THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HAWTHORNE ELEMENTARY SCHOOL

2022-23

37-68338-6039721
CDS Code

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

Principal: Robinson, Lauren
Contact Person: Robinson, Lauren
Position: Principal
Telephone Number: 858/634-5701;
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: January 24, 2023

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Hawthorne Elementary   PHONE:858-634-5701   FAX: 858-274-6379

SITE CONTACT PERSON: Lauren Robinson   E-MAIL ADDRESS:lrobinson@sandi.net

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

xTitle I Schoolwide Programs (SWP)   ☐ CSI School   ☐ ATSI 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 composed correctly, and 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:

X	English Learner Advisory Committee (ELAC)	Date of presentation: September 15th, 2022
☐	Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
X	Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: September 15th, 2022
☐	Site Governance Team (SGT)	Date of presentation: _____
☐	Other (list): _____	Date of presentation: _____

1. 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.

2. The site plan composition is rooted in 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.

3. The site plan or revisions to the site plan were adopted by the SSC on: October 13, 2022

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	_____ 10/20/22
Type/Print Name of School Principal	Signature of School Principal / Date
Alicia Nguyen	_____ 10/20/22
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Heba AL'jabri	_____ 10/20/21
Type/Print Name of ELAC Representative	Signature of ELAC Representative / Date
Mitzi Merino	_____ 10/20/26
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker 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 the Title 1 Schoolwide Program.

Our mission at Nathaniel Hawthorne Elementary is to ensure that all students embrace learning to reach their potential in a safe and nurturing environment. Our essential goals are to:

-Engage students in a high-quality, standards-based instructional program that inspires critical thinking, problem-solving, and perseverance

-Maximize opportunities for students to develop strong character and social competence to become contributing members of society who will positively impact their communities

-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.

ENGAGING EDUCATIONAL PARTNERS

At Hawthorne Elementary, our community continuously engages in cycles of continuous improvement. Specifically, we engaged in a collaborative process in the development of the SPSA over a series of meetings, discussions, and input-seeking. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-22, stakeholders were involved in the 2022-23 budget development process via multiple meeting opportunities to dialogue and solicit input. These include SSC, ELAC, PTSA, Whole Staff Meetings, and Coffee with the Principal Meetings.

- January 2022- Staff met to analyze data and provided budget recommendations.
- January 2022-SSC reviewed and approved the 22-23 budget.
- October 2022- SSC developed and approved 2022-23 SPSA
- October 2022 SSC developed the Title I School-Parent Compact and Title I Parent & Family Engagement Policy
- October 2022 ELAC meeting to discuss the evaluation and assessment survey and provided input on funding that would support English Language Learners

- September 2022 the Annual Title I Parent Meeting was held
- October 2022 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, and priorities for spending monies. Information was collected via group discussion and private surveys.

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, the California Healthy Kids Survey, the California Parent Survey, site data, and a review of previous SPSAs.

We continued to analyze both past and current student performance data, including CAASPP data from last year and site/district data collected both in the 20-21 and 21-22 school years.

Overall 3rd-5th graders met or exceeded standards on the CAASPP in ELA at 58.9% in the 21-22 school year. This is a decrease from 18-19 at 69.6% but an increase from historical performance bwtween16-17 and 2018 which ranged from 40.4-52.4%

The 5th-grade cohort of the 21-22 school year met or exceeded standards on the CAASPP in ELA at 67.6%. This was an increase in their scores and the highest our 5th grade has tested in ELA. Out 5th graders tested 22.4% higher than they ever had in past years.

The 4th-grade cohort of the 21-22 school year met or exceeded standards on the CAASPP in ELA at 54.2%. Again higher than in previous years.

The 3rd-grade cohort of the 21-22 school year met or exceeded standards on the CAASPP in ELA at 56% This was a significant drop since the last test as our previous 3rd-grade cohort had scored 70% met or exceeded in 18-19. The precious scores in 16-17, and 17-18 were 35.5% and 43.8%.

Overall 3rd-5th graders met or exceeded standards on the CAASPP in math at 57.5% in the 21-22 school year. This is a decrease from 18-19 at 65.6% but an increase from historical performance bwtween16-17 and 2018 which ranged from 32.6-49.5%

The 5th-grade cohort of the 21-22 school year met or exceeded standards on the CAASPP in math at 64.7%. This was an increase in their scores and the highest our 5th grade has tested in math. Out 5th graders tested 20.9% higher than they ever had in past years.

The 4th-grade cohort of the 21-22 school year met or exceeded standards on the CAASPP in math at 56.3%. This was a decrease over their scores in 18-19 of 70.2%, but an increase from previous years ranging from 37.5-52.4%

The 3rd-grade cohort of the 21-22 school year met or exceeded standards on the CAASPP in math at 50% This was a decrease from our previous scores which range from 34.4-76.1%

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 (25% meeting or exceeding standards for SWD and 18.2% meeting or exceeding standards for ELs in ELA, and 25% meeting or exceeding standards for SWD and 27.3% meeting or exceeding standards for ELs in math) are a cause of concern.

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.

