2015-2016
Single Plan for Student Achievement

Hawthorne High School
Centinela Valley Union High School District

Centinela Valley Union High School District

The mission of the CVUHSD is to ensure the academic success of all students by implementing school to career academies to address all learning needs and choices, reflecting the industry careers in the south bay.

District Vision Statement

The Centinela Valley Union High School District is committed to providing an educational environment in which all students succeed. Students will be prepared to meet the challenges of higher education and the future demands of a modern technological society.

To that end, the Centinela Valley Union High School District believes that the following tenets are necessary in order for all our students to be successful.

1. It is not enough for us to teach and assume that our students have learned. Learning will be continuously assessed in order to evaluate the success of our teaching.
2. We will NEVER blame students. Their success is our responsibility. When our students fail, we fail. Policies and practices of the District and its' employees will foster and never be a hindrance to student success. These policies and practices include, but are not limited to Instruction, Grading, Placement, Curriculum and Discipline.
3. All students have the right to access the most rigorous curriculum, and when appropriate, will be given any necessary support to be successful in the most advanced courses.
4. Our responsibility goes beyond the earning of a high school diploma. We will advance a curriculum that provides both academic and career-technical skills so that students have the choice to enter and be successful in a four-year university and/or obtain an industry job from a variety of career pathways.

The CVUHSD Graduate Profile

The graduate profile was developed in collaboration with partners from industry, post-secondary, the community, as well as students, parents, school staff and administration, and district leadership. Each course and program works toward alignment with it, supporting each CVUHSD student in matching this profile upon graduation:

- *College & Career Ready Individuals*
  - Graduates will develop and manage a clearly articulated post secondary plan that is aligned with their academic and/or career goals and personal passions.
- *Effective Communicators*
  - Graduates will be able to express thoughts and articulate ideas through verbal, non-verbal, written, and technological means.
- *Ethical Leaders*
  - Graduates will demonstrate ethical leadership through effective decision-making and self-management by understanding their personal strengths and weaknesses.
- *Independent & Collaborative Critical Thinkers & Problem Solvers*
  - Graduates will exercise critical thinking skills to independently and collaboratively address the nature of a problem and propose creative solutions.
- *Socially Aware & Responsive Community Members*
  - Graduates will act as productive citizens who serve in the community to improve the quality of life for their local, national, and global community.

Hawthorne High School Mission Statement

Hawthorne High School makes learning relevant through career based education.

Motto: *"Hawthorne High School - A Community Built on PRIDE"*

2015 – 2016 School Priorities

1. Student Achievement.
2. Student Engagement.
3. Parent Involvement.
4. Basic Services.
5. Implementation of Common Core Standards.
6. Course Access.
7. School Climate.
8. Other Student Outcomes.

Major School PI Restructuring Initiatives:

Hawthorne High School has a long tradition of educating students in the South Bay. This tradition will continue with the modernization of our school facilities that will house an educational program designed to challenge the learning needs of the 21st century high school student. HHS has made a commitment to establish learning academies in the areas of Engineering, Visual and Performing Arts, and Criminal Justice. Each of these academies are in various stages of growth related to their focus, however evidence has been established through the opportunities provided from our professional partners that relevant, real life, engaged experiences support the learning process.

Hawthorne High School is an International Baccalaureate (IB) World School, offering the IB Diploma Program. This program has open access for any student that wishes to attend our school and provides our students with a learner profile in which all students strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk-takers balanced and reflective. Our goal is to graduate students that not only have the academic knowledge but that are also able to apply their knowledge to improve work situations and human interaction. Hawthorne High School Cougars will become world leaders throughout the 21st Century.

In order to address and support 9th grade students in their transition year of high school, Hawthorne teachers, after review of incoming academic data, decided to implement a 9th grade seminar class. This class is designed to support freshmen, both academically and socially.

The administrative responsibilities at Hawthorne High School have been adjusted for the 2015-2016 school year. The four associate principals are all assigned specific grade levels to monitor academic achievement and a positive school culture.

School Facilities:
Hawthorne High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed circa 1950. Monthly

safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

2012-13 Campus Improvement Projects
- Renovation of administrative offices
- Demolition of buildings 3, 4, and 5

2013-14 Campus Improvement Projects
- Opening of new administrative building
- Demolition of buildings 6, 7, 8, 9, and 10
- Winter opening of Science building and Library

2014-15
- Opening of the New Engineering Buildings

2015-2016
- Renovation of the East Gymnasium and the Kye Cortney Gynasium

Other School Characteristics:
During the 2014-15 school year, Hawthorne High School served 2186 students in grades 9-12. Although the student body is diverse, currently there are two main ethnic groups that make up most of the student population at Hawthorne High School. Latino (77%) and African-American (16%) students make up about 93% of total student population. The remaining student population is White (1.93%), Pacific Islander & Filipino (2.59%), and 3.4 % other or decline to state. The diversity is of the student body is reflected in the multiple languages (including but not limited to English, Spanish, Samoan, Hindi, and Filipino) that are spoken on the campus.

There are 109 certificated classroom teachers, five administrators, five counselors, Two Intervention Specialists, one school resource officer, one DIS counselor, one school psychologist, one speech therapist, one part-time school nurse (who rotates within the district), a full time Richstone therapist, one full-time health technician, and 43 classified staff members.

School Programs:
Title 1, AVID, AP, Honors, Supplemental Math and English Programs, School of Criminal Justice, Visual and Performing Arts Academy, School of Manufacturing and Engineering, Link Crew, SPED, English Language Development (ELD), Cougar Academy, PBIS, IB, 9th Grade Seminar

Title I Schoolwide Program:
Hawthorne High School operates a Title I School Wide Program. The School Site Council first completed the schoolwide needs assessment and submission of Schoolwide status in June of 2011 and has been annually approved since then.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform strategy requires that a school--
- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and

- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are poor or disadvantaged. These schools share common characteristics, including:

- A clear focus;
- High expectations for students and staff;
- An environment focused on learning;
- Strong leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a schoolwide framework. The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality schoolwide program is a systemic, effective strategy for increasing the academic achievement of all students.

The schoolwide authority also reflects the following fundamental principles of Title I, as amended by the NCLB:

- Accountability for results. In a schoolwide program, accountability for results is shared throughout the school. All students are expected to meet the State's challenging standards, and students who experience difficulty mastering those standards are provided timely, effective, additional assistance. Teachers use information about student performance and share ways that instruction can be improved to meet a wide range of student needs. The school keeps parents informed of the achievement of individual students, and of the progress of the school in meeting its goals.
- Research-based practices. Schoolwide programs operate according to a plan that contains proven, research-based strategies designed to facilitate schoolwide reform and improvement. Professional development activities are based on practices proven to be successful in helping teachers improve the quality of their instruction.
- School and community engagement. Staff in schoolwide programs engage parents and the community in their work as planners, participants, and decision makers in the operation of the school. This collaboration is based on a shared vision of the school's values and overall mission. These partnerships strengthen the school's ability to meet the needs of all students and improve the school.

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I.   Single Plan for Student Achievement (SPSA)

SCHOOL: Hawthorne High School

County-District School (CDS) Code 19-64352-1933951

Principal: Dr. Mark Newell

Date of this revision: September 28th 2015

The Single Plan for Student Achievement (SPSA) reflects the eight priority areas within the LCAP and documents school goals in each priority area for the 2015-2016 school year. Required under   California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Con App and ESEA Program.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Teacher

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The District Governing Board approved this revision of the SPSA on **November 10, 2015**

Form A: Planned Improvements in Student Performance

The ESEA requires the California Department of Education (CDE) and the district to annually review the academic progress of federally funded Title I schools and to identify schools in need of improvement. These schools are identified as Program Improvement (PI) schools after two consecutive years of not making Adequate Yearly Progress (AYP). The U.S. Department of Education (ED) invited states to apply for a one-year waiver that would allow PI determinations to be made using **only** the participation rate, attendance rate, and graduation rate for the 2014–15 school year. California applied for the waiver and the ED has approved this waiver request**.** Therefore, 2014-2015 PI status will be based on:

1. Participation rates for the English Language Arts (ELA) and mathematics grade eleven Smarter Balanced Summative Assesment (SBAC); and
2. Graduation rates (high schools).

Hawthorne High School continues to be in PI (Year 5+) because it did not achieve AYP for two consecutive years and has not been able to meet 100% of the AYP criteria since then; the 2013-2014 Academic Performance Report (APR) shows that Hawthorne High met 11 of the 17 criteria. The AYP area(s) that caused the identification are:

- Did not meet proficiency rate in English Language Arts
- Did not meet proficiency rate in Mathematics
- Did not meet the graduation rate

As a PI Year 5+ School, Hawthorne High School annually monitors the implementation progress of the mandatory PI restructuring; the School Site Council analyzes the academic performance of all student groups and the effectiveness of our instructional programs and documents it annually in the SPSA. Hawthorne High school has reviewed the LEA Plan and the eight priority areas documented within the LCAP and established the following growth targets and corresponding actions within each specific area.

Priority #1 – Student Achievement: Performance on standardized tests, score on Academic Performance Index, share of students that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of students that pass Advanced Placement exams with 3 or higher, share of students determined prepared for college by the Early Assessment Program.

Goals:

Increase the number of English Learners scoring proficiency on the CELDT (9th-12th grade). Increase the number of students scoring college ready on the EAP exams (11th grade). Increase the number of students passing the AP exams in all subject areas (10th-12th grade).

Increase the number of students taking the PSAT

Increase the number of students scoring college-ready on the SAT

Increase the average score on the external IB exams.

All 11th Graders will take the SBAC

Growth Targets:

2015-16

CELDT

- 10% increase in the number of EL students moving up in overall proficiency on the CELDT.

