the new focus group of Black or African American Students.

***Strategy/Activity - Description**

Once every 6 weeks administration and teachers will meet to review progress towards mastering standards, and use planning time to create differentiated learning opportunities for those students not meeting standards.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0141-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : N0141A6	Visiting teachers will cover classes in order to facilitate release days to conduct professional learning and collaborative planning time as well as student monitoring

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Hawthorne is fortunate to have a small, but active parent base who help run PTA and SSC. In general families participate in school and PTA sponsored activities, but only a few participate on committees and groups and volunteer in classrooms. It surprised us to see the low number of participants in the CAL-SCHLS parent survey. As we promoted the survey and felt more had been not only turned in in person but reported to have been done online. We will continue to promote this year with greater enthusiasm and frequency.
One area we believe builds strong home/school connections is parents volunteering at the school in some capacity. Our CAL-SCHLS parent survey results have parents reporting that 53% have served as a volunteer in a child's classroom or elsewhere in the school. Our goal is to raise that number by 10% this year,
We also analyzed the data for parent responses, and found that while the number of parents routinely selecting "strongly agree" category is in the 36-63 range; when expanded to "strongly agree and agree" that number jumps into the 80's range and more frequently the 90s range.
We did not complete the CAL-SCHLS Parent Survey last year due to COVID-19.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between intended implementation and budgeted expenditures, other than due to a lack of availability we did not spend as much on translation services as we intended. Due to COVID we were not able to hold informational meetings about the survey nor were we able to complete the survey for the 19-20 school year.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes to how we involve parents on campus, the structures we have for communication, volunteering, and participating will remain the same.
However, we have now a stated policy that every parent/guardian is expected to contribute at least 5 hours of volunteer time to the school in some manner.
We are also planning to hold a series of informational meetings about the parent survey so that parents fully understand the connection between numbers being reported in general vs the overall positive nature of parent and family involvement at the school.
Due to volunteers not being allowed on campus under current COVID-19 restrictions, we will need to monitor our parent meeting attendance and seek creative ways for parent to be able to be involved during this year.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Volunteers	Increase the number of parents/family volunteering at school	53%	63%	CAL - SCHLS (CSPS)

***Identified Need**

This was one of the lowest percentages outside of "strongly agree and agree" numbers. The goal is to increase the parent involvement on campus.

***Online Learning Implications**

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
-
District is also supplying families with training on SEL, Wellness, Health and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers
Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Volunteers	Increase the number of parents/family volunteering at school	53%	63%	Meeting Attendance

Strategy/Activity 1 Capacity Building: Parent Meetings/Activities/Trainings

***Families to be served by this Strategy/Activity**

All families will be served by this goal.

***Strategy/Activity - Description**

Parents present on campus and more involved with their child's education directly correlates with their children's success. Providing interpretation at major events like Open House, Back to School Nights, and education nights allows parents to participate in their child's schooling. We also provide light refreshments at our monthly Principal's Coffee events to encourage parents to stay and keep up to date on the latest information about the school and hear any concerns or questions from the community answered.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	In-service supplies				0141-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Goal 4- Supporting English Learners | Ref Id : N01419T	Light refreshment at parent education sessions will improve EL parent involvement; purchasing educational materials for parents will improve student outcomes
	Tech Professional OTBS Hrly				0141-30100-00-2455-2495-0000-01000-0000	Title I Basic Program	[no data]	Goal 4- Supporting English Learners | Ref Id : N01411T	Translation services will help facilitate parent involvement for parents of EL students

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Third and Fifth Grade Data Analysis: Percentage of Students Meeting/Exceeding Expectation at the end of the 2019-20 School Year
Third Grade / 73.9% (34 students)
Fifth Grade / 59.4% (19 students)

Last year's third graders met/exceeded end of the year expectations at the highest rate in ELA of the three testing grades. The fourth grade cohort also performed higher than in years past at 72.3% meeting or exceed standards. Our fifth grade cohort, the number of students meeting/exceeding expectations was 59.4% which despite being the lowest overall cohort scores, was up from 37.5% over their last year's ELA data. Third and fourth graders out performed fifth graders, so we believe the trending data shows that our supports and previous interventions and plans have been and will continue to be successful. Professional learning during the 2019-20 school year will continue to support ELA to accelerate student progress.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 closures and subsequent crisis learning from March-June was the only major difference between what we had planned and what was accomplished in last year's SPSA. We were not able to offering as much tutoring as we anticipated or have increased small group instruction for struggling populations. Our professional devolvement and monitoring between March-June shifted focus to address crisis learning needs. Our overall

approach to this year is to continue with the interventions and supports that have led to our growth, while also continuing to diversify professional learning to include online learning and action research led by teachers.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Since we continue to find success with the strategies and interventions we are using, there will be no major changes to the SPSA plan this year.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Students meeting or exceed standards	Baseline	75%	CAASPP ELA	1 time per year
June 2021	5th	Students meeting or exceed standards	72.3%	77.3%	CAASPP ELA	1 time per year
June 2021	3rd	Students meeting or exceed standards	Baseline	80%	Grade 3 ELA Reading	Annually
June 2021	5th	Students meeting or exceed standards	71%	80%	Grade 5 ELA Reading	Annually