<u>**Root Cause Analysis:**</u>
Student performance data was analyzed and stakeholders reflected on the 2021-22 school year to identify the root causes of student underperformance as well as what interventions were in place that had led to our overall growth over the last few 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, as well as COVID protocols in 21-22 schools, have brought to light attendance, engagement, and participation inequities that will need to be monitored until the impacts of COVID are no longer affecting schools. To support progress in ELA and math, professional development around Tier 1 instruction and research-based IMTSS systems as well as tutoring, and constant monitoring of student data will be implemented.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lauren Robinson	Principal
Yvonne Archer	Classroom Teacher
Jill Pham	Classroom Teacher and DAC Rep
Alicia Nguyen	Community Member & Chairperson
Cindy Robinson	Parent
John Benson	Classroom Teacher
Lori Shuman	Other School Representative
Han Ho	Parent
Jeff Luebe	Parent
Lupita Gonzalez	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

In 2021-22 we continued implementing The Husky Way. We needed to focus on meeting the basic needs of students social and emotional last year. Social/Emotional counseling groups, and our SEL curriculum, Second Step lessons began to be implemented again. Again, due to the continued COVID pandemic, our chronically absent students increased due to testing positive, isolation, etc. We will be mindful of the current COVID pandemic and how it could potentially affect our absenteeism rate. We will return to our full monthly monitoring meetings which result in frequent outreach, contact with families, and parent education on absenteeism, We do believe that in 2022-23 returning to these fundamentals will see an improvement in the safe collaborative, inclusive culture at the school.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to the COVID-19 pandemic and a change in attendance protocol during the 21-22 school year, our team suspended absentee data meetings. 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 chronic absenteeism.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For 2022-23, we either have resumed or will resume these interventions to the greatest extent possible.

*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). Our chronic absenteeism rate skyrocketed during the pandemic, particularly for our Hispanic and White subpopulations.

Suspension Rate:

The current school suspension rate is 0%. The last dashboard measurements had it at 0.4%, which decreased 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. We aim to maintain the zero rate of suspensions we have established in the last two years. The introduction of character education and social/emotional learning programs as well as a restorative justice practice style of discipline has 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.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5th	Decrease the chronic absenteeism rate	24.9%	19%	Attendance	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Hispanic or Latino	Decrease the chronic absenteeism rate	54.56	20%	Chronic Absenteeism	Annually
June 2023	TK-5	White	Decrease the chronic absenteeism rate	38.71	20%	Chronic Absenteeism	Annually

Supporting Black Youth - Additional Goals

1. Hawthorne's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, and SPSA equity goals and monitor student access to programs, learning, attendance, and discipline data. The Site Equity Team will also monitor the staff diversity goal.
2. The staff diversity goal at Hawthorne is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Hawthorne's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
3. In the 2022-23 school year, Hawthorne will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services, and determine if student groups are being disproportionately referred and the appropriate supports.
4. Hawthorne will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
5. Hawthorne's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive, and culturally affirming workplaces for employees so that educators of color are retained.
6. Hawthorne will intentionally engage parents, staff, and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
8. Hawthorne will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

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 Hispanic and White 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 is assigned to 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.
*

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

As we reflected on what led to what we would consider good progress in ELA during the pandemic years, we acknowledged that what we have put in place over the last few years has worked and should continue to work barring any more disruptions due to COVID. 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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The COVID-19 pandemic increased the absenteeism and continuity for many students during the 21-22 school year. Last year we returned to what we normally do with our students gradually throughout the year. We were not able to offer as much tutoring as we anticipated or have increased small group instruction for struggling populations. Our professional development and monitoring continued to be focused to address social/emotional concerns and closing the gap with our struggling learners. 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 the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

*Identified Need - English Language Arts

Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards has decreased since the last time we administered the test. Two of our focus subgroups have not shown the same level of mastery, English Learners and Students with Disabilities 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. Because our number of Black Youth is such a small group, we have included multi-ethnic students for whom one ethnicity is listed as Black. We continue to use the practice of 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, and strengthening Tier

1 instruction and Tier 2 interventions. To support ELA, professional learning will include: (1) increased small group instruction opportunities for subgroup populations; (2) planning for extended educational time via afterschool tutoring to meet specific learning deficits 3) classroom supplies to differentiate and raise engagement of students.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	All students will be at grade level or above on FAST aReading.	66%	76%	FAST aReading	3 times a year
June 2023	3rd	All students will be at grade level or above	baseline	65%	CAASPP ELA	1 time per year
June 2023	4th	All students will be at grade level or above	56%	66%	CAASPP ELA	1 time per year
June 2023	5th	All students will be at grade level or above	54%	64%	CAASPP ELA	1 time per year
June 2023	K-2	All students will be at grade level or above	baseline	65%	Fountas and Pinnell	3 times a year

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Students with Disabilities	Students will be at grade level or above	25%	35%	CAASPP ELA	1 time per year.
June 2023	3rd-5th	English Learner	Students will be at grade level or above	18.2	28.2%	CAASPP ELA	1 time per year.
June 2023	K-5th	Black or African American	Students will be at grade level or above	61%	71%	FAST aReading	Trimester
June 2023	K-5th	Students with Disabilities	Students will be at grade level or above	23%	33%	FAST aReading	Trimester
June 2023	K-5th	English Learner	Students will be at grade level or above	48%	58%	FAST aReading	Trimester
June 2023	3rd-5th	Black or African American	Students will be at grade level or above	*Baseline	50%	CAASPP ELA	1 time per year.