EAP

- 10% increase in the number of students scoring college-ready on both the English and Math EAP

AP

- 5% increase in the number of overall students scoring 3 or higher on AP exams in all tested subject areas.

IB:

5%increase in the number of students scoring 5 or higher on IB exams in all tested subject areas.

PSAT:

5% increase in the number of students participating in the PSAT

SAT:

5% increase in the number of students scoring above 1500

What data did you use to form this goal (findings from data analysis)?	How does this goal align to the district's LEA Plan and LCAP goals?
CELDT - 9th-12th Grade: 19.4% of English Learners (EL) were Reclassified Fluent English Proficient (RFEP) **EAP** - 7% of students were ready for college-level English - 1% of 11th grade students were ready for college-level Math (Algebra 2) - 2% of 11th grade students were ready for college-level Math (Summative Math) **AP** - 30% of students passed AP exams with a score of 3 or higher across all tested subject areas **PSAT** - 18.6% of 11th graders took the PSAT	LEA Plan and LCAP required data items were evaluated at the site level to determine how to address their goals while addressing those of Hawthorne High School. *LEA Plan Goal Alignment:* *Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.* *Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.* Goal #3: *By 2016-17, all students will be taught by highly qualified teachers.* Goal #4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.* *Goal #5: All students will graduate from high school.* *LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and*

	dropouts rates and UC/CSU readiness). *LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.* *LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.*
What did the analysis of the data reveal that led you to this goal? After reviewing the data, a 5%- 10% increase in academic performance was established as a realistic goal for the 2015-2016School Year.	Which stakeholders were involved in analyzing data and developing this goal? School Site Council Members ELAC and SPAC Administration Instructional Coaches English and Math Teachers Department Chairs
Who are the focus students and what is the expected growth? The focus students are: ELL students taking the CELDT test. AP students taking the Advanced Placement Test. 11th grade students taking the EAP test. 11th grade students taking the SBAC test 11th and 12th grade IB students	What data will be collected to measure student achievement? 2015-2016 EAP 2015-2016 CELDT 2015-2016 AP Examinations 2015-2016 IB Examinations 2015-2016 SBAC
What process will you use to monitor and evaluate the data? Review of yearly assessments, which include, CELDT, AP, EAP, IB and SBAC Analysis of current schoolwide efforts to provide support in - all grade levels - that results in reaching the goals of increased performance on these assessments.	Actions to improve achievement to exit program improvement (if applicable). Support classes in ELA (Read 180, System 44) Support classes in Math (ALEX) After school tutoring Step up Counseling Program Peer tutoring DII Instructional Model RTI /PBIS

Action #	Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Title I Funding/ Amount	Process for Evaluation of Implementation
1. I	Ensure Master schedule has sufficient intervention classes for EL and low performing students in English and Math (Read 180 and ALEKs) Offer Cougar Academy for students with below grade level achievement. Ensure 15-16 Master Schedule is created to reflect the needs of EL student language acquisition needs. Intervention classes (6) Double block Math and English intensive. (2FTE) AVID Tutors in AVID classes targeted at students who need additional support	May - September 2015 Administration Instructional Coaches English and Math Cougar Academy Coordinator Teachers AVID Coordinator	$21,263 Title I (Materials and supplies for Read 180 support class) $3,000 Title I (Materials and supplies for Cougar Academy to implement special projects) $150,854 Title I (for additional periods and smaller class sizes of intervention classes) $75,810 Title I (for 12 AVID tutors) $1,775 Title I (AVID materials and supplies to implement special projects)	Analyze master schedule for course offerings versus student needs. Report on the impact that intervention classes have on student success. Report on Cougar Academy's impact on student academic success, attendance, and graduation rate. Report on the AVID program's impact on student academic success, attendance, and graduation rate.
2 I	**CELDT** Review of data and placement of students in interventions or language support classes. Utilize Read 180 Program to support comprehension and literacy skills for students placed in intervention.	August 2015-June 2016 Administration ELD Coordinator ELD and English Teachers		Disaggregated results of schoolwide CELDT data shared with all stakeholders (i.e. SSC, ELAC and DELAC) Data Analysis and

	Increase awareness of how CELDT scores influence placement and ensure students are accurately placed in support classes.	District EL Literacy Coach Counselors ELD/AVID Tutors		Collaboration in ELD Department to identify areas of strengths and weaknesses for future improvement ELD Coordinator collaborates with other site coordinators on results
II	Evaluate EL students mid-year to ensure proper placement and support based on classroom performance data	February 2015 ELD Coordinator Administrators Teachers Counselors		Review Academic Data
II IV V	• Targeted intervention meeting with students provided by ELD Coordinator on CELDT proficiency rates and English class grades • CELDT Test Prep classes for students who do not meet reclassification criteria • College (AVID) tutors provided to support students in ELD classes	ELD Coordinator Administrators Teachers Counselors District EL Literacy Coach		Review Academic Data
3.	**EAP** For English: Implement grade-level appropriate Expository Reading and Writing Curriculum (ERWC) modules as part of 9th – 11th grade English courses. For Math: Utilize Shmoop online exams and released EAP questions for more practice.	August 2015- June 2016 English Teachers District Instructional Coaches Director of Curriculum and Instruction Department Chairs		Disaggregated results of EAP data shared with all relevant stakeholders Data Analysis and collaboration in English and Math Departments to identify areas of strengths and weaknesses for future improvement

| 4. | **AP** Ensure proper placement in and supports are in place for all AP students
• Vertical alignment in math (Algebra 1, Geometry, Algebra 2, Pre-Calculus, and AP Calculus) to develop readiness for students
• AP Application process implemented using multiple measures for accurate placement
• Full length practice exams via Shmoop administered to students before actual AP exam
• AP Taskforce continues to meet to discuss improvements to the AP Program
  • Increase access to college through encouraging greater numbers of students to take the AP courses and providing additional support workshops to improve the pass rates of struggling students | August 2015-June 2016

 Site and District Administration

 AP Teachers

 Counselors | $3,000 Title I (Extra Duty for AP/IB teachers to increase success of struggling studnets who enrolled in these classes through open access of all students at all academic levels) | Disaggregated results of AP data shared with all relevant stakeholders

 Data Analysis and collaboration amongst AP teachers to identify areas of strengths and weaknesses for future improvement

 Report on the support strategies and their effectiveness for students in AP and IB. |

5.	**IB** Ensure proper placement in and supports are in place for all IB students • Vertical alignment in math (Algebra 1, Geometry, Algebra 2, IB Math) to develop readiness for students • Communication with parents and students about supports available • IB Teachers meet regularly to discuss expectations and adjustments to the program/supports needed • Increase access to college through encouraging greater numbers of students to take the IB courses and providing additional support workshops to improve the pass rates of struggling students	August 2015-June 2016 Site and District Administration IB Teachers IB Coordinator Counselors	$2,750 Title I (Extra Duty for AP/IB teachers to increase success of struggling students who enrolled in these classes through open access of all students at all academic levels)	Disaggregated results of IB data shared with all relevant stakeholders Data Analysis and collaboration amongst IB teachers to identify areas of strengths and weaknesses for future improvement
6.	**PSAT** Ensure students are able to access college through increasing enrollment in PSAT with subsequent evaluation of data and implementation of strategies to enable struggling students to address weak areas.	AVID Coordinator Administrators Counselors	$780 Title I (cost of the PSAT)	Report on the number of students who took the PSAT (versus prior years), evaluation of performance on PSAT and supports provided to increase performance.

Priority #2 – Student Engagement**:** School attendance rates, chronic absenteeism rates, high school dropout rates, high school graduations rates
Goals: Increase the average daily attendance (ADA) for all students. Reduce number of students who are truant. Increase the number of students graduating. Decrease the number of students dropping out of HHS. **Growth Targets:** **2015-16** Attendance • 2% increase in ADA for all schoolwide • 5% decrease in the number students tardy schoolwide Truancy Rate • 10% decrease in the number of students truant schoolwide Graduation Rate • 2% increase in the number of students graduating Cohort Drop Out Rate • 3% decrease in the number of students dropping out

What data did you use to form this goal (findings from data analysis)? 2014-2015 Attendance and Tardy Rate • Average Daily Attendance school wide was 93.5% • 29.2% of all students were tardy Truancy Rate • 79.8% of all students were truant Graduation Rate • 78.4% of seniors graduated in June 2015 Cohort Drop Out Rate • 14.9% of students dropped out	How does this goal align to the district's LEA Plan and LCAP goals? LEA Plan and LCAP required data items were evaluated at the site level to determine how to address their goals while addressing those of Hawthorne High School. School attendance has not been consistent at Hawthorne. Even though there was an increase in the number of students graduating within the past 3 years, there is still room for improvement. *LEA Plan Goal Alignment:* *Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.* *Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.* Goal #3: *By 2016-17, all students will be taught by highly qualified teachers.*

	Goal #4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*
	Goal #5: All students will graduate from high school.
	LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness).
	LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.
	LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.
What did the analysis of the data reveal that led you to this goal? Hawthorne High School needs to reduce the percentage of students tardy and truant to class and must increase their graduation and rate.	Which stakeholders were involved in analyzing data and developing this goal? School Site Council, SPAC, ELAC, District Office Administrators, Site Administrators, Teachers, Students, Parents and classified personnel and Intervention Specialist
Who are the focus students and what is the expected growth? A focus is placed on the following subgroups: EL ; African American, low socio economic, pacific islander, foster children and special education students.	What data will be collected to measure student achievement? 2015-2016 ADA 2015-2016 Truancy Rate 2015-2016 Graduation Rate 2015-2016 Drop Out Rate