***Identified Need**

To support underperforming students we will continue to support student progress in ELA in a variety of ways including teachers' professional learning. During professional learning we will focus on lessons that are aligned with standards, integrating grade level inquiries, strengthening Tier 1 instruction and Tier 2 interventions. Teachers will work in collaboration with the Ed Specialists and paraprofessionals during PLCs and release days. Our work will include supporting our English Learners and students with disabilities.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Students with Disabilities	Students meeting or exceed standards	33.3%	43.3%	CAASPP ELA	1 time year a year
June 2021	3rd-5th	English Learner	Students meeting or exceed standards	16.7%	26.7%	CAASPP ELA	1 time year a year

June 2021	3rd-5th	Black or African American	Students meeting or exceed standards	Small group	26.7%	CAASPP ELA	1 time year a year
June 2021	TK-5th	Black or African American	Students meeting or exceed grade level on FAST aReader	39%	50%	Other (Describe in Objective)	Trimester
June 2021	TK-5th	English Learner	Students meeting or exceed grade level on FAST aReader	51%	61%	Other (Describe in Objective)	Trimester
June 2021	TK-5th	Students with Disabilities	Students meeting or exceed grade level on FAST aReader	39%	50%	Other (Describe in Objective)	Trimester

Strategy/Activity 1 Professional Development/Tutoring/Supplies

***Students to be served by this Strategy/Activity**

All students will benefit from these strategies.

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.

To strengthen ELA, professional learning will include two main areas of study in the 2019-20 school year:

- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; para educator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency

-Implementing a site wide cohesive phonics/word study program
-Continued administrator focused observations around elements of the balanced literacy block

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The administration of Hawthorne will closely monitor the data around all our goals and regularly report out to SSC, ELAC and stakeholder groups our progress on goals. We will continue to prioritize progress on these goals through the structures of student and staff monitoring.
The principal will prioritize focused classroom observations, teacher professional learning/development, and data monitoring and the subsequent planning for increased student performance and or other indicative data improvement.
Online learning:
Hawthorne will continue to monitor and reach out via messages, staff contact (teacher, counselor, principal, etc.) to engage and reengage students and parents in online learning. We will provide stakeholder learning opportunities on how to improve online learning. The staff was provided extensive professional development from the district at the onset of the 20-21 school year, as well as site based professional learning and monitoring around The Distance Learning Playbook by Fisher and Frey. Staff are continuously encouraged to plan for relationship building on a daily and weekly basis and observations always look for evidence of this. The school will continue to hold regular stakeholder meetings (ELAC, SSC, PTA, Coffee with Principals, etc.), post on our website, and communicate via School Messenger to ensure all have access to information in their home language.
Implementation of SPSA- This SPSA was created using the current data and a root cause analysis. The following priorities, strategies and leadership actions will be implemented school wide at Hawthorne to meet or exceed the SPSA goals. The implementation of the priorities and strategies outlined in the SPSA will be monitored by the site principal and the SSC. The principal will work with all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following is in place:
- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.

- All teachers are able to articulate student learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all teachers will take responsibility in monitoring student learning and providing appropriate support.

-Develop and fine tune a comprehensive assessment system.
-Monitor student academic levels during reporting periods.
-Use the practice of focus students to target representative populations when planning whole group and small group lessons.
-Administer common formative and summative assessments and utilize the data to design effective lessons and targeted interventions based on student needs.
-Ensure that reteach and reassessment opportunities are provided to students.
-Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation

The site administrator will focus on creating a collaborative risk-taking environment for teachers and students.

The site administrator will:

-Use data from classroom focused and informal observations and common assessments to inform professional learning opportunities
-Identify teacher's instructional strengths and areas to grow to develop multiple professional learning opportunities grounded in current research and based on students' needs.
-Maintain the school's focus, common pedagogy, professional learning, and teacher collaboration across the campus.
-Promote positive and productive relationships with staff, students, parents and community.
-Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
-Value mutual respect, multiple cultural perspectives, and experiences.
-View work through an appreciative lens and focus on what is working at the school.
-Develop and maintain clear systems to organize and maximize resources and operations.
-Establish clear lines of communication.
-Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.
-Cultivate positive relationships with parents and community.
-Implement systems and structures that engage, teach, and support parents/community.
-Have clear and open communication with parents/community.
-Help parents understand their child's learning successes and needs.
-Provide resources to support parents.
-Strengthen and fine-tune current instructional practices.
-Provide professional learning focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Math, Science
-Ensure learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
-Reflect on our work as educators and equity for all students.
-Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Hawthorne Elementary

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 34,178.40
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 78,900.08

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$21,279.67

Subtotal of additional federal funds included for this school (30106): $21,279.67

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$23,442.01

Subtotal of state or local funds included for this school (09800): $ 23,442.01

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $78,900.08

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Hawthorne Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Hawthorne Elementary has developed a written Title I Parent & Family Engagement Policy with input from Title I parents. ***The School Site Council reviewed the 19-20 plan, assessed the current needs of the school and developed the current policy.***

It has distributed the policy to parents of Title I students.