*Identified Need - Math

Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards has decreased since the last time we administered the test. Two of our focus subgroups have not shown the same level of mastery, English Learners and Students with Disabilities 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. Because our number of Black Youth is such a small group, we have included multi-ethnic students for whom

one ethnicity is listed as Black. We continue to use the practice of 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, and strengthening Tier 1 instruction and Tier 2 interventions. To support math, professional learning will include: (1) increased small group instruction opportunities for subgroup populations; (2) planning for extended educational time via afterschool tutoring to meet specific learning deficits 3) classroom supplies to differentiate and raise engagement of students.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	Students will score at or above grade level	62%	72%	FAST aMath	3 times a year
June 2023	3rd	Students will meet or exceed standards	Baseline	65%	CAASPP Math	1 time a year
June 2023	4th	Students will meet or exceed standards	50%	60%	CAASPP Math	1 time a year
June 2023	5th	Students will meet or exceed standards	56%%	66%	CAASPP Math	1 time a year

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Students with Disabilities	Students will meet or exceed standards	25%	35%	CAASPP Math	1 time a year
June 2023	3rd-5th	English Learner	Students will meet or exceed standards	27.3	37.3	CAASPP Math	1 time a year
June 2023	3rd-5th	Black or African American	Students will meet or exceed standards	*Small group	50%	CAASPP Math	1 time a year
June 2023	K-5th	English Learner	Students will meet or exceed standards	46%	56%	FAST aMath	Trimester
June 2023	K-5th	Students with Disabilities	Students will meet or exceed standards	23%	33%	FAST aMath	Trimester
June 2023	K-5th	Black or African American	Students will meet or exceed standards	56%	66%	FAST aMath	Trimester

*Identified Need - English Learners

An analysis of our SBAC data showed that our English Learners subgroup has increased its performance since the last time we took the CASSPP. Only 18.2 and 27.3% meeting or exceeded 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 56% and 55% in ELA and Math respectively. Although our reclassification rate remains strong at 100%, our testing 3rd-5th grade English Learners are not mastering standards.

*Goal 4 - English Learners							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-5th	English Learner	100% of all students recommended for reclassification will be reclassified.	100%	100%	Summative ELPAC	1x per year
June 2023	3rd-5th	English Learner	Students will meet or exceed standards	18.2%	28.2%	Other (Describe in Objective)	1x per year
June 2023	TK-5th	English Learner	Students will meet or exceed standards as measured by FAST aReader	48%	58%	Other (Describe in Objective)	Trimester
June 2023	3rd-5th	English Learner	Students will meet or exceed standards as measured by CAASPP Math	27.3%	37.3%	Other (Describe in Objective)	1x per year
June 2023	TK-5th	English Learner	Students will meet or exceed standards as measured by FAST aMath	46%	56%	Other (Describe in Objective)	Trimester

*Identified Need - Graduation/Promotion Rate
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, and 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.

*Goal 5- Graduation/Promotion Rate						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3rd	Students meeting or exceeding standards	NA	65%	CAASPP ELA	1 time per year
June 2023	5th	Students meeting or exceeding standards	54%	64%	CAASPP ELA	1 time per year

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3rd-5th	Students with Disabilities	Students meeting or exceeding standards	25	35	CAASPP ELA	1 time year a year
June 2023	3rd-5th	English Learner	Students meeting or exceeding standards	18	28	CAASPP ELA	1 time year a year
June 2023	3rd-5th	Black or African American	Students meeting or exceeding standards	Small group	50%	CAASPP ELA	1 time year a year
June 2023	K-5th	Black or African American	Students meeting or exceeding grade level on FAST aReader	61%	71%	Other (Describe in Objective)	Trimester
June 2023	K-5th	English Learner	Students meeting or exceeding grade level on FAST aReader	48%	58%	Other (Describe in Objective)	Trimester
June 2023	K-5th	Students with Disabilities	Students meeting or exceeding grade level on FAST aReader	23%	33%	Other (Describe in Objective)	Trimester

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 professional development release days. Teachers will work collaboratively during professional learning and set learning targets for the whole group, but also for struggling students.

To strengthen ELA, professional learning will include these areas of study in the 2022-23 school year:
-Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities for school tutoring interventions
-Intentional Planning: planning questions, supports, etc. for when students don't 'get it – shifting mindset/culture
-Formative Assessments/Checkpoints throughout the lesson series to determine corrective actions needed

-Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic languages 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 roles 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, and 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	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01418	Interprogram Svcs/Field Trip		$2,500.00	$2,500.00	0141-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Field trips provide opportunities for increased engagement of students
N0141N	Prof&Curriclm Dev Vist Tchr		$3,300.00	$4,085.73	0141-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers will provide release days for student monitoring, professional development, and planning.
N0141O	Prof&Curriclm Dev Vist Tchr		$17,898.00	$22,159.51	0141-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visiting teachers will provide release days for student monitoring, professional development, and planning.
N014119	Classroom Teacher Hrly		$14,500.00	$17,952.45	0141-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Tutoring will provide additional support for struggling students
N01411T	Software License		$5,000.00	$5,000.00	0141-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software programs allow for more frequent formative assessment which will guide instruction and increase engagement.

N01412P	Conference Local	$3,000.00	$3,000.00	0141-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		Professional development for teachers and staff
N01413O	Supplies	$10,611.00	$10,611.00	0141-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Providing supplies such as pencils, journals, chart paper, etc for students
N01415V	Interprogram Svcs/Paper	$2,000.00	$2,000.00	0141-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper is necessary for student needs.
N01419G	Supplies	$12,629.00	$12,629.00	0141-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Providing supplies such as pencils, journals, chart paper, etc for students
N01419Y	Prof&Curriclm DevHrlyClsrmTchr	$3,500.00	$4,333.35	0141-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	[no data]		Visiting teachers will provide release days for student monitoring, professional development, and planning.

*

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 professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for the whole group, but also for struggling students.

To strengthen math, professional learning will include the main areas of study in the 2022-23 school year:
- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
- Strengthening Tier 2 opportunities for school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it – shifting mindset/culture
- Formative Assessments/Checkpoints throughout the lesson series to determine corrective actions needed

- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic languages of STEAM-related subjects and student engagement in learning (supplies include pencils, journals, chart paper, etc).
- Restructuring interventions and supports: redefine roles 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, and 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

*

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 professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for the whole group, but also for struggling students.