	What process will you use to monitor and evaluate the data? Throughout the 15-16 SSC meetings, the agendas will include: Review of graduation rate by subgroups. Review of truancy rate by subgroups. Review of Attendance rates by subgroups.	Actions to improve achievement to exit program improvement (if applicable). SART Hearings Referrals to SARB Step-Up Program RTI2 PBIS Link Crew School Academies - VAPA - Criminal Justice - Engineering - Cougar Academy - 9th Grade Seminar International Baccalaureate AVID Counseling Services		
Action #	**Strategies/Actions to Implement this Goal**	**Start/Completion Date/Personnel**	**Title I Funding/ Amount**	**Process for Evaluation of Implementation**
1.	**Attendance & Truancy** Conduct Saturday School to make-up absences for all students grades 9-12. • Compile list of students who are truant and send out reminder notices to students every week • Utilize NTI Blackboard Connect Ed to inform parents and guardians students are selected to attend Saturday School	August 2015 – June 2016 Administration Saturday School Teachers Counselors School Resource Officer (SRO) Intervention Specialist District Title 1 Parent Involvement Specialist Teachers		Sign in sheets , Number of students schoolwide attending Saturday School sessions shared with all relevant stakeholders
2.	**Recommend SART and SARB** contracts for students who are habitually absent	August 2015-June 2016 Administrators		SART contracts

	• Compose a list of students (referred by counselors/ teachers and through Power School attendance query) who need SART contracts • Schedule weekly SART group and individual meetings with parents and students	Officer (SRO) Intervention Specialist Teachers		
3.	• Conduct home visits on a weekly basis for students who are habitually absent	September 2015-June 2016 Intervention Specialist Site Admin		Analysis on whether students with a home visit changed their behavior.
4.	The school wide PBIS incentive program will be utilized to reinforce perfect attendance.	August 2015-June 2016 Intervention Specialist		Report on attendance and the progress of the PBIS incentive program
5. ii	Reward students with perfect attendance on a monthly basis • Email sent out by RtI Coordinator asking teachers to nominate students for perfect attendance (no absences or tardies) • Create a Senior	August 2015-June 2016 RtI Coordinator and Team District Title 1 Parent Involvement Specialist Teachers		Report on attendance

iii	No Go List to improve ADA and graduation rate • Assign after school and lunch detention to students who would like to be removed from the list			
iv	• Conduct parent workshops to inform them about importance of school attendance and impact on student achievement			Number of parents who attend parent workshops
6. I	**Increase Graduation:** Quarterly classes are offered within and after the school day for students who need to retake an English or history course to graduate	Administration Counselors Teachers		Number of credits recovered during the school year
II	Students who are severely credit deficient are recommended to attend Lloyde each quarter	Administration Counselors Teachers		Number of students who transfer to Lloyde (and how many transfer back)
III	Counselors do 11th grade grad checks with student and parents	Counselors		
IV	Academies conduct meetings (face to face) with students who have fails each semester, putting them on contracts,	Academy Coordinators Counselors Teachers		

	contacting families and developing plans for success			
V	Students who have two or more fails in 9th grade will be placed into the Cougar 10 classes for 10th grade	Administration Counselors Teachers		Number of students who transfer into (and out of) Cougar academy and how they achieve.

Priority #3: Parental Involvement: *to seek parent input, promotion of parent participation.*

Goal: To increase parent participation by 10% during the 2015 2016 school year.
- **Provide parents multiple opportunities to participate on campus activities**
- **Include parents in the decision making process**
- **Offer parent workshops**
- **Increase Parental Communication**

Growth Targets:
2015-16
- 10% increase in the number of parents participating in School wide activities

What data did you use to form these goals (findings from data analysis)?	How does this goal align to the district's LEA Plan and LCAP goals?
2014/15 Agendas 2014/15 Sign-in sheets	LEA Plan and LCAP required data items were evaluated at the site level to determine how to address their goals while addressing those of Hawthorne High School. Parent input and participation are required and necessary for schools receiving federal funding and important for student support and success. The Title1 coordinator is responsible for holding school wide Title1 meetings to inform parents regarding supplemental programs for students. *LEA Plan Goal Alignment:* *Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.* *Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.* Goal #3: *By 2016-17, all students will be taught by highly qualified teachers.* Goal #4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.* *Goal #5: All students will graduate from high school.*

	LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness). *LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.* *LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.*
What did the analysis of the data reveal that led you to these goals? Data revealed that Hawthorne High School needs to focus on increasing parental involvement. The goal is a 10% increase in parental involvement during the 2015-2016 school year.	Which stakeholders were involved in analyzing data and developing this goal? School Site Council, ELAC, SPAC, Administrators, Teachers, Students, Parents, Title I and Parent Involvement Specialist, Title 1 Facilitator, EL Coordinator
Who are the focus students and what is the expected growth? Expected growth of 10% of ELL, Foster, Low Income, Special Education and African American parent participation	What data will be collected to measure student achievement? Parent Sign-in Sheets Meeting Agendas Meeting Minutes

What process will you use to monitor and evaluate the data?
 	
Review of Parent Sign-in Sheets, Meeting Agendas, and Meeting Minutes.
	What actions will be taken to increase parental involvement?
	
	      • ELL Parent meeting
	
	• SPAC
	
	         • ELAC
	
	    • Quarterly Title 1 Meetings (Min 2)

- PIQE (9 week program)

- Monthly School Site Council Meetings (Min 8 meetings)

- Richstone Family and child development meetings (min 4 meetings)

- Back To School Night (September 15th)

- Academy quarterly Parental Meetings (VAPA, CJ, Engineering)

- Senior parent meetings (back on track, graduation check)

- College and career Parent meetings (college application process and FAFSA support)
- Monthly Coffee with the principal
- District wide parent liaison will conduct monthly workshops to provide knowledge on effective academic and social programs

- AVID: Parental shadow day, grade information workshops and college night
- IB parent night
- Site Parent liaison will conduct monthly parent workshops addressing relevant social and academic topics related to adolescent growth.

Action #	Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Title I Funding/ Amount	Process for Evaluation of Implementation
1.	**Provide parents multiple opportunities to participate on campus activities** • IB parent night • AVID parent night • Senior parent night • Back to school night • Academy meetings • Coffee with the principal	August 2015-June 2016 Administration Counselors Teachers Academy Coordinators AVID Coordinator	$38,288 Title I (Shared cost of District Title I and Parent Involvement Specialist) $4,952 Title I (Title I Facilitator) $48,467 Title I (Parent/ Community Liaison)	Number of parents attending and participating on campus activities Number of parents who attend parent nights and workshops on campus Sign-in sheets at parent information nights, meetings,

		Site Parent/ Community Liaison	$1,200 Title I (Light snacks for parent meetings)	and workshops Percent of successful phone calls made via NTI Blackboard Connect Ed System
		IB Coordinator	$300 Title I (Light snacks for AVID parent meetings)	Meeting minutes from ELD, DELAC, and SSC meetings
		Title I and Parent Involvement Specialist		Parent Surveys
2.	**Include parents in the decision making process** • Encourage parents to participate on Title 1, SPAC, SSC, ELAC, and DELAC	August 2015-June 2016 District Title 1 Parent Involvement Specialist Site Parent/ Community Liason Title 1 Facilitator EL Coordinator		Sign in sheets and minutes
3. I II	**Offer parent workshops** to • Partner with Richstone Family Center to host parenting workshops to meet student's social emotional needs • Host Power School workshops for parents so they can effectively monitor their son or daughters academic progress • Host PIQE Workshops to	August 2015-June 2016 Administration Counselors District Title 1 Parent Involvement Specialist Teachers Parents Richstone Family Center		Parent Sign in sheets and Agendas

III	provide parents requested information on supporting their high school students, college facts, and general parenting	ELD Coordinator	$13,000 Title I (1 session of PIQE in the Fall)	
4. I II III IV	**Communicate with parents** through effective means • Create newsletters and bulletins to inform parents about events on campus (soft copies are posted on the website) • Use Ntl Connect Ed Blackboard Phone system to communicate with parents about important events weekly • Implement *Remind 101* to text parents and students to notify them about announcement and important information Coordinate Coffee with the Principal monthly meetings as a venue for parents to voice concerns to the principal	August 2015-June 2016 Administration Counselors District Title 1 Parent Involvement Specialist Teachers Parents Academy Coordinators Academy Leadership Team Members EL Coordinator AVID Coordinator AVID Leadership Team		Sign-in sheets Meeting Agendas

Priority #4 – Basic Services: *degree to which teachers are appropriately assigned pursuant to Education Code 44258.9, fully credentialed in the subject areas and pupils they are teaching; students have access to standards-aligned instructional materials pursuant to Education Code 60119; and school facilities are maintained in good repair pursuant to Education Code 17002(d).*

Goal: All teachers will be highly qualified in their subject areas. To ensure that all teachers are highly qualified they will attend professional development focused on common core standards and effective direct interactive intervention methodology.

All students will have access to standards-aligned instructional materials.

All facilities will rate above average for the Williams visit.