A copy is sent home with each student in a supply distribution bag, available online on the school website, and is available for review in the front office.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])

> **The policy is translated into Spanish, the language of our largest subpopulation and can be requested in other languages at any time. Copies are distributed and available at several times and events and are posted online and are available upon request. The policy is reviewed at least once a year and upon request by the School Site Council and updated to meet the changing needs of the parents and school**

To involve parents in the Title I, Part A programs, the following practices have been established:

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).

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

Hawthorne holds its annual Title 1 Meeting at the Title 1 Meeting in October, held within the first 8 weeks of school. The budget allocations and spending plan are presented along with school wide data.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

The school holds meetings before and after school hours, and in the evening and is committed to posting important information online for easy access for parents.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Hawthorne holds monthly SSC meetings and Coffees with the Principal at which the planning, review and improvement of the Title 1 program can be and are discussed.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

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.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

Hawthorne's teachers review curriculum used at the school and the assessments they use to measure proficiency at the Back to School Night, in their introduction letters, and upon request. This information is also shared at parent-teacher conferences in November and March.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Hawthorne utilizes monthly School Site Council meetings to facilitate parent participation relating to educational matters. The principal is always open to meeting with parents or parent groups to hear concerns and ideas.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

At parent teacher conferences or up request. The school offers educational parent nights to explain SBAC testing results.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

At parents' request and at teachers' discretion, materials and training are provided for parents in order to improve achievement.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Teachers and staff regularly communicate with parents and design events like Literacy Picnics, Field Trips, Family Fridays, and guest parent speakers.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

Hawthorne has a parent center and resources in the front office to support and encourage parents. The school has a strong volunteer program which allows parents to participate at the level they are able.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

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.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Hawthorne provides translation, light refreshments, and allows for families including younger siblings to attend functions or meetings.

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

This policy was adopted by Hawthorne Elementary on Ocotber 1, 2020 and will be in effect for the period of the 2020-21 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 30, 2020.

Lauren Robinson, Principal

10-01-2020

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

HAWTHORNE ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Hawthorne Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

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**
2. **Hold parent-teacher conferences.**
3. **Provide parents with frequent reports on their child's progress.**
4. **Provide parents reasonable access to staff.**

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

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Back to School Night within the first 4 weeks of school
Parent-Teacher conferences held in November 2020 and March 2021
Monthly School Site Council Meetings
Monthly Family Fridays
Monthly Coffee with the Principal
Parent Center/FACE resources available for parents

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Fall and Spring Open House
Parent-Teacher conferences held in November 2020 and March 2021
Academic nights like ST Math or Science Night
Tutoring/supplemental materials provided by teachers/case managers
Student Study Team Meetings
Tutoring Opportunities

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

Ongoing conversations in Student Monitoring Meetings
Student Study Team Meetings
Monthly Family Fridays

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

Literacy Picnics
Field Trips
PTA Hosted Family Events
Parent Center

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Every effort is made for translation of weekly phone calls and emails, flyers, and handouts, and parent conferences.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

All public meetings are considered open forums for feedback and requests.
The school's policy is to address any request at the next public meeting if not sooner.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Every effort is made for translation or explanation of weekly phone calls and emails, flyers, and handouts, and parent conferences.
Preferred language in all communications can be requested.

This Compact was adopted by the Hawthorne Elementary SSC on October 1, 2020 and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 30th, 2020.

Lauren Robinson, Principal

10-01-2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

SCHOOL PERFORMANCE OVERVIEW

Hawthorne Elementary

Explore the performance of Hawthorne Elementary under California's Accountability System.

Chronic Absenteeism

Orange

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Blue

Mathematics

Blue

School Details

NAME
Hawthorne Elementary

ADDRESS
4750 Lehrer Drive
San Diego, CA 92117-1358

WEBSITE
N/A

GRADES SERVED
K-6

HAWTHORNE ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

246

Socioeconomically Disadvantaged

60.2%

English Learners

20.3%

Foster Youth

0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

49.5 points above standard

Increased 38.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	1 Blue	

LEARN MORE

Mathematics

Blue

48.9 points above standard

Increased 43.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

LEARN MORE

English Learner Progress

28% making progress towards English language proficiency

Number of EL Students: 25

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

HAWTHORNE ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Orange

12.5% chronically absent

Increased 1.4% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	2 Orange	1 Yellow
1 Green	0 Blue	

HAWTHORNE ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.4% suspended at least once

Declined 0.4% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	2	0
Red	Orange	Yellow

0	3
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Blue

49.5 points above standard

Increased 38.6 Points ▲

Number of Students: 120

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

Hispanic

Blue

Socioeconomically Disadvantaged

No Performance Color

- African American
- Asian
- English Learners
- Homeless
- Two or More Races
- Students with Disabilities
- White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