To strengthen ELA and math, professional learning will include these areas of study in the 2021-22 school year:
- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities for school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it – shifting mindset/culture
- Formative Assessments/Checkpoints throughout the lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic languages of STEAM-related subjects and student engagement in learning
- Restructuring interventions and supports: redefine roles 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, and 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 into a variety of lessons
- Instructional materials to support English Learners such as picture cards, books, and vocabulary as determined by teachers based on student needs.
-Increase Parent Involvement through establishing an ELAC and holding Parent Learning Opportunities around EL concerns

*

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 professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for the whole group, but also for struggling students.

To strengthen ELA and math, professional learning will include two main areas of study in the 2021-22 school year:
- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
-Strengthening Tier 2 opportunities for school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it – shifting mindset/culture
- Formative Assessments/Checkpoints throughout the lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic languages of STEAM-related subjects and student engagement in learning
- Restructuring interventions and supports: redefine roles 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, and 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 professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for the whole group, but also for 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 for school tutoring interventions
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it – shifting mindset/culture
- Formative Assessments/Checkpoints throughout the lesson series to determine corrective actions needed
- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic languages of STEAM-related subjects and student engagement in learning
- Restructuring interventions and supports: redefine roles 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, and 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

*

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.

*

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 professional development release days. Teachers will work collaboratively during monthly professional learning and set learning targets for the whole group, but also for 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 for school tutoring interventions

- Intentional Planning: planning questions, supports, etc. for when students don't 'get it – shifting mindset/culture

- Formative Assessments/Checkpoints throughout the lesson series to determine corrective actions needed

- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic languages of STEAM-related subjects and student engagement in learning

- Restructuring interventions and supports: redefine roles 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, and 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

*

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Hawthorne is fortunate to have a small, but active parent base who help run PTA and SSC and other parent engagement opportunities. 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. We have set a policy that every parent volunteer or participate for a minimum of 5 hours each year.

Events like parent-teacher conferences, field trip chaperoning, attending Coffee with the Principal, or Family Friday.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No major differences between intended implementation and budgeted expenditures.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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.

Due to volunteers once again being allowed on campus, we anticipate much more involvement.

*Identified Need

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

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
May 2023	Volunteers	Increase the number of parents/family volunteering at school	53%	75%	Other - Describe in objective

*

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 correlate 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	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01414S	Tech Professional OTBS Hrly		$250.00	$342.53	0141-30100-00-2455-2700-0000-01000-0000	Title I Basic Program	[no data]		Translation services to encourage parents/family/community to have full access to information.
N01417M	Inservice supplies		$1,052.00	$1,052.00	0141-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments for parent/community meetings or supplies for parent involvement.
*									

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)	$ 43,395
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)	$ 85,666

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)	$ 22,160
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 22,160

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)	$ 20,111
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 20,111

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 85,666

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Hawthorne Elementary	09800 LCFF Intervention Support	(blank)	4301 Supplies	Supplies	0	$10,611.00
Hawthorne Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	$2,000.00
Hawthorne Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	$2,500.00
Hawthorne Elementary			5841 Software License	Software License	0	$5,000.00
Hawthorne Elementary		(blank) Total			0	$20,111.00
Hawthorne Elementary	09800 LCFF Intervention Support Total				0	$20,111.00
Hawthorne Elementary	30100 Title I Basic Program	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$14,500.00
Hawthorne Elementary			1170 Prof&Curriclm DevHrlyClsrmTchr	Prof&Curriclm DevHrlyClsrmTchr	0	$3,500.00
Hawthorne Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$3,300.00
Hawthorne Elementary			2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	$250.00
Hawthorne Elementary			3000 Benefits		0	$5,164.06
Hawthorne Elementary			4301 Supplies	Supplies	0	$12,629.00
Hawthorne Elementary			5209 Conference Local	Conference Local	0	$3,000.00
Hawthorne Elementary		(blank) Total			0	$42,343.06
Hawthorne Elementary	30100 Title I Basic Program Total				0	$42,343.06
Hawthorne Elementary	30103 Title I Parent Involvement	(blank)	4304 Inservice supplies	Inservice supplies	0	$1,052.00
Hawthorne Elementary		(blank) Total			0	$1,052.00
Hawthorne Elementary	30103 Title I Parent Involvement Total				0	$1,052.00
Hawthorne Elementary	30106 Title I Supplmnt Prog Imprvmnt	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$17,898.00
Hawthorne Elementary			3000 Benefits		0	$4,261.51
Hawthorne Elementary		(blank) Total			0	$22,159.51
Hawthorne Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0	$22,159.51

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Hawthorne Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Hawthorne has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Hawthorne's leadership and the team continuously meet with parents via multiple avenues to hear concerns about policy, procedures, and programs at the school. These meetings include monthly Coffee with the Principal, SSC, ELAC, PTA, Seminar Foundation, and one-on-one meetings. To engage all parents, including Title 1 parents, we have set a policy that all parents volunteer 5 hours on or for the campus through various opportunities from committee membership to classroom volunteers.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Hawthorne Elementary School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

The Title 1 Program, Plan and Budget are presented at our Back to School Night on September 15th, 2022. A copy of the Parent and Family Engagement Plan is sent home with each student, available online on the school website, and is available for review in the front office in both English and Spanish.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

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 academically and behaviorally. Develop plans for continued or new success in the classroom and on campus for students.
- **Coffee with Principal-once a month in the mornings and evenings:**
- 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 the 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 a plan to advance ELs towards reclassification, inform parents of district EL requirements
- **PTA-once a month board meetings, open to the public; 4 times a year for general association meetings**
- Plan community events, celebrations, and enrichment classes/opportunities. Review and set a 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 to see an exhibition of student work (Spring Open House).