What data did you use to form this goal	How does this goal align to the district's LEA Plan and LCAP goals?
Highly Qualified Teachers • 96% of teachers were highly qualified to teach within their subject areas. Data provided by human resources • HHS teachers are currently receiving professional development in common core standards , DII methodology and professional learning community involvement. Textbooks • A sufficient rating for textbooks was given to HHS by the Williams Visit Facilities • All facilities were rated 75% for the Williams Visit (Above Average)	LEA Plan and LCAP required data items were evaluated at the site level to determine how to address their goals while addressing those of Hawthorne High School. Basic services are essential to the success of the school overall as teachers with proper credentials and access to standards-aligned instructional materials are necessary for student achievement. Maintaining facilities in good repair affects school climate, which ultimately affects student achievement. *LEA Plan Goal Alignment:* *Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.* *Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.* Goal #3: *By 2016-17, all students will be taught by highly qualified teachers.* Goal #4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.* *Goal #5: All students will graduate from high school.*

	LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness). *LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.* *LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.*
What did the analysis of the data reveal that led you to this goal? The analysis revealed that currently 3 teachers at HHS do not have clear credential in their curriculum area • 2 ELA • 1 SPED 100 % of students at HHS have access to core textbooks or online curriculum material William's visit analysis revealed an above average facilities visit. Analysis revealed : • Below average electrical system • Foundation irregularities • AC modernization	Which stakeholders were involved in analyzing data and developing this goal? District Administrators Human Resource Site Administrators County Office of Education School Site Council
Who are the focus students and what is the expected growth? All students benefit from this goal being met.	What data will be collected to measure this priority? William Reports Master Schedules Credential Information Human Resources Teaching Placement Documentation

All teachers at HHS will be highly credentialed within the next two years. Maintain 100% student material distribution for all students Address critical areas in Williams facilities report				
What process will you use to monitor and evaluate the data? Reevaluate staffing data at each hiring and in Spring/Summer during planning for staffing for each new school year. Continue to work with curriculum and instruction to ensure 100% of students at HHS have assigned textbooks and or online material Work with Maintenance and operations to ensure modernization of facilities is address in a timely manner.	Actions to improve achievement to exit program improvement (if applicable). Reevaluate staffing data at each hiring and in Spring/Summer during planning for staffing for each new school year. Continue to work with curriculum and instruction to ensure 100% of students at HHS have assigned textbooks and or online material Work with Maintenance and operations to ensure modernization of facilities is address in a timely manner. Focus Learning Walks with teachers and administration to observe best practices and discuss how to improve practices in every classroom.			

Action #	Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Title I Funding/ Amount	Process for Evaluation of Implementation
1. I	**Hire highly qualified and effective certificated teachers** • Enroll all new teachers in Beginning Teachers Support and Assessment Program (BTSA) to clear their credential • Ensure substitute	August 2015-June 2016 Human Resources District and Site Administration BTSA Support Providers	$15,134 Title I (Subs for teachers to participate in	BTSA Survey Participation Schedule of weekly focus walks , teacher observation feedback. Evidence of teacher coverage from principal secretary

I	coverage for credentialed teachers during Focus Walks for all subjects areas • Participate in Staff Professional Development workshops (salaries and health & welfare benefits for certificated)	Educational Services Instructional Coaches Teachers	Focus Walks)	Staff Development agenda's and sign in sheets
III IV V	• Provide instructional support to probationary teachers (i.e. classroom management and instructional strategies) • Teachers within their content area will attend professional development during the school year in order to support common core knowledge and instructional methodology • Collaboration time within academies and departments to refine teaching methodologies and practices			Monthly new teachers professional development, weekly collaboration and informal classroom observations
		Teachers Administrators		Agendas and Sign-In sheets from workshops

2.	All students receive individualize textbooks code that documents online or hardcopy distribution to all students	August 2015- June 2016 Educational Services District and Site Administration Textbook clerk/Librarian		Williams Document Excel sheet of access codes to students for Pearson Online Textbooks
3.	School dude documents facility request for repair and school modernization	August 2015-June 2016 Plant Manager Site Administration Director of Facilities		Williams Document Number of repairs completed and documented

Priority #5 – Implementation of Common Core State Standards (CCSS): *implementation of academic content and performance standards adopted by the state board for all students, including English learners.*
• **The Common Core State Standards will be fully implemented by the 2015-2016 school year.** • **Evidence of ongoing training regarding the Common Core Standards for the 2015 – 2016 school year.**

What data did you use to form this goal (findings from data analysis)?	How does this goal align to the district's LEA Plan and LCAP goals?
• Course Outlines and Pacing Plans • Professional Development • Baseline data not established since Common Core will be fully implemented in 2015-16	LEA Plan and LCAP required data items were evaluated at the site level to determine how to address their goals while addressing those of Hawthorne High School. Implementation of Common Core state standards ensures that our students are prepared for entry-level college courses, and workforce training programs. *LEA Plan Goal Alignment:* *Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.* *Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.* Goal #3: By 2016-17, all students will be taught by highly qualified teachers. Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. *Goal #5: All students will graduate from high school.* *LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and*

	dropouts rates and UC/CSU readiness). *LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.* *LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.*
What did the analysis of the data reveal that led you to this goal? Hawthorne High School is in year two of implementation of Common Core standards in all core content areas during the 2015-2016 school year.	**Which stakeholders were involved in analyzing data and developing this goal?** Administrators, Teachers, Students, Parents, School Site Council, ELAC, SPAC
Who are the focus students and what is the expected growth? IB Students AP Students Honor Students EL Students SPED Students Academy Students African American Foster Children Student of low socio economic background	**What data will be collected to measure this priority?** Professional Development Agendas Sign-in Sheets Classroom Observations Teacher Evaluation Process
What process will you use to monitor and evaluate the data? Review of Professional Development Agendas Academy and staff collaboration Sign-in Sheets Classroom Observations Teacher Evaluation Process	**Actions to improve achievement to exit program improvement (if applicable).** Continued professional development Continued teacher observation and feedback Teacher professional development in effective EL strategies across all content areas Teacher/student conferences designed to

Action #	Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Title I Funding/ Amount	Process for Evaluation of Implementation
		connect the arts to the content Extra duty staff development focuses on common core standards, effective methodology across content areas ,and refinement of content curriculum to meet college and career readiness goals.		
1. I II III IV V	Common Core professional Development by subject area: • Common Core presentations • Adopt new textbooks In English aligned with CCSS • Implement PLC teams in all content areas • Create new course outlines and pacing plans with Common Core • Deconstruct of the new common core standards at district wide professional development.	Aug 2015/-June 2016 Administration Counselors Teachers		Common Core implementation Outlines
2.	Review of Common core pacing plans and student achievement.	Aug 2015-June 2016 Teachers Administrators		Common Core implementation Outlines
4.	World language teachers will attend a six week session STAR conference focus on engagement and foreign language development	Jan 2015-June 2016		Present learning to department teachers during collaboration
5.	Articulate Common Core Standards and college preparedness to parents and students	Aug 2015–June 2016 Teachers		Common Core implementation Outlines

		Administrators		Meeting agendas/ minutes
6	Provide supplemental support for EL students with EL Tutors (AVID trained)	Aug 2015-June 2016		Identification of Student based on CELDT tests and Class Scores

Priority #6 – Course Access: *student enrollment in a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.*
• **All students at Hawthorne High School will have equal access to course offerings.** • **10% increase in the number of graduating seniors fulfilling the A-G requirements** • **Students with Individualized Education Plan (IEP) will be provided access into all content core curriculum and elective core curriculum classes to support their learning needs. These students with the support of case carrier will placed in the least restrictive environment**

| What data did you use to form this goal (findings from data analysis)?

A-G requirements
• 22.7% of graduating seniors met the A-G requirements | How does this goal align to the district's LEA Plan and LCAP goals?

LEA Plan and LCAP required data items were evaluated at the site level to determine how to address their goals while addressing those of Hawthorne High School. HHS students need access to courses that will prepare them for college and career.

LEA Plan Goal Alignment:

Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.

Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal #3: *By 2016-17, all students will be taught by highly qualified teachers.*
Goal #4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

Goal #5: All students will graduate from high school. |

	LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness). *LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.* *LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.*
What did the analysis of the data reveal that led you to this goal? Hawthorne High School had a low percentage of students meeting A-G requirements and a focus will be placed at every grade level in order to meet the 10% increase	Which stakeholders were involved in analyzing data and developing this goal? Administrators, Teachers, Students, Parents
Who are the focus students and what is the expected growth? All students enrolled at Hawthorne high School Special Education students	What data will be collected to measure course access? Master Schedules • 2015-2016 Course offerings • 2015-2016 School Master Schedule • 2015-2016 CBI kids into mainstream classes Assessment Data Grades (support requirements) IEPs Percentage of students enrolled in A-G classes
What process will you use to monitor and evaluate the data? Content Enrollment Academy Enrollment	Actions to improve achievement to exit program improvement (if applicable).

A-G Enrollment Support Class Enrollment	Back on Track Assemblies

Action #	Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Title I Funding/ Amount	Process for Evaluation of Implementation
1. I II III IV VI VII VIII	Create a master schedule that meets the learning needs of all students • Expand Co-taught courses in the core subject areas • Create open access for all students to enroll in academy elective courses and programs • Provide teachers with the opportunity to submit courses for the next school year • Place students accordingly in intervention courses in math and English courses • Promote IB, AP, and honors classes through lunchtime IB/AP Fair • Provide Professional Development through lunchtime Professional Learning Opportunities to support teachers in engaging and addressing the needs of struggling students. • Send teachers to conferences that align with the SPSA goals	Aug 2015/Feb 2016 District and Site Administration Educational Services Instructional Coaches Department Chairs Teachers	$3,084 Title I (conferences that align with the SPSA goals and approved by the SSC) $1,570 Title I (Subs for conferences)	Number of Co-taught classes Grades of students enrolled in Co-taught courses compared to those who are enrolled in Specialized Academic Instruction (SAI) classes Graduation rate of students enrolled in an academy Number of students admitted to a four year university or attend a community college Agendas and sign-in sheets Teachers report during collaboration and at SSC meeting (if requested) what they learned at conferences
2. I	Evaluate transcripts for all students to ensure proper placement in courses	Aug 2015-June 2016		Disaggregated number of students graduating from

				HHS shared with all relevant stakeholders
II	• Counselors will ensure that students are programmed correctly in courses • Monitor graduation checks for all students to determine progress	Administration Educational Services Counselors		
4.	Use Back on Track assemblies to discuss credit recovery options	September 2015/March 2016		Ongoing Evaluation of student academic progress during the school year.
5.	Review percentage and academic/social success of CBI students that are placed in mainstream classes	Aug 2015–June 2016 Administration Counselors Case Carriers		Percentage of CBI students that are mainstream