64.7 points above standard

No Data

Number of Students: 11

English Learners

No Performance Color

1.2 points above standard

Increased 59.9 Points ▲

Number of Students: 27

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races

No Performance Color

112 points above standard

No Data

Number of Students: 18

Students with Disabilities

No Performance Color

56.8 points below standard

No Data

Number of Students: 14

White

No Performance Color

91.7 points above standard

Increased 34.6 Points ▲

Number of Students: 36

Hispanic

Green

2 points above standard

Increased 26.6 Points ▲

Number of Students: 53

Socioeconomically Disadvantaged

Blue

13.1 points above standard

Increased 31.5 Points ▲

Number of Students: 68

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	16.2 points below standard	10.9 points above standard	49.5 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
59.4 points below standard	42.6 points above standard	59.9 points above standard
Increased 34.7 Points ▲	Increased 40 Points ▲	Increased 23.8 Points ▲
Number of Students: 11	Number of Students: 16	Number of Students: 86

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Blue

48.9 points above standard

Increased 43.1 Points ▲

Number of Students: 120

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

No Students

Blue

Hispanic

Socioeconomically Disadvantaged

No Performance Color

African American

Asian

English Learners

Homeless

Two or More Races

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

83.2 points above standard

No Data

Number of Students: 11

English Learners

No Performance Color

2.6 points below standard

Increased 47.9 Points ▲

Number of Students: 27

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races

No Performance Color

91.8 points above standard

No Data

Number of Students: 18

Students with Disabilities

No Performance Color

18.5 points below standard

No Data

Number of Students: 14

White

No Performance Color

85.9 points above standard

Increased 48.3 Points ▲

Number of Students: 36

Hispanic

Blue

6.6 points above standard

Increased 30.3 Points ▲

Number of Students: 53

Socioeconomically Disadvantaged

Blue

21.1 points above standard

Increased 39 Points ▲

Number of Students: 68

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	24.3 points below standard	5.7 points above standard	48.9 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

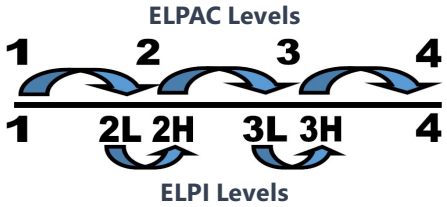
Current English Learners	Reclassified English Learners	English Only
72.5 points below standard	45.1 points above standard	59.6 points above standard
Maintained -2.7 Points	Increased 62.2 Points ▲	Increased 35.8 Points ▲
Number of Students: 11	Number of Students: 16	Number of Students: 86

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

28% making progress towards English language proficiency

Number of EL Students: 25

Performance Level

Very Low

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	64%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	28%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students