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Hawthorne holds its annual Title 1 Meeting at Back to School night in September or within the first 8 weeks of school. The budget allocations and spending plan are presented along with school-wide data. Parents are invited to share concerns and ideas on how to achieve better student outcomes.

d) The school provides parents of participating children with the following:

     i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

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. 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 district and school websites, 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.

     ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Hawthorne's teachers review the 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.

     iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

At parent-teacher conferences or up request. The school offers educational parent nights to explain academic issues like GATE and SBAC testing results

If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

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.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic

achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

At parent-teacher conferences or up request. The school offers educational parent nights to explain educational information like GATE results, SBAC testing results, or academic programs.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

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

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

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

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[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 that allows parents to participate at the level they are able. The policy of the school is that each parent volunteers 5 hours a year.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a

format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Hawthorne makes every attempt to send notifications and information in the language of preference for families. We attempt to provide translation of or at functions or meetings. 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.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

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

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Hawthorne Elementary, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

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

This policy was adopted by Hawthorne Elementary on October 13, 2022, and will be in effect for the period of the 2022-23 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, 2022.

Lauren Robinson, Principal

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Hawthorne Elementary

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Hawthorne Elementary provides for academic success using a high-quality curriculum that is adopted and provided by SDUSD and instruction in supportive and effective learning environments. Our staff practices a continuous cycle of improvement mentality for themselves as educators and the students as learners. This enables all participating children to grow towards and meet California's student academic achievement standards.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Hawthorne holds parent-teacher conferences twice during the school year and at any time at parent or teacher request.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Hawthorne provides parents with frequent reports on their child's progress, three times per year in the form of progress reports or report cards. Teachers are always willing to provide feedback on the progress of students toward standards when requested. The site provides reporting on assessments given throughout the year and notifies parents of progress.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Hawthorne encourages access to all staff members, but especially teachers via communication pathways such as phone, email, and Class Dojo. There are regular meetings with leadership and a robust volunteer roles list for parents and community members to take on. Each month parents are invited to participate in Family Fridays where they can observe and take part in classroom activities. We also offer field trips and multiple events on campus to make families feel a part of our educational team.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

All major forms of communication are sent out digitally in a variety of languages to meet the linguistic needs of our community. The front office staff is adept in using translation software, apps, and native speakers to assist in communication. We make every attempt to provide translation services for school-wide meetings and when we send home information. Our website is easily accessed in a variety of languages.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes
from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year
Demographic Summary. Additional data for schools can be found in:

• Illuminate
• California Dashboard

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
All Grades Combined

Student Group	ELA 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Math 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	133	42.1	109	40.4	103	52.4	125	69.6	107	58.9	16.8	-10.7	135	32.6	109	37.6	103	49.5	125	65.6	106	57.5	24.9	-8.1
Female	60	36.7	52	42.3	47	53.2	51	66.7	56	57.1	20.4	-9.6	60	20.0	52	26.9	47	46.8	51	62.7	55	60.0	40.0	-2.7
Male	73	46.6	57	38.6	56	51.8	74	71.6	51	60.8	14.2	-10.8	75	42.7	57	47.4	56	51.8	74	67.6	51	54.9	12.2	-12.7
African American	4	-	0	-	1	-	2	-	2	-	-	-	4	-	0	-	1	-	2	-	2	-	-	-
Asian	4	-	3	-	3	-	11	72.7	12	75.0	-	2.3	4	-	3	-	3	-	11	72.7	12	83.3	-	10.6
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	76	25.0	63	22.2	55	38.2	55	50.9	53	49.1	24.1	-1.8	76	10.5	63	23.8	54	38.9	55	52.7	52	46.2	35.7	-6.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	1	-	1	-	0	-	4	-	-	-	3	-	1	-	1	-	0	-	4	-	-	-
White	35	62.9	26	53.8	28	67.9	38	86.8	21	52.4	-10.5	-34.4	37	62.2	26	50.0	29	62.1	38	78.9	21	71.4	9.2	-7.5
Multiracial	7	-	11	72.7	12	75.0	19	94.7	14	85.7	-	-9.0	7	-	11	72.7	12	75.0	19	78.9	14	64.3	-	-14.6
English Learner	31	16.1	28	14.3	18	5.6	12	16.7	11	18.2	2.1	1.5	32	6.3	28	21.4	19	5.3	12	16.7	11	27.3	21.0	10.6
English-Speaking	102	50.0	80	50.0	84	63.1	113	75.2	96	63.5	13.5	-11.7	103	40.8	80	43.8	83	60.2	113	70.8	95	61.1	20.3	-9.7
Reclassified†	25	40.0	17	47.1	10	40.0	17	64.7	13	46.2	6.2	-18.5	25	20.0	17	29.4	10	40.0	17	64.7	13	61.5	41.5	-3.2
Initially Eng. Speaking	77	53.2	63	50.8	74	66.2	96	77.1	83	66.3	13.1	-10.8	78	47.4	63	47.6	73	63.0	96	71.9	82	61.0	13.6	-10.9
Econ. Disadv.*	97	29.9	79	31.6	64	42.2	70	61.4	66	50.0	20.1	-11.4	98	18.4	79	30.4	63	39.7	70	55.7	66	45.5	27.1	-10.2
Non-Econ. Disadv.	36	75.0	30	63.3	39	69.2	55	80.0	41	73.2	-1.8	-6.8	37	70.3	30	56.7	40	65.0	55	78.2	40	77.5	7.2	-0.7
Gifted	53	66.0	47	55.3	32	68.8	59	94.9	23	87.0	21.0	-7.9	53	60.4	47	57.4	32	75.0	59	91.5	23	82.6	22.2	-8.9
Not Gifted	80	26.3	62	29.0	71	45.1	66	47.0	84	51.2	24.9	4.2	82	14.6	62	22.6	71	38.0	66	42.4	83	50.6	36.0	8.2
With Disabilities	0	-	12	8.3	7	-	15	33.3	12	25.0	-	-8.3	12	8.3	12	16.7	7	-	15	26.7	12	25.0	16.7	-1.7
WO Disabilities	121	46.3	97	44.3	96	54.2	110	74.5	95	63.2	16.9	-11.3	123	35.0	97	40.2	96	51.0	110	70.9	94	61.7	26.7	-9.2
Homeless	0	-	2	-	1	-	8	-	6	-	-	-	1	-	2	-	1	-	8	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	3	-	5	-	2	-	-	-	1	-	0	-	3	-	5	-	2	-	-	-