Priority #7 – School Climate: *student suspension rates, student expulsion rates, other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.*

- Student suspension rate will decrease by 10% for the 2015– 2016 school rate
- Student expulsion rate will decrease by 10% for the 2015 -201 school year.
- Increase student (9th grade) participation in the California Healthy Kids Survey by 10% Continue to communicate awareness of PBIS focus (Leadership, Empathy, Achievement, Preparation, Safety)

What data did you use to form this goal (findings from data analysis)?	How does this goal align to the district's LEA Plan and LCAP goals?
SUSPENSION & EXPULSION • **240 total suspensions:** (154 males; 72 females; 138 Hispanic; 82 African American; 65 SPED) • **57 total expulsions:** (50 males; 7 females; 36 Hispanic; 21 African American; 9 SPED) **SCHOOL ENGAGEMENT & SUPPORTS (California Healthy Kids Survey)** • 67% (355 9th) response rate on the CHKS **MISSION AND CULTURE** • Establish approximate baseline data on the percentage of students that can recite the LEAPS acronym	LEA Plan and LCAP required data items were evaluated at the site level to determine how to address their goals while addressing those of Hawthorne High School. A school climate where students feel supported by staff have a profound impact on student achievement and behavior *LEA Plan Goal Alignment:*

	Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017. *Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.* Goal #3: *By 2016-17, all students will be taught by highly qualified teachers.* Goal #4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.* *Goal #5: All students will graduate from high school.* *LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness).* *LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.* *LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.*
What did the analysis of the data reveal that led you to this goal? The analysis of data indicates a need for a clearly structured and tiered intervention system to support	Which stakeholders were involved in analyzing data and developing this goal? Site Administrators Leadership Team

students with behavioral and socioemotional needs. RTI II		Teachers Parents School Site Council		

Who are the focus students and what is the expected growth? The focus students are Hispanics and African American students, SPED, Males and Females per subgroups Cougar academy students	What data will be collected to measure student achievement? Monthly Suspension Data by subgroup and gender Expulsion Data by subgroup and gender Climate surveys	
What process will you use to monitor and evaluate the data? Monthly suspension and expulsion data will be reviewed at School Site Council meetings, leadership meetings, and staff meetings.	Actions to improve achievement to exit program improvement (if applicable). PBIS Link Crew RTI School Safety plan Cougar Academy Camp Parent meetings 9th Grade Seminar	

Action #	Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Title I Funding/ Amount	Process for Evaluation of Implementation
1.	Grade level assemblies with a focus on social and behavioral expectations	August 2015 -June 2016 Administration Intervention Specialist		Schedule of assemblies
2.	Teen Mothers Program	August-June 2016 Administration Counselors	$2,875 Title I (Extra duty pay for teacher to plan and implement support meetings with teen mothers/ fathers)	Meeting agenda's and schedules
3.	Counseling service recommendations • Richstone • CYS	Aug 2015-June 2016 Administration Counselors Teachers		Evaluate suspension data for repeat offenders

		Intervention Specialist		
5.	Cougar Academy Intervention and Support Retreat	Feb -May 2016	$14,000 Title I (Registration and Bus)	Pre and Post in-class activities that ensure maximum effect on student culture, climate, and attitude toward school and academic achievement.
6.	Discipline Intervention: Speakers, trips, CICO.	Aug 2015-June 2016 Administration		Documentation of CICO process
7.	Using the PLASCO system for discipline tracking	August-September 2016 Administration		PLASCO report
8.	Awards/Incentives: Cougar Cash, and Awards	August 2015 -June 2016		Documentation of award recipients
9.	Link Crew leader developments, 9th grade orientation, and ongoing student support through mentorship.	August 2015 -June 2016		Summer orientation and mentor sign in n
10.	Plan and deliver a PBIS Implementation Day at beginning of S1 and S2; create an evaluation for Implementation Day to be completed by students at the end of the class. • Develop a system to recognize and honor staff members • Safety and admin will support teachers in standing at the door to greet students at	Intervention Specialist Administration Teachers		Documentation of PBIS recommendation ceremony Surveys of Teacher at the door and the impact it has on safety of the students Survey will be

	the beginning of each period to initiate positive interactions w/ students. • Develop boundaries which focus on the safety all students during lunch and nutrition • Conduct Pre and Post CHKC Surveys			conducted S1 and at the end of S2
		Administration		

Priority #8 – Other Student Outcomes: *other indicators of performance in required areas of study.*

- **Vertical alignment of curriculum and school wide programs to enhance feeder middle school programs and prepare/align students for post-secondary school and/or career**
- **Communicate school/district graduate profile.**
- **Regular articulation with middle schools**
- **Regular articulation with post-secondary schools**

GOAL:

Increase articulation activities by 5% to Middle Schools and Post-Secondary partners

What data did you use to form this goal (findings from data analysis)?	How does this goal align to the district's LEA Plan and LCAP goals?
Documentation of feeder school enrollment at HHS by feeder school.	LEA Plan and LCAP required data items were evaluated at the site level to determine how to address their goals while addressing those of Hawthorne High School. To ensure that all students have an equal academic/social access and opportunity Grades 6 thru Post-Secondary Education/Career
	LEA Plan Goal Alignment:
	Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.
	Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
	Goal #3: *By 2016-17, all students will be taught by highly qualified teachers.*
	Goal #4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*
	Goal #5: All students will graduate from high school.
	LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American,

	Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness). *LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.* *LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.*

What did the analysis of the data reveal that led you to this goal?
 	
  • **Increased school wide enrollment Increase enrollment in Academies/Programs. (AVID, Criminal Justice, Engineering, International Baccalaureate, JROTC, Visual and Performing Arts.**
	Which stakeholders were involved in analyzing data and developing this goal?
	
	     School Administration
	Leadership Team
	Department Chairs
	Academy Coordinators
	
	     School Site Council

Who are the focus students and what is the expected growth?
 	
ELL Students
SPED Students
Low Income Students
African American Students
Foster Students
	What data will be collected to measure student achievement?
	
	    Review of student middle School transcripts
	
	    Middle school matriculation to Hawthorne High School

What process will you use to monitor and evaluate the data?
 	
Disaggregate data and share with stakeholders
  • Visitation schedule
	Actions to improve achievement to exit program improvement (if applicable).
	
	    Continue process of year to year articulation

	Open Houses			Promote High School to middle schools
	Increased Enrollment			
	Scheduled visitations			
				8th Grade Shadow Day Program

Action #	Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Title I Funding/ Amount	Process for Evaluation of Implementation
1.	Visit feeder middle schools tri annually from September to June	September thru June Administration, teachers, students		Disaggregate data and share with stakeholders • Visitation schedule • Open Houses Increased Enrollment
2.	College visits and Career/WBL enrichment field trips on a regular basis from September to June • AVID • Cougar Academy • Seniors Specific subgroups • EL • Low socioeconomic • Special Ed	September thru June Administration, parents, students and teachers	$10,300 Title I (Buses for AVID college visits) $1,000 Title I (Buses for Cougar Academy college trips) $2,000 Title I (Counselor College Trips) $3,500 Title I (9th Grade Seminar College Trips) $3,424 Title I (College and Career awareness	Disaggregate data on who is attending and share with stakeholders. Report on the impact these trips are having on students.

			trips for other groups aligned with this SPSA goal) $6,325 Title I (Subs for College and Career Visits)	
3.	Military recruitment speakers	September thru June Career counselor, grade level counselors		Sign in sheets
4.	Academy/guest speakers	September thru June District office Academy Coordinators, academy teacher leads		Disaggregate data and share with stakeholders • Speaking engagements. • Sign-in sheets • Academy enrollment
5.	Middle School Student Shadow Days	December 2015 • Site and District Administration • Teachers • Parents		Disaggregate data and share with stakeholders • Number of scheduled shadow days. • Sign-in sheets
6.	Increase dual enrollment with El Camino College	September thru June • College Administration • High School Administration • College & Career Counselor		Disaggregate data and share with stakeholders • Number of Students with dual enrollment
7.	Register Hawthorne High School for College Speaker Bureau	September thru June College Career Counselor		Disaggregate data and share with stakeholders
8.	Create Internships with Local industry	September thru June District Administration • Site		Disaggregate data and share with stakeholders • Number of

		Administration • College & Career Counselor		internships
9.	Annual review of District Graduate Profile	September thru June • School Administration • District Administration • Parents • Students • Teachers		Ensure all teachers have poster in room and that they are posted throughout common areas in the school.
10.	Middle School, High School, Junior College. College articulation meetings	Administration Teachers		Review meeting minutes with all Stake Holders • Agendas • Sign-in sheets
11.	Increase the number of students in the South Bay Promise	Counselor		Students enrolled
12.	Increase number of students applying to college through the South Bay Promise.	October thru May • School Administration • District Administration • Parents • Students • Teachers • College/Career Counselor		Analyze data from El Camino College on numbers of students completing college application with them (and enrolling) versus prior years. Analyze data from College/ Career Counselor on total numbers of students attending colleges versus prior year.

Form B: Centralized Support for Planned Improvements in Student Performance

The District/School Leadership Team (DSLT) has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Local Control Accountability Plan (LCAP) 8 Priorities:

1. *Basic: Students shall be taught by highly-qualified teachers. Students will have access to standards-aligned materials. Students will be educated in facilities that are maintained in good repair.*
2. *Implementation of State Standards: Students shall have access to the Common Core Standards in English Language Arts (ELA) and Math. Students shall also have access to science and social studies state standards, literacy in science, and technical subjects' standards.*
3. *Parent Involvement: Increase parent and community engagement.*
4. *Pupil Achievement: Increase student performance in standardized tests.*
5. *Pupil Engagement: Increase student attendance rates while decreasing chronic absenteeism rates. Also, increase high school graduation rates.*
6. *School Climate: Increase the sense of safety and school connectedness among students, parents, and teachers.*
7. *Course Access: Increase course offerings in a broad course of study that includes various subject areas.*
8. *Other Pupil Outcomes: Increase student performance on CSA's.*

LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness).