Orange

12.5% chronically absent

Increased 1.4% ▲

Number of Students: 256

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

Socioeconomically Disadvantaged

Orange

English Learners

Hispanic

Yellow

Students with Disabilities

Green

White

Blue

No Students

No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian

No Performance Color

10% chronically absent

Increased 5.8% ▲

Number of Students: 20

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless

No Performance Color

12.5% chronically absent

Increased 1.4% ▲

Number of Students: 16

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

10.3% chronically absent

Increased 1.6% ▲

Number of Students: 39

Socioeconomically Disadvantaged

Red

15.6% chronically absent

Increased 3.9% ▲

Number of Students: 154

English Learners

Orange

15.1% chronically absent

Increased 4.8% ▲

Number of Students: 53

Hispanic

Orange

15.2% chronically absent

Increased 3.3% ▲

Number of Students: 125

Students with Disabilities

Yellow

15.8% chronically absent

Declined 2.4% ▼

Number of Students: 38

White

Green

9.2% chronically absent

Declined 4.4% ▼

Number of Students: 65

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students

Blue

0.4% suspended at least once

Declined 0.4% ▼

Number of Students: 261

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

Students with Disabilities

White

Yellow

No Students

Green

No Students

Blue

English Learners

Hispanic

Socioeconomically Disadvantaged

No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Pacific Islander

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 20

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 18

Two or More Races

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 39

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

Orange

2.5% suspended at least once

Increased 2.5% ▲

Number of Students: 40

White

Orange

1.5% suspended at least once

Increased 1.5% ▲

Number of Students: 68

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 54

Hispanic

Blue

0% suspended at least once

Declined 1.6% ▼

Number of Students: 127

Socioeconomically Disadvantaged

Blue

0% suspended at least once

Declined 0.6% ▼

Number of Students: 158

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	N/A	0.8%	0.4%

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	189	42.3	133	42.1	109	40.4	103	52.4	125	69.6	27.3	17.2	188	35.1	135	32.6	109	37.6	103	49.5	125	65.6	30.5	16.1
Female	86	44.2	60	36.7	52	42.3	47	53.2	51	66.7	22.5	13.5	85	29.4	60	20.0	52	26.9	47	46.8	51	62.7	33.3	15.9
Male	103	40.8	73	46.6	57	38.6	56	51.8	74	71.6	30.8	19.8	103	39.8	75	42.7	57	47.4	56	51.8	74	67.6	27.8	15.8
African American	5	-	4	-	0	-	1	-	2	-	-	-	5	-	4	-	0	-	1	-	2	-	-	-
Asian**	5	-	4	-	3	-	3	-	11	72.7	-	-	5	-	4	-	3	-	3	-	11	72.7	-	-
Filipino	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Hispanic	102	24.5	76	25.0	63	22.2	55	38.2	55	50.9	26.4	12.7	101	13.9	76	10.5	63	23.8	54	38.9	55	52.7	38.8	13.8
Indochinese**	9	-	4	-	4	-	3	-	-	-	-	-	9	-	4	-	4	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	3	-	1	-	1	-	0	-	-	-	3	-	3	-	1	-	1	-	0	-	-	-
White	52	69.2	35	62.9	26	53.8	28	67.9	38	86.8	17.6	18.9	52	63.5	37	62.2	26	50.0	29	62.1	38	78.9	15.4	16.8
Multiracial	12	66.7	7	-	11	72.7	12	75.0	19	94.7	28.0	19.7	12	66.7	7	-	11	72.7	12	75.0	19	78.9	12.2	3.9
English Learner	55	12.7	31	16.1	28	14.3	18	5.6	12	16.7	4.0	11.1	54	5.6	32	6.3	28	21.4	19	5.3	12	16.7	11.1	11.4
English-Speaking	134	54.5	102	50.0	80	50.0	84	63.1	113	75.2	20.7	12.1	134	47.0	103	40.8	80	43.8	83	60.2	113	70.8	23.8	10.6