* 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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
Grade 3

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	31	35.5	32	43.8	40	70.0	0	-	25	56.0	20.5	-	32	34.4	32	68.8	39	69.2	46	76.1	24	50.0	15.6	-26.1
Female	18	33.3	13	53.8	17	76.5	0	-	13	53.8	20.5	-	18	33.3	13	69.2	17	76.5	22	63.6	12	66.7	33.4	3.1
Male	13	38.5	19	36.8	23	65.2	0	-	12	58.3	19.8	-	14	35.7	19	68.4	22	63.6	24	87.5	12	33.3	-2.4	-54.2
African American	1	-	0	-	1	-	0	-	2	-	-	-	1	-	0	-	1	-	1	-	2	-	-	-
Asian	1	-	1	-	2	-	0	-	4	-	-	-	1	-	1	-	2	-	7	-	4	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	15	6.7	20	30.0	20	65.0	0	-	10	40.0	33.3	-	15	6.7	20	55.0	19	63.2	16	62.5	9	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
White	10	50.0	5	-	13	76.9	0	-	3	-	-	-	11	54.5	5	-	13	76.9	13	84.6	3	-	-	-
Multiracial	2	-	4	-	4	-	0	-	5	-	-	-	2	-	4	-	4	-	9	-	5	-	-	-
English Learner	9	-	15	20.0	4	-	0	-	3	-	-	-	10	10.0	15	40.0	4	-	2	-	3	-	-	-
English-Speaking	22	45.5	17	64.7	36	75.0	0	-	22	63.6	18.1	-	22	45.5	17	94.1	35	74.3	44	77.3	21	57.1	11.6	-20.2
Reclassified†	1	-	0	-	2	-	0	-	2	-	-	-	1	-	0	-	2	-	7	-	2	-	-	-
Initially Eng. Speaking	21	42.9	17	64.7	34	76.5	0	-	20	65.0	22.1	-	21	42.9	17	94.1	33	75.8	37	78.4	19	57.9	15.0	-20.5
Econ. Disadv.*	25	24.0	27	40.7	27	59.3	0	-	17	47.1	23.1	-	26	26.9	27	63.0	26	57.7	23	60.9	17	35.3	8.4	-25.6
Non-Econ. Disadv.	6	-	5	-	13	92.3	0	-	8	-	-	-	6	-	5	-	13	92.3	23	91.3	7	-	-	-
Gifted	6	-	13	69.2	11	100.0	0	-	23	87.0	-	-	6	-	13	84.6	11	100.0	23	95.7	23	82.6	-	-13.1
Not Gifted	25	28.0	19	26.3	29	58.6	0	-	25	56.0	28.0	-	26	23.1	19	57.9	28	57.1	23	56.5	24	50.0	26.9	-6.5
With Disabilities	0	-	3	-	2	-	0	-	2	-	-	-	2	-	3	-	2	-	6	-	2	-	-	-
WO Disabilities	29	37.9	29	44.8	38	71.1	0	-	23	60.9	23.0	-	30	36.7	29	72.4	37	70.3	40	85.0	22	54.5	17.8	-30.5
Homeless	0	-	2	-	1	-	0	-	2	-	-	-	1	-	2	-	1	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	42	52.4	34	38.2	32	37.5	0	-	48	54.2	1.8	-	42	40.5	34	17.6	32	46.9	47	70.2	48	56.3	15.8	-13.9
Female	18	50.0	20	45.0	11	36.4	0	-	26	53.8	3.8	-	18	16.7	20	15.0	11	54.5	18	72.2	26	61.5	44.8	-10.7
Male	24	54.2	14	28.6	21	38.1	0	-	22	54.5	0.3	-	24	58.3	14	21.4	21	42.9	29	69.0	22	50.0	-8.3	-19.0
African American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Asian	2	-	1	-	0	-	0	-	7	-	-	-	2	-	1	-	0	-	3	-	7	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	26	38.5	16	18.8	19	21.1	0	-	23	43.5	5.0	-	26	23.1	16	0.0	19	36.8	21	52.4	23	39.1	16.0	-13.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
White	7	-	12	41.7	7	-	0	-	10	40.0	-	-	7	-	12	25.0	7	-	17	88.2	10	60.0	-	-28.2
Multiracial	5	-	2	-	5	-	0	-	5	-	-	-	5	-	2	-	5	-	5	-	5	-	-	-
English Learner	14	21.4	6	-	9	-	0	-	4	-	-	-	14	7.1	6	-	9	-	4	-	4	-	-	-
English-Speaking	28	67.9	27	44.4	23	52.2	0	-	44	54.5	-13.4	-	28	57.1	27	22.2	23	65.2	43	74.4	44	54.5	-2.6	-19.9
Reclassified†	5	-	5	-	4	-	0	-	9	-	-	-	5	-	5	-	4	-	4	-	9	-	-	-
Initially Eng. Speaking	23	65.2	22	40.9	19	57.9	0	-	35	54.3	-10.9	-	23	56.5	22	18.2	19	68.4	39	76.9	35	48.6	-7.9	-28.3
Econ. Disadv.*	28	39.3	22	27.3	20	25.0	0	-	29	44.8	5.5	-	28	21.4	22	9.1	20	35.0	28	57.1	29	44.8	23.4	-12.3
Non-Econ. Disadv.	14	78.6	12	58.3	12	58.3	0	-	19	68.4	-10.2	-	14	78.6	12	33.3	12	66.7	19	89.5	19	73.7	-4.9	-15.8
Gifted	23	60.9	8	-	15	46.7	0	-	14	85.7	24.8	-	23	56.5	8	-	15	60.0	22	100.0	14	71.4	14.9	-28.6
Not Gifted	19	42.1	26	30.8	17	29.4	0	-	34	41.2	-0.9	-	19	21.1	26	7.7	17	35.3	25	44.0	34	50.0	28.9	6.0
With Disabilities	0	-	4	-	2	-	0	-	7	-	-	-	4	-	4	-	2	-	6	-	7	-	-	-
WO Disabilities	38	57.9	30	43.3	30	36.7	0	-	41	58.5	0.6	-	38	42.1	30	20.0	30	46.7	41	75.6	41	61.0	18.9	-14.6
Homeless	0	-	2	-	1	-	0	-	2	-	-	-	0	-	2	-	1	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	3	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hawthorne
Grade 5