LEA Plan Goal Alignment:

Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.

Goal #2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal #5: All students will graduate from high school.

Means of evaluating progress toward this goal:	Group data to be collected and expected gains:
Annual DSLT review of the most recent data and updating of the LCAP and LEA Plan to include appropriate adjustments to Action Steps that demonstrate the most impact on student achievement.	- Increase the number of students who demonstrate college preparedness through the EAP exam in ELA and math - Increase graduation rates - Decrease dropout rates - Increase A-G course completion rates

- Increase CAHSEE passage rates
- Increase AMAO proficiency rates
- Increase the percent of students who take AP courses
- Increase the percent of students who score a 3 or higher on an AP exam

Actions to be Taken to Reach This Goal (number in parentheses is the LCAP Action #)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (District-wide, NOT by site)	Funding Source
Provide Professional Learning (1)	2015-2016	Cognitive Coach Traning Expository Reading and Writing Training Honors/GATE Certification	$20,608	Title II
Enhance ELL Program Coordination and Support (6)	2015-2016	Supplemental Materials for English Learner Immigrants CABE/ELL Conferences	$15,000	Title III (Imm)
Enhance Professional Learning (8)	2015-2016	Course Leads Collaboration CUE Conference Adaptive Schools Training	$185,451	Title II
		Summer PD to address LEA Goals focused on increasing student achievement	$161,830	Title I

Provide resources to Enhance Academic Interventions and Enrichments based on RTI and PLC response to student needs (10)	2015-2016	Homeless support SES Tutoring Choice Transportation District Administration District Administrative Assistance Title I Training/Workshops	$523,449	Title I
Provide Summer Learning for Struggling Students (13)	2015-2016	Teacher Salary for summer courses	$318,762	Title I
Reinforce English Language Acquisition Through Contextualized Learning (17)	2015-2016	EL Instructional Coach Salary for Districtwide support	$131,320	Title III (LEP)
Expand AVID Program (26)		AVID Summer PD AVID Site Membership	$54,793	Title I

LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.	

LEA Plan Goal Alignment:

Goal #4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

Means of evaluating progress toward this goal: Annual DSLT review of the most recent data and updating of the LEA Plan to include appropriate adjustments to Action Steps that demonstrate the most impact on student achievement.	Group data to be collected and expected gains: Student support in the form of a Response to Intervention and Instruction RTI2 model will be fully implemented, resulting in: • Increase the attendance rate • Decrease the chronic absenteeism rate • Decrease the suspension rate • Decrease the expulsion rate

Actions to be Taken to Reach This Goal (number in parentheses is the LCAP Action #)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (District-wide, NOT by site)	Funding Source
Family Engagement Initiative (5)	2015-2016	Materials and Snacks to support Parent Meetings	$5,358	Title I

LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.

LEA Plan Goal Alignment:

Goal #3: *By 2016-17, all students will be taught by highly qualified teachers.*

Means of evaluating progress toward this goal:	Group data to be collected and expected gains:
Annual DSLT review of the most recent data and updating of the LCAP and LEA Plan to include appropriate adjustments to Action Steps that demonstrate the most impact on student achievement.	LCAP staff survey conclusions and recommendations: • Improve morale among all staff. • Build a capacity for trust between the organization and its bargaining units. • Invest in the infrastructure. • Attract and recruit high quality instructional and support staff. • Retain high quality instructional and support staff. • Direct resources to the classroom level. • Increase support staff. • Improve systems of communications as they relate to operational support systems.

Actions to be Taken to Reach This Goal (number in parentheses is the LCAP Action #)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (District-wide, NOT by site)	Funding Source
Upgrade technology infrastructure and Equipment/ Software (1)	2015-2016	Technology trainers at each site to provide professional development to teachers on incorporating technology into their lessons to reach students with all learning styles.	$22,231	Title II

For a full text of the CVUHSD LCAP and LEA Plan and to get a broader understanding of the district's supports and actions towards meeting its goals, please visit the following links:

CV Local Control Accountability Plan and Local Education Agency Plan: http://bit.ly/1Ktj66H

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs:

Federal Programs under the Elementary Secondary Education Act	Allocation
Title I, School-wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	*$389,639*
Title I, Parent Involvement Increase parent involvement in schools and parent knowledge of the educational system	$43,240
Total amount of federal categorical funds allocated to this school	**$432,879**

Form D: School Site Council Membership

The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Dr. Mark Newell	X				
Lorena Cota			X		
Qian Kang		X			
Melanie McClarren		X			
Daisy Lomeli		X			
Caryn Charles		X			
Yessica Almaraz					X
Jasmine Brandon					X
Victor Marquez					X
Gloria Ramos				X	
Luz Algutria				X	
Evelyn Rivas				X	
Numbers of members in each category	1	4	1	3	3

Form E: Recommendations and Assurances
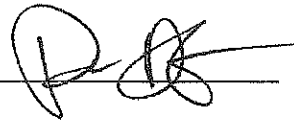
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

   X   Site Parent Advisory Committee (SPAC)

   Name: Paolo DeGuzman   Signature _____
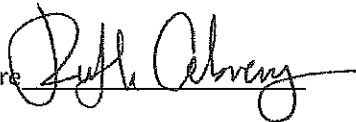
   X   English Learner Advisory Committee

   Name: Ruth Cebreros   Signature _____

   X   District/School Liaison Team for schools in Program Improvement

   Name: Hatha Parrish   Signature _____

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: September, 28th, 2015.
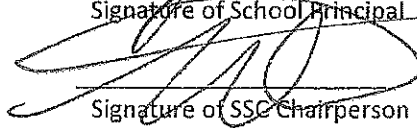
Attested:

Dr. Mark Newell
School Principal   Signature of School Principal   Date: 9/28/15

Melanie McClaren
SSC Chairperson   Signature of SSC Chairperson   Date: 9-28-2015

II. **Resources**

This section contains the following appendices that will assist the SSC in completing the SPSA and in maintaining a cycle of continuous improvement:

- Appendix A: Chart of Requirements for the SPSA

- Appendix B: School and Student Performance Data

- Appendix C: Demographic Data Summary

- Appendix D: School Site Council Bylaws

- Appendix E: Parental Involvement Policy and Parent-School Compact

- Appendix F: Title I Program Evaluation

- Appendix G: Appropriate Use(s) of Categorical Resources

- Appendix H: Acronyms and Specialized Terms

Appendix A: Chart of Requirements for the Single Plan for Student Achievement

REQUIREMENTS	LEGAL CITATION	Title I, Schoolwide	Title I, Program Improvement	Title II, Improving Teacher Quality	Title III, English Learners
Involve parents and community in planning and implementing the school plan	*EC* 52055.750(b)				
	EC 35294.1(b)(2)(C)				
	5*CCR* 3932	X	X	X	
	20 *USC* 7115(a)(1)(E)		X		
	20 *USC* 6315(c)(1)(G)				
	20 *USC* 6314(b)(1), (2)(A)	X			
Advisory committee review and recommendations	*EC* 64001(a)	X	X	X	
	EC 52055.755				
Written notice of program improvement status	20 *USC* 6316(b)(3)		X		
Single, comprehensive plan	*EC* 64001(a), (d)	X	X	X	X
	EC 52853	X	X		
	EC 41572				
	EC 41507				
	EC 35294.1(a)				
	20 *USC* 6315(c)(1)(B)				
	20 *USC* 6314(b)(2)(A)	X			
School Site Council (SSC) constituted per former *EC* 52012	*EC* 64001(g)	X	X	X	X
SSC developed SPSA and expenditures	*EC* 64001(a)	X	X	X	X
	EC 41572				
	EC 41507				
	EC 35294.1(b)(1)				
SSC annually updates the SPSA	*EC* 64001(g)	X	X	X	X
	EC 35294.2(e)				
Governing board approves SPSA	*EC* 64001(h)	X	X	X	X
	EC 52055.750(a)(5)				
Policies to ensure all groups succeed (specify role of school, LEA, and SEA; and coordination with other organizations)	20 *USC* 6316(b)(3)		X		
	20 *USC* 6316(b)(3)		X		
Plan includes proposed expenditures to improve academic performance	*EC* 64001(g)	X	X	X	X
	EC 52853	X	X		
	20 *USC* 6316(b)(3)		X		
	20 *USC* 6315(c)				
	20 *USC* 6314(b)(2)(A)	X			
Describe centralized services expenditures	5 *CCR* 3947(b)				
Comprehensive assessment and analysis of data	*EC* 64001(f)	X	X	X	X
	EC 52055.740(a)(1)(D)(5)				
	20 *USC* 6314(b)(1), (2)(A)	X			
Evaluation of improvement strategies	*EC* 64001(f)	X	X	X	X
	EC 52853	X	X		
	EC 35294.2(e)				
	EC 32228.5(b)				
Assessment results available to Parents	*EC* 35294.2(e)				
	20 *USC* 6314(b)(2)(A)	X			