Reclassified†	29	48.3	25	40.0	17	47.1	10	40.0	17	64.7	16.4	24.7	29	31.0	25	20.0	17	29.4	10	40.0	17	64.7	33.7	24.7
Initially Eng. Speaking	105	56.2	77	53.2	63	50.8	74	66.2	96	77.1	20.9	10.9	105	51.4	78	47.4	63	47.6	73	63.0	96	71.9	20.5	8.9
Econ. Disadv.*	189	42.3	97	29.9	79	31.6	64	42.2	70	61.4	19.1	19.2	188	35.1	98	18.4	79	30.4	63	39.7	70	55.7	20.6	16.0
Non-Econ. Disadv.	0	-	36	75.0	30	63.3	39	69.2	55	80.0	-	10.8	0	-	37	70.3	30	56.7	40	65.0	55	78.2	-	13.2
Gifted	79	68.4	53	66.0	47	55.3	32	68.8	59	94.9	26.5	26.1	79	65.8	53	60.4	47	57.4	32	75.0	59	91.5	25.7	16.5
Not Gifted	110	23.6	80	26.3	62	29.0	71	45.1	66	47.0	23.4	1.9	109	12.8	82	14.6	62	22.6	71	38.0	66	42.4	29.6	4.4
With Disabilities	22	4.5	0	-	12	8.3	7	-	15	33.3	28.8	-	21	9.5	12	8.3	12	16.7	7	-	15	26.7	17.2	-
WO Disabilities	167	47.3	121	46.3	97	44.3	96	54.2	110	74.5	27.2	20.3	167	38.3	123	35.0	97	40.2	96	51.0	110	70.9	32.6	19.9
Homeless	2	-	0	-	2	-	1	-	8	-	-	-	2	-	1	-	2	-	1	-	8	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	3	-	5	-	-	-	2	-	1	-	0	-	3	-	5	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	43	46.5	31	35.5	32	43.8	40	70.0	46	73.9	27.4	3.9	42	40.5	32	34.4	32	68.8	39	69.2	46	76.1	35.6	6.9
Female	20	50.0	18	33.3	13	53.8	17	76.5	22	54.5	4.5	-22.0	19	31.6	18	33.3	13	69.2	17	76.5	22	63.6	32.0	-12.9
Male	23	43.5	13	38.5	19	36.8	23	65.2	24	91.7	48.2	26.5	23	47.8	14	35.7	19	68.4	22	63.6	24	87.5	39.7	23.9
African American	0	-	1	-	0	-	1	-	1	-	-	-	0	-	1	-	0	-	1	-	1	-	-	-
Asian**	1	-	1	-	1	-	2	-	7	-	-	-	1	-	1	-	1	-	2	-	7	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	30	33.3	15	6.7	20	30.0	20	65.0	16	43.8	10.5	-21.2	29	27.6	15	6.7	20	55.0	19	63.2	16	62.5	34.9	-0.7
Indochinese**	2	-	1	-	1	-	0	-	-	-	-	-	2	-	1	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	5	-	10	50.0	5	-	13	76.9	13	100.0	-	23.1	5	-	11	54.5	5	-	13	76.9	13	84.6	-	7.7
Multiracial	4	-	2	-	4	-	4	-	9	-	-	-	4	-	2	-	4	-	4	-	9	-	-	-
English Learner	18	22.2	9	-	15	20.0	4	-	2	-	-	-	17	5.9	10	10.0	15	40.0	4	-	2	-	-	-
English-Speaking	25	64.0	22	45.5	17	64.7	36	75.0	44	77.3	13.3	2.3	25	64.0	22	45.5	17	94.1	35	74.3	44	77.3	13.3	3.0
Reclassified†	2	-	1	-	0	-	2	-	7	-	-	-	2	-	1	-	0	-	2	-	7	-	-	-
Initially Eng. Speaking	23	65.2	21	42.9	17	64.7	34	76.5	37	81.1	15.9	4.6	23	60.9	21	42.9	17	94.1	33	75.8	37	78.4	17.5	2.6
Econ. Disadv.*	43	46.5	25	24.0	27	40.7	27	59.3	23	65.2	18.7	5.9	42	40.5	26	26.9	27	63.0	26	57.7	23	60.9	20.4	3.2
Non-Econ. Disadv.	0	-	6	-	5	-	13	92.3	23	82.6	-	-9.7	0	-	6	-	5	-	13	92.3	23	91.3	-	-1.0
Gifted	22	50.0	6	-	13	69.2	11	100.0	23	95.7	45.7	-4.3	22	59.1	6	-	13	84.6	11	100.0	23	95.7	36.6	-4.3
Not Gifted	21	42.9	25	28.0	19	26.3	29	58.6	23	52.2	9.3	-6.4	20	20.0	26	23.1	19	57.9	28	57.1	23	56.5	36.5	-0.6
With Disabilities	4	-	0	-	3	-	2	-	6	-	-	-	3	-	2	-	3	-	2	-	6	-	-	-
WO Disabilities	39	48.7	29	37.9	29	44.8	38	71.1	40	80.0	31.3	8.9	39	41.0	30	36.7	29	72.4	37	70.3	40	85.0	44.0	14.7
Homeless	1	-	0	-	2	-	1	-	3	-	-	-	1	-	1	-	2	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	54	33.3	42	52.4	34	38.2	32	37.5	47	72.3	39.0	34.8	54	25.9	42	40.5	34	17.6	32	46.9	47	70.2	44.3	23.3
Female	22	27.3	18	50.0	20	45.0	11	36.4	18	83.3	56.0	46.9	22	13.6	18	16.7	20	15.0	11	54.5	18	72.2	58.6	17.7
Male	32	37.5	24	54.2	14	28.6	21	38.1	29	65.5	28.0	27.4	32	34.4	24	58.3	14	21.4	21	42.9	29	69.0	34.6	26.1
African American	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Asian**	1	-	2	-	1	-	0	-	3	-	-	-	1	-	2	-	1	-	0	-	3	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	31	16.1	26	38.5	16	18.8	19	21.1	21	57.1	41.0	36.0	31	3.2	26	23.1	16	0.0	19	36.8	21	52.4	49.2	15.6