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	60	38.3	43	39.5	31	45.2	0	-	34	67.6	29.3	-	61	26.2	43	30.2	32	28.1	32	43.8	34	64.7	38.5	20.9
Female	24	29.2	19	31.6	19	42.1	0	-	17	64.7	35.5	-	24	12.5	19	10.5	19	15.8	11	45.5	17	52.9	40.4	7.4
Male	36	44.4	24	45.8	12	50.0	0	-	17	70.6	26.2	-	37	35.1	24	45.8	13	46.2	21	42.9	17	76.5	41.4	33.6
African American	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Asian	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	1	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	35	22.9	27	18.5	16	25.0	0	-	20	60.0	37.1	-	35	2.9	27	14.8	16	12.5	18	44.4	20	60.0	57.1	15.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	1	-	0	-	1	-	-	-	2	-	0	-	1	-	0	-	1	-	-	-
White	18	66.7	9	-	8	-	0	-	8	-	-	-	19	63.2	9	-	9	-	8	-	8	-	-	-
Multiracial	0	-	5	-	3	-	0	-	4	-	-	-	0	-	5	-	3	-	5	-	4	-	-	-
English Learner	8	-	7	-	5	-	0	-	4	-	-	-	8	-	7	-	6	-	6	-	4	-	-	-
English-Speaking	52	42.3	36	47.2	25	56.0	0	-	30	76.7	34.4	-	53	30.2	36	36.1	25	36.0	26	53.8	30	73.3	43.1	19.5
Reclassified†	19	26.3	12	41.7	4	-	0	-	2	-	-	-	19	5.3	12	25.0	4	-	6	-	2	-	-	-
Initially Eng. Speaking	33	51.5	24	50.0	21	57.1	0	-	28	82.1	30.6	-	34	44.1	24	41.7	21	38.1	20	50.0	28	78.6	34.5	28.6
Econ. Disadv.*	44	27.3	30	26.7	17	35.3	0	-	20	60.0	32.7	-	44	11.4	30	16.7	17	17.6	19	47.4	20	55.0	43.6	7.6
Non-Econ. Disadv.	16	68.8	13	69.2	14	57.1	0	-	14	78.6	9.8	-	17	64.7	13	61.5	15	40.0	13	38.5	14	78.6	13.9	40.1
Gifted	24	70.8	26	46.2	6	-	0	-	9	-	-	-	24	58.3	26	46.2	6	-	14	71.4	9	-	-	-
Not Gifted	36	16.7	17	29.4	25	40.0	0	-	25	60.0	43.3	-	37	5.4	17	5.9	26	19.2	18	22.2	25	52.0	46.6	29.8
With Disabilities	0	-	5	-	3	-	0	-	3	-	-	-	6	-	5	-	3	-	3	-	3	-	-	-
WO Disabilities	54	42.6	38	44.7	28	50.0	0	-	31	71.0	28.4	-	55	29.1	38	31.6	29	31.0	29	44.8	31	67.7	38.6	22.9
Homeless	0	-	2	-	1	-	0	-	2	-	-	-	0	-	2	-	1	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: HAWTHORNE ELEMENTARY **SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820** **SCHOOL YEAR: 2021-22**

Goal 2 - English Language Arts

Professional Development, Tutoring, Supplies

*Strategy/Activity - Description

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

To strengthen ELA, professional learning will include these areas of study in the 2021-22 school year:

-Utilizing the district LAP professional development to focus on accelerating literacy

-Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation

-Strengthening Tier 2 opportunities for school tutoring interventions

-Participation in SDUSD's Literacy Acceleration Plan monthly professional developments

- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture

- Formative Assessments/Checkpoints throughout the lesson series to determine corrective actions needed

- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic languages 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 roles 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, and 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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		$23,939.24	30106-1192	Visiting teachers to support PLC work around students mastering ELA grade-level standards. If no visiting teachers are available to do the pandemic, the resource may be transferred to teacher hourly for professional development and/or tutoring.	When we are able to have release time, this is what staff concurs changes their practice for the better. Covid Pandemic has made getting that release time difficult and more expensive.	Ability to get visiting teachers on a site wide basis	This last year we moved a significant chunk of this money into additional supplies to help build a foundation for SEL and equity work with books and resources. Staff still wants release days.