REQUIREMENTS	LEGAL CITATION	Title I, Schoolwide	Title I, Program Improvement	Title II, Improving Teacher Quality	Title III, English Learners
Provide staff development	*EC* 52853	X	X		
	EC 52055.750I				
	EC 32228(b)(2)				
	20 *USC* 6316(b)(3)		X		
	20 *USC* 6315I(1)(F)				
	20 *USC* 6314(b)(1), (2)(A)	X			
Budget 10 percent of Title I for staff Development	20 *USC* 6316(b)(3)		X		
Provide highly qualified staff	*EC* 52055.740(a)(1)(D)(3)				
	20 *USC* 6315I(1)(E)				
	20 *USC* 6314(b)(1), (2)(A)	X			
Distribute experienced teachers	*EC* 52055.750(a)(10)				
Describe instruction for at-risk students	*EC* 52853	X	X		
Describe the help for students to meet state Standards	*EC* 64001(f)	X	X	X	X
	20 *USC* 6314(b)(1), (2)(A)	X			
	20 *USC* 6315(c)				
Describe auxiliary services for at-risk students	*EC* 52853	X	X		
	20 *USC* 6315(c)				
	20 *USC* 6314(b)(1), (2)(A)	X			
Avoid isolation or segregation	5*CCR* 3934	X	X		
Goals based on performance	*EC* 64001(f)	X	X	X	X
Define objectives	20 *USC* 6316(b)(3)		X		
Steps to intended outcomes	5*CCR* 3930	X	X	X	
Account for all services	5*CCR* 3930	X	X	X	
Provide strategies responsive to student needs					
	5*CCR* 3931	X	X	X	
	20 *USC* 6315(c)				
	20 *USC* 6314(b)(2)(A)	X			
Describe reform strategies that:	20 *USC* 6314(b)(1), (2)(A)	X			
-Allow all to meet/exceed standards	20 *USC* 6315(c)	X			
-Are effective, research-based	20 *USC* 6316(b)(3)	X	X		
	20 *USC* 6315(c)(1)(c)				
	20 *USC* 6314(b)(1)(B)	X			
-Strengthen core academics	*EC* 52054	X			
-Address under-served populations	*EC* 52054	X			
-Provide effective, timely assistance	20 *USC* 6314(b)(1)(I), (2)(A)	X			
-Increase learning time	20 *USC* 6316(b)(3);		X		
	20 *USC* 6314(b)(1)(B),(2)	X			
-Meet needs of low-performing students	20 *USC* 6315(c)(A);				
	20 *USC* 6314(b)(1)(B),(2)	X			
-Involve teachers in academic Assessments	20 *USC* 6314(b)(1)(H), (2)	X			
-Coordinate state and federal programs	20 *USC* 6315(c)(1)(H)				
-Transition from preschool	20 *USC* 6314(b)(1)(J), (2)(A)	X			
	20 *USC* 6315(c)(1)(D)				
	20 *USC* 6314(b)(1)(G), (2)(A)	X			
Enable continuous progress	5CCR 3931	X	X	X	
Acquire basic skills, literacy	5CCR 3937	X	X		
Align curriculum, strategies, and materials with state standards or law	EC 52853	X	X		
Provide high school career preparation	5CCR 4403				

Appendix B: School and Student Performance Data

- Table 1: Academic Performance Index (API) by Sub-Group
- Table 2: English-language Arts AYP
- Table 3: Mathematics AYP
- Table 4: California English Language Development Test (CELDT) Data

Table 1: API by Race and Ethnicity

	ACADEMIC PERFORMANCE INDEX (API) DATA BY SIGNIFICANT STUDENT GROUP 2010-2013																							
	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																			
					Black or African American				Hispanic or Latino				Socioeconomically Disadvantaged				English Learners				Students with Disabilities			
	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum
API Growth Values	639	638	680	+41	613	593	654	+41	638	643	682	+44	630	629	680	+50	612	631	670	+58	407	414	457	+50

Trends indicated by the data: possible challenges, if any, and additional information needed
Beginning in the 2014 2015 school year there will be a new set of priorities for school districts and individual high school to receive funding form the state of California. API calculations will be based on new criteria that have yet to be released by the state. The committee did not spend time evaluating this data.

Table 2: English-language Arts AYP

AYP PROFICIENCY	All Students				Hispanic or Latino				Socioeconomically Disadvantaged				English Learners				Students with Disabilities			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
AYP Target	66.7	77.8	88.9	100	66.7	77.8	73.2	76.5	66.7	77.8	75.5	78.4	66.7	77.8	65	70	66.7	77.8	64.7	62.8

Percent At or Above Proficient	38.1	43.3	39.9	36.1	40.2	43.1	41.2	36.6	39.4	43.9	39.4	36.6	32.6	41.3	13.3	33	9.1	10.0	7.0	11.2
Met AYP Criteria	N	Y	N	N	N	N	Y		N	Y	N		Y	Y	N		N	Y	N	

Trends indicated by the data: possible challenges, if any, or additional information needed
AYP calculations are currently under review by the State of California. The committee did not spend time evaluating this data.

Table 3: Mathematics AYP

AYP PROFICIENCY	All Students				Hispanic or Latino				Socioeconomically Disadvantaged				NUMERICALLY SIGNIFICANT STUDENT GROUPS English Learners				Students with Disabilities			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
AYP Target	66.1	77.4	88.7	100	66.1	77.4			66.1	77.4			66.1	77.4			66.1	77.4		
Percent At or Above Proficient	36	38.2	35.2	38.6	38.8	37.3	36.8	39.4	37.2	38.9	34.5	39	36	37.9	12.2	39.2	11.4	11.8	5.5	9.8
Met AYP Criteria	N	N	N	N	N	N	N		N	N	N		Y	N	N		Y	N	N	

Trends indicated by the data: possible challenges, if any, or other information needed
AYP calculations is currently under review by the State of California. The committee did not spend time evaluating this data.

Table 4: CELDT Data

Number and Percent of Students at Each Overall Performance Level 2014-2015

Performance Level	9	10	11	12	Total
Advanced	5 (4.0%)	0 (0.0%)	2 (2.0%)	2 (4.0%)	9 (3.0%)
Early Advanced	40	20	27	16	103

	(30.0%)	(34.0%)	(31.0%)	(34.0%)	(32.0%)
Intermediate	51 (38.0%)	29 (49.0%)	33 (38.0%)	21 (45.0%)	134 (41.0%)
Early Intermediate	20 (15.0%)	7 (12.0%)	15 (17.0%)	7 (15.0%)	49 (15.0%)
Beginning	18 (13.0%)	3 (5.0%)	9 (10.%)	1 (2.0%)	31 (10.0%)
Number Tested	134 (100.0%)	59 (100.0%)	86 (100.0%)	47 (100.0%)	326 (100.0%)

Conclusions indicated by the data:
Majority of HHS EL students that take the CELDT test score in the early advance and intermediate categories. Little advancement is exemplified in each grade level. Due to this data HHS will focus in content curricular areas listening and speaking skills which will provide EL learners with the knowledge level to enable them to advance at a faster pace on the CELDT test. The goal of HHS is to ensure that within a four year period 80% of the student score in the advance or early advance categories.

Appendix C: Demographic Data Summary

Grade	Student ethnicity by raw number and percentage 14-15															
	All Groups		White		African-American		Asian		Latino		Filipino		Pacific islander		Two or more races	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	458	23	8	1.7	74	16	3	0.6	351	77	4	0.8	3	0.6	15	3.2
10	507	25	5	0.9	74	15	4	0.7	411	81	2	0.3	3	0.5	8	1.5
11	548	27	9	1.6	94	1.7	1	0.1	430	78	3	0.5	3	0.5	8	1.4
12	521	26	15	2.8	92	17.6	6	1.1	393	75.4	3	0.5	4	0.7	8	1.5

Conclusions indicated by the data:
Review of Hawthorne high school demographic data that the two largest subgroups are Latino and African American students. Culturally relevant curriculum is a focus in school wide methodology. Restorative justice and a positive behavior support system are currently being introduce to address the needs of these two specific subgroups

Appendix D: Hawthorne High School Site Council Bylaws

Article I
Duties of the SSC

The School Site Council of Hawthorne High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees

- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations

- Recommend the SPSA and expenditures to the governing board for approval

- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members

- Make modifications to the SPSA whenever the need arises

- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures

- Annually (and at each semester, trimester, etc) evaluate the progress made toward school goals to raise the academic achievement of all students

- Carry out all other duties assigned to the SSC by the district governing board and by state law

Section A: Composition

The SSC shall be composed of 12 members, selected by their peers, as follows:

- 4 Classified teachers
- 3 current students at the school site
- 1 Other school staff members
- 3 Parents or community members
- The school principal shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III
Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

The chairperson shall:
- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:
- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:
- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to other persons deemed necessary by the chairperson and/or SSC
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the 1st meeting of the SSC and shall serve for one year, or until each successor has been elected

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV
Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V
Meetings of the SSC

Section A: Meetings

The SSC shall meet regularly on the last Monday of each month (except when the school schedule does not allow). Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: posted on the school website (hhscougars.org) and posted in the Welcome Center at Hawthorne High School.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 28 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI
Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 24 hours prior to the meeting at which the amendment is to be considered for adoption.

Appendix E: Parental Involvement Policy and School-Parent Compact

Title I School-Level Parental Involvement Policy
As a Title I Schoolwide Program, Hawthorne High School has developed a written Title I parental involvement policy with input from all parents (with an emphasis on parents of students who are facing specific academic challenges), School Site Council (SSC), English Learner Advisory Committee (ELAC), and other parent meetings. It has distributed the policy to parents of all students by posting it on the school website (www.hhscougars.org), making it available in the school office, and including a copy of the policy in the Hawthorne High School registration packet. The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Schoolwide Program
To involve parents in the Title I Schoolwide Program at Hawthorne High School, the following practices have been established:

A. The school convenes an annual meeting to inform parents of Title I requirements and about the right of parents to be involved in the Schoolwide program. This meeting occurs during the first quarter of the school year.

B. The school offers a flexible number of Title I meetings for parents, such as meetings in the morning or evening. throughout the year, meetings alternate between morning and evening times, and meeting minutes are posted on the school website.

C. The school involves parents of all students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I Schoolwide Program and the Title I parental involvement policy. As changes are made to the programs and policy, they are reviewed at parent meetings such as SSC, SPAC, and ELAC.

D. The school provides parents of all students with timely information about Title I Schoolwide Programs. These programs are identified and described on the school's website.