Indochinese**	2	-	1	-	2	-	1	-	-	-	-	-	2	-	1	-	2	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	0	-	-	-
White	17	64.7	7	-	12	41.7	7	-	17	82.4	17.7	-	17	58.8	7	-	12	25.0	7	-	17	88.2	29.4	-
Multiracial	1	-	5	-	2	-	5	-	5	-	-	-	1	-	5	-	2	-	5	-	5	-	-	-
English Learner	22	4.5	14	21.4	6	-	9	-	4	-	-	-	22	0.0	14	7.1	6	-	9	-	4	-	-	-
English-Speaking	32	53.1	28	67.9	27	44.4	23	52.2	43	76.7	23.6	24.5	32	43.8	28	57.1	27	22.2	23	65.2	43	74.4	30.6	9.2
Reclassified†	6	-	5	-	5	-	4	-	4	-	-	-	6	-	5	-	5	-	4	-	4	-	-	-
Initially Eng. Speaking	26	53.8	23	65.2	22	40.9	19	57.9	39	76.9	23.1	19.0	26	50.0	23	56.5	22	18.2	19	68.4	39	76.9	26.9	8.5
Econ. Disadv.*	54	33.3	28	39.3	22	27.3	20	25.0	28	60.7	27.4	35.7	54	25.9	28	21.4	22	9.1	20	35.0	28	57.1	31.2	22.1
Non-Econ. Disadv.	0	-	14	78.6	12	58.3	12	58.3	19	89.5	-	31.2	0	-	14	78.6	12	33.3	12	66.7	19	89.5	-	22.8
Gifted	19	63.2	23	60.9	8	-	15	46.7	22	100.0	36.8	53.3	19	57.9	23	56.5	8	-	15	60.0	22	100.0	42.1	40.0
Not Gifted	35	17.1	19	42.1	26	30.8	17	29.4	25	48.0	30.9	18.6	35	8.6	19	21.1	26	7.7	17	35.3	25	44.0	35.4	8.7
With Disabilities	5	-	0	-	12	8.3	2	-	6	-	-	-	5	-	4	-	12	16.7	2	-	6	-	-	-
WO Disabilities	49	36.7	38	57.9	30	43.3	30	36.7	41	78.0	41.3	41.3	49	28.6	38	42.1	30	20.0	30	46.7	41	75.6	47.0	28.9
Homeless	1	-	0	-	2	-	1	-	2	-	-	-	1	-	0	-	2	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	1	-	3	-	-	-	1	-	0	-	0	-	1	-	3	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	59	52.5	60	38.3	43	39.5	31	45.2	32	59.4	6.9	14.2	59	45.8	61	26.2	43	30.2	32	28.1	32	43.8	-2.0	15.7
Female	25	60.0	24	29.2	19	31.6	19	42.1	11	63.6	3.6	21.5	25	44.0	24	12.5	19	10.5	19	15.8	11	45.5	1.5	29.7
Male	34	47.1	36	44.4	24	45.8	12	50.0	21	57.1	10.0	7.1	34	47.1	37	35.1	24	45.8	13	46.2	21	42.9	-4.2	-3.3
African American	4	-	2	-	0	-	0	-	0	-	-	-	4	-	2	-	0	-	0	-	0	-	-	-
Asian**	3	-	1	-	1	-	1	-	1	-	-	-	3	-	1	-	1	-	1	-	1	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	23	30.4	35	22.9	27	18.5	16	25.0	18	50.0	19.6	25.0	23	17.4	35	2.9	27	14.8	16	12.5	18	44.4	27.0	31.9
Indochinese**	4	-	2	-	1	-	2	-	-	-	-	-	4	-	2	-	1	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	1	-	0	-	-	-	0	-	2	-	0	-	1	-	0	-	-	-
White	21	76.2	18	66.7	9	-	8	-	8	-	-	-	21	71.4	19	63.2	9	-	9	-	8	-	-	-
Multiracial	3	-	0	-	5	-	3	-	5	-	-	-	3	-	0	-	5	-	3	-	5	-	-	-
English Learner	13	15.4	8	-	7	-	5	-	6	-	-	-	13	15.4	8	-	7	-	6	-	6	-	-	-
English-Speaking	46	63.0	52	42.3	36	47.2	25	56.0	26	69.2	6.2	13.2	46	54.3	53	30.2	36	36.1	25	36.0	26	53.8	-0.5	17.8
Reclassified†	12	66.7	19	26.3	12	41.7	4	-	6	-	-	-	12	41.7	19	5.3	12	25.0	4	-	6	-	-	-
Initially Eng. Speaking	34	61.8	33	51.5	24	50.0	21	57.1	20	70.0	8.2	12.9	34	58.8	34	44.1	24	41.7	21	38.1	20	50.0	-8.8	11.9
Econ. Disadv.*	59	52.5	44	27.3	30	26.7	17	35.3	19	57.9	5.4	22.6	59	45.8	44	11.4	30	16.7	17	17.6	19	47.4	1.6	29.8
Non-Econ. Disadv.	0	-	16	68.8	13	69.2	14	57.1	13	61.5	-	4.4	0	-	17	64.7	13	61.5	15	40.0	13	38.5	-	-1.5
Gifted	26	92.3	24	70.8	26	46.2	6	-	14	85.7	-6.6	-	26	84.6	24	58.3	26	46.2	6	-	14	71.4	-13.2	-
Not Gifted	33	21.2	36	16.7	17	29.4	25	40.0	18	38.9	17.7	-1.1	33	15.2	37	5.4	17	5.9	26	19.2	18	22.2	7.0	3.0
With Disabilities	6	-	0	-	12	8.3	3	-	3	-	-	-	6	-	6	-	5	-	3	-	3	-	-	-
WO Disabilities	53	58.5	54	42.6	38	44.7	28	50.0	29	62.1	3.6	12.1	53	49.1	55	29.1	38	31.6	29	31.0	29	44.8	-4.3	13.8
Homeless	0	-	0	-	2	-	1	-	3	-	-	-	0	-	0	-	2	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	1	-	1	-	-	-	1	-	1	-	0	-	1	-	1	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: HAWTHORNE ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity Professional Development, Tutoring, Supplies