Goal 3 - Mathematics

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 math, professional learning will include the main areas of study in the 2021-22 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

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		$15,000.21	30100-1157	Teachers providing small group after school intervention.	Tutoring has worked very well to work with students who are struggling, especially offering tutoring to those in our struggling subpopulations.	Students not being able to stay afterschool	None.
Supplies		$12,237.00	30100-4301	Providing supplies for math and math manipulatives	New math manipulatives and math supplies have helped increase math skills because we have more hands on resources		None

Goal 4- Supporting English Learners

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

*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 2021-22 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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		$7,560.02	30100-1192	Providing PD to support teacher learning to impact English learners	When we are able to have release time, this is what staff concurs with changes their practice for the better. Covid Pandemic has made getting that release time difficult and more expensive.	Ability to get visiting teachers on a site-wide basis	This last year we moved a significant chunk of this money into additional supplies to help build a foundation for SEL and equity work with books and resources. Staff still wants release days.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1 Professional Development, tutoring, supplies

*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 2021-22 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

<u>Directions:</u>
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
<u>Guiding Questions:</u>
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Conference Local		$4,500.00	30100-5209	Teachers will be participating in conferences specifically to improve the outcomes of our most needy	Staff attended virtual conferences around dyslexia, math, writing, and SLP practice, directly impacting practice and student outcomes		None

				populations, SWD included.			

Goal 7 - Family Engagement

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

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Tech Professional OTBS Hrly		$665.45	30100-2455	Providing translation services for parent meetings.	Translation services at the site are appreciated by parents.	Not always available or billed in a timely manner	

Inservice supplies		$1,040.00	30103-4304	Providing supplies and light snacks for parent meetings and school events	Coffee and donuts for parents are appreciated.	Covid prevented on-campus meetings with parents for most of the year.	

What are my leadership strategies in service of the goals?

SCHOOL NAME: HAWTHORNE ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1: SEL and Attendance Monitoring

*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 is assigned students/families to follow up to promote positive attendance. The importance of every day 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.

*Proposed Expenditures for this Strategy/Activity

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

Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

					monitoring results, etc.).	progress monitoring results, etc.).	
Supplies		$12,911.00	09800-4301	Character Ed program is the number one way for the school to reinforce socio-emotional learning. We will use basic supplies (e.g paper, pencils, poster papers) for usage in the program.	Our students and parents are very happy coming to school. While absences went up, this was contributed to the Covid Pandemic, not SEL issues. Our lack of suspensions or reportable incidents is way down from years past	N/A	

Goal 2 - English Language Arts

Professional Development, Tutoring, Supplies

*Strategy/Activity - Description

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

To strengthen ELA, professional learning will include these areas of study in the 2021-22 school year:

-Utilizing the district LAP professional development to focus on accelerating literacy

-Strengthening Tier 1 instruction – tailoring Tier 1 instruction to meet the needs of individual learners; differentiation

-Strengthening Tier 2 opportunities for school tutoring interventions

-Participating in SDUSD's Literacy Acceleration Plan monthly professional developments

- Intentional Planning: planning questions, supports, etc. for when students don't "get it" – shifting mindset/culture

- Formative Assessments/Checkpoints throughout the lesson series to determine corrective actions needed

- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic languages 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 roles 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, and 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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/Field Trip		$1,000.00	09800-5735	providing important off-campus shared experiences to support literacy and language	Field trips provide students with real work opportunities that continue to excite and engage them. All field trips result in increased opportunities for reading, writing, and speaking.	Opportunities to leave campus were restricted due to the pandemic.	Will increase this budget in future years in order to provide more field trip opportunities.
Interprogram Svcs/Paper		$2,500.00	09800-5733	providing paper for students	Paper is essential for the functioning of any classroom	None	

Goal 4- Supporting English Learners

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

*Strategy/Activity - Description

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

To strengthen ELA and math, professional learning will include these areas of study in the 2021-22 school year:

- Strengthening Tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation

-Strengthening Tier 2 opportunities for school tutoring interventions

- Intentional Planning: planning questions, supports, etc. for when students don't "get it" – shifting mindset/culture

- Formative Assessments/Checkpoints throughout the lesson series to determine corrective actions needed

- Purchasing supplies for differentiated lessons/groupings and for materials aimed at increasing both academic languages of STEAM-related subjects and student engagement in learning

- Restructuring interventions and supports: redefine roles 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, and 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 into a variety of lessons

- Instructional materials to support English Learners such as picture cards, books, and vocabulary as determined by teachers based on student needs.

-Increase Parent Involvement through establishing an ELAC and holding Parent Learning Opportunities around EL concerns

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License		$7,000.00	09800-5841	Providing software programs to meet students' needs at their level.	Lalilo, Literably, Classkick are all well-received among teachers and students. We are able to monitor progress and discuss more data and make better decisions for struggling students based on formative data we get from these programs.	All are successful.	

What are my leadership strategies in service of the goals? Continue to monitor data from software, monitoring the supplies that are purchased to make sure they are culturally responsive and for engagement purposes, creating schedules that include SEL lessons, purchasing curriculum, and monitoring SEL lesson implementation.