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.
To strengthen ELA, professional learning will include these areas of study in the 2019-20 school year:
- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).
-Providing off campus learning opportunities (field trips) to raise student engagement and acquisition of academic language outside the classroom environment
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementing a site wide cohesive phonics/word study program
-Continued administrator focused observations around elements of the balanced literacy block
-Tutoring interventions

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification

Expenditures					(effective) & why?	working (ineffective) & why?	based on evaluation results.
Supplies		$23,128.00	09800-4301	Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).			
Interprogram Svcs/Field Trip		$2,100.00	09800-5735	Providing off campus learning opportunities (field trips) to raise student engagement and acquisition of academic language outside the classroom environment			

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.
To strengthen math, professional learning will include the main areas of study in the 2019-20 school year:
- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
- Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementation of pre and post assessment questions that measure all aspects of mathematics learning, not just computation
-Increased administrator focused observations around elements of the district's mathematics lesson map and number talks
- Tutoring interventions

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Purchasing supplies for differentiated lessons/groupings	Effective strategy to directly impact students in a focused way	Accountability needs to be a focus	More money in supplies and work on an accountability tracking system

				and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).			

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1 Professional Development/Tutoring/Supplies

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.

To strengthen ELA, professional learning will include two main areas of study in the 2019-20 school year:

- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementing a site wide cohesive phonics/word study program
-Continued administrator focused observations around elements of the balanced literacy block

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Support differentiated reading strategies	Effective strategy to directly impact students in a focused way	N/A	No modification necessary.

SCHOOL NAME: HAWTHORNE ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity Professional Development, Tutoring, Supplies

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.
To strengthen ELA, professional learning will include these areas of study in the 2019-20 school year:
- Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).
-Providing off campus learning opportunities (field trips) to raise student engagement and acquisition of academic language outside the classroom environment
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementing a site wide cohesive phonics/word study program
-Continued administrator focused observations around elements of the balanced literacy block
-Tutoring interventions

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

San Diego Unified SCHOOL DISTRICT

Hawthorne Elementary SPSA Evaluation of Title I Funded Actions/Activities

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Holy		$13,422.20	30100-1157	Tutoring for students in need of additional supports in order to meet grade level standards.	Grades indicate that tutoring was working	No direct measurement tool.	More accountability and reporting data to SSC for tutoring funds.
Supplies		$16,513.90	30100-4301	Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).	Differentiated lessons and grouping seemed to work	Only seemed to have surface impact. We need more resources to go deeper.	More money into supplies for targeted curriculum and support materials.
Prof&Curriclm Dev Vist Tchr		$23,000.79	30106-1192	Professional learning will include these areas of study in the 2019-20 school year: - Strengthening Tier 1 instruction –	PD was well attended and we saw strategies being implemented into the instruction	None	Visiting teacher and classroom teacher hourly

				tailoring Tier 1 instruction to meet the needs of individual learners; differentiation - Strengthening Tier 2 opportunities of after school tutoring interventions			

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.

To strengthen math, professional learning will include the main areas of study in the 2019-20 school year:

- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
- Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementation of pre and post assessment questions that measure all aspects of mathematics learning, not just computation
-Increased administrator focused observations around elements of the district's mathematics lesson map and number talks
- Tutoring interventions

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Holy	--	--	30100-1157	Tutoring for students in need of additional time and support to meet grade level standards.	Grades indicate that tutoring was working	No direct measurement tool	More accountability and reporting data to SSC for tutoring funds.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students. To strengthen math, professional learning will	PD was well attended and we saw strategies being implemented into the instruction		Visiting teacher and classroom teacher hourly for possible Math PD/consulting Possible use of Release days to address math as well

				include the main areas of study in the 2019-20 school year: - Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation - Strengthening Tier 2			
Supplies	--	--	30100-4301	Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).	Differentiated lessons and grouping seemed to work		No modification necessary

Goal 4- English Learners

Strategy/Activity 1 Professional Development

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.

To strengthen ELA and math, professional learning will include these areas of study in the 2019-20 school year:
- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementing a site wide cohesive phonics/word study program
-Continued administrator focused observations around elements of the ELD and Integrated ELD in a variety of lessons
- Instructional materials to support English Learners such as picture cards, books, vocabulary as determined by teachers based on student need.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Professional learning will be supported by monthly of professional development release days.	PD was well attended and we saw strategies being implemented into the instruction		No modifications necessary
Classroom Teacher Holy	--	--	30100-1157	Strengthening Tier 2 opportunities of after school	Grades indicate that tutoring was working		No Modifications necessary

				tutoring interventions			

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Parents present on campus and more involved with their child's education directly correlates with their children's success. Providing interpretation at major events like Open House, Back to School Nights, and education nights allows parents to participate in their child's schooling. We also provide light refreshments at our monthly Principal's Coffee events to encourage parents to stay and keep up to date on the latest information about the school and hear any concerns or questions from the community answered.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Tech Professional OTBS Holy		$1,307.90	30100-2455	Translation services	Effective communication with parents		None needed
In-service supplies		$963.00	30103-4304	Parent materials	Parents received what they needed		None needed

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1 Professional Development/Tutoring/Supplies

***Strategy/Activity - Description**

Professional learning will be supported by monthly of professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for whole group, but also struggling students.
To strengthen ELA, professional learning will include two main areas of study in the 2019-20 school year:
- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities of after school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
-Implementing a site wide cohesive phonics/word study program
-Continued administrator focused observations around elements of the balanced literacy block

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Holy	--	--	30100-1157	Strengthening Tier 2 opportunities of after school tutoring interventions	Grades indicate that tutoring was working	No direct measurement tool	More accountability and reporting data to SSC for tutoring funds.

Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Professional learning will be supported by monthly of professional development release days.	PD was well attended and we saw strategies being implemented into the instruction		Visiting teacher and classroom teacher hourly for possible Math PD/consulting Possible use of Release days to address math as well
Supplies	--	--	30100-4301	Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic language of STEAM related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc.).	Differentiated lessons and grouping seemed to work		No modification necessary