E. The school provides parents of all students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. These documents are available on the school website.

F. If requested by parents of all students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents may request meetings by contacting a site administrator.

School-Parent Compact
Hawthorne High School distributes to all parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of all students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a

minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Development of the school-parent compact was initiated by the Hawthorne High School leadership team (administrators and teacher-leaders) over the course of multiple leadership meetings throughout the year. It was concurrently developed with parents at SSC and ELAC meetings, and requests were made for feedback. The developing plan was posted on the school website for review by parents and other stakeholders, and a link was provided for feedback. The policy is distributed via the school website, and it is included with the Hawthorne High School Registration packet.

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

- The school provides all parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Parents are provided with access to the PowerSchool Parent Portal to monitor student success, and are provided with access to teacher email addresses to maintain positive communication. Information pamphlets, links, and other resources pertaining to content standards and assessments are made available on the school website.
- The school provides all parents with materials and training to help them work with their children to improve their children's achievement. At academy parent meetings, parents are shown how to access the parent portal, and how to access other resources and personnel to assist them with monitoring and improving achievement.
- With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Parents are invited to staff meetings, and SSC, SPAC, and ELAC meeting minutes are provided to all staff members.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Information and assistance to parents is provided at the Parent Center on campus.
- The school distributes Information related to school and parent programs, meetings, and other activities to all parents in a format and language that the parents understand. All meetings and activities are posted on the school website in Spanish and English, and are sent out to all parents using Blackboard Connect.
- The school provides support for parental involvement activities requested by all parents. Parents are encouraged to contact administrators should they require additional support.

Accessibility
Hawthorne High School provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language which parents understand. All information, documentation, and reports are provided in both Spanish and English on the school website and in the Parent Center. Information regarding opportunities to participate in campus

activities is sent out using Blackboard Connect, and at times using direct mailing.

Adoption

This School Parental Involvement Policy has been developed with, and agreed on by, parents participating in (at a minimum) Title I Parent, SPAC, ELAC, and SSC meetings.

This Parent Involvement Policy was adopted by Hawthorne High School on September 28, 2015 and will be in effect from July 1, 2015 to June 30, 2016. The school will distribute this policy to all parents of participating Title I, (Part A) children on or before October 14, 2015. . Hawthorne High School's notification to parents of this policy will be in an understandable and uniform format and, to the extent required by the law, provided to parents in a language they can understand.

These people were involved with the development of this document:

Luz Algutria,   Parent   Lorena Cota, Counselor
Gloria Ramos , Parent   Caryn Charles, Teacher
Lisa Battle ,   Parent   Qian Kang, Teacher
Jasmine Brandon Student   Melanie McClaren, Teacher
Victor Marquez Student   Daisy Lomeli, Teacher
Yessica Almaraz, Student   Dr. Mark Newell, Principal

_____   _____

Dr. Mark Newell, Principal   **Date**

Title I Parent-School Compact

Hawthorne High School

Hawthorne High School and the parents and students participating in its academic program activities and services are funded by Title1, part A of the Elementary and Secondary Education Act (ESEA). The students of Hawthorne High School agree that this compact outlines how students, parents and supporting staff will share in the responsibility for high level academic achievement through a partnership of open communication and support. This school parent compact is in effect during the 2015 2016 school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS
This Compact will highlight school responsibilities, parent responsibilities and student responsibilities to ensure academic achievement and graduation from Hawthorne High school

School Responsibilities
Hawthorne High School will:
Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Every class will have a syllabus outlining academic expectations
- Every class will have posted daily focus learning target
- Every class will be student centered , engaging, student to student and teacher to student interaction
- The direct interactive instructional methodology will be in evidence in every classroom
- Assessment will be based on the knowledge level acquired by each student
- Students will have ability to make up work at the discretion of every teacher
- Parent teacher conference will be held at ongoing basis as needed (quarterly) to maintain an effective communication with the parent.
- The school will provide parents with a formal progress report every five weeks
- The school will provide parents an online portal in which they can view their child academic progress and attendance on a daily basis
- Parents will be provided the opportunity to observe their child in any classroom of their choice
- Parents will be provided the opportunity to volunteer at HHS
- A community Liaison will be utilized to facilitate parent involvement

Parent Responsibilities
We, as parents, will support our children's learning in the following ways:
> *Monitoring attendance through a parent online portal*
- *Ensuring that their children arrive on time for instruction*
- *Making sure that homework is completed (utilized student planners to check assignments)*
> *Monitoring amount of television their children watch.*
- Monitoring video games and cell phone use

- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being on the PTO, School Site Council, English Learner Advisory Council, or other school advisory or policy groups.*
- *Support school decisions based on the best interest of their child*
- *Have the expectation that their child will achieve A-G requirements*
- *Volunteering in my child's school.*

Student Responsibilities
We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
- Take classes at each grade level that will fulfill A-G requirement
- Attend and be prepared to learn in every class
- Complete all homework and classwork and project assignment on time
- Be socially responsible and empathetic towards others
- Show respect for self, school, and the community
- Help create an environment that is positive and productive for the community
- Maintain a focus on the credits needed for graduation (220)
- Understand the meaning of the graduation profile
- Uphold to the mission and vision of Hawthorne High School.

School	Parent(s)	Student

Date	Date	Date

Appendix F: Tite I Program Evaluation

Centinela Valley Union High School District
Educational Services Division

SPSA Annual Evaluation
Title I: School-Wide Program
Categorical Programs this year: Title I, Carl Perkins (Career Technical Education), Special Education

SCHOOL: Hawthorne High School
YEAR: 2014-2015

School data that supports below responses should be reflected in the Single Plan for Student Achievement.

GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How **effective** were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant **factors** contributing to the success of these programs in improving student achievement?	What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?
Priority #2 – Student Engagement: **Student attendance rates, chronic absenteeism rates, high school dropout rates, high school graduation rates.**	Average Daily Attendance (ADA) was at 93.11% for the 2013 – 2014 school year. According to SI&A data, there was a drop of truant students (79.8%) for the 2013 – 2014 year, compared to the year before (85%). There was also a drop of chronic students from 42.8% the year before, to 35% for the 2013 2014 school year.	Average daily attendance have grown slightly over the last three years due to a collaborative effort by teachers and administrators to document attendance, encourage students to get to class on time and to implement an effective SART and SARB notification system when students do not meet this goal	HHS will continue a daily process of documenting student tardiness and absenteeism. Students and families will be notified of the SART and SARB process if they fail to meet attendance goal.
Priority #3 – Parental Involvement: To seek parent input and the promotion of parent participation.	Data indicate parent participation has not met the expectation of Hawthorne High School over the past three years.	The one significant factor in which parent participation has grown has been the parent institute for quality educational program. During the past two years parent agenda and sign in sheets have	The change added to HHS for the 2015-2016 school year is the Community Liaison. There is also a district wide parental involvement specialist who functions as a liaison between

GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How **effective** were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant **factors** contributing to the success of these programs in improving student achievement?	What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?
		indicated approximately 20% parent involvement in the PIQE program. A secondary contributing factor to the success of parent involvement is the AVID program which has a mandatory parental involvement component.	parents and the school site. PIQE and the AVID program will continue with their focus on parental involvement. .
Priority #4 – Basic Services: Degree to which teachers are appropriately assigned, fully credentialed in the subject areas and pupils they are teaching, students have access to standards-aligned instructional materials, and school facilities are maintained in good repair.	94% of the school's teachers were categorized as "highly qualified" by Human Resources at the District Office. The school passed the Williams Report for the 2014-2015 school year.	Special Education Teachers have all received Autism Authorization added to their teaching credentials. CTE Credentialed Teachers in the Engineering Academy who are also college certified by El Camino College.	The District will have PLC training during the Summer to prepare teachers. Action Plans will be implemented to guide instruction in each department. Focus Walks will resume the coming school year.
Priority #5 – Implementation of Common Core State Standards: Implementation of academic content and performance standards adopted by the state board for all student, including English learners	Professional Learning Community groups were formed by the district to prepare for the implementation of CCSS. No data exists yet to determine the effectiveness. Teachers were trained and proctored the Smarter Balance Assessment Consortium (SBAC).	PLC groups have focused their attention to the transition of CCSS. Teachers that were trained on SBAC have been preparing students on the new computer based test.	PLC group membership has expanded for the 2015-2016 school year. Special Education Teachers will be updating IEPs to reflect the accommodations and modifications the students need for the SBAC.
Priority # 6 – Course Access: Student enrollment in a broad course of study that includes all	The school's master schedule has provided additional class offerings during the 2014-2015 school year.	All students are offered a wide ranging variety of content in elective classes. A significant	HHS is exploring a multitude of bell schedule that support and enrich student learning At this

GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How **effective** were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant **factors** contributing to the success of these programs in improving student achievement?	What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?
of the subject areas.	These categorical programs provide students with a broader selection of classes which may meet their interest.	factor (parameter) is the traditional bell schedule	time no decision have been made.
Priority #7 – School Climate. Student suspension rates, student expulsion rates, other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.	PBIS, Link Crew and Cougar Academy Programs have been somewhat effective in reducing suspensions and expulsions. After review of the data HHS will maintain the same focus of PBIS, link crew and Cougar Academy	PBIS is showing its effectiveness in changing the school's entire culture. Link Crew has been assisting freshmen students to successfully transition to the high school environment. Cougar Academy is providing the educational services that at-risk students need.	PBIS, Link Crew and Cougar Academy programs need to continue for the next school year. 9th grade seminar and Intervention specialist have been added to ensure that social growth is maintained and documented.
Priority #8 – Other Student Outcomes: Other indicators of performance in required areas of study.	HHS has increased communication with our feeder middle schools and our postsecondary institutions to aligns our vision and focus with the students entering as 9th graders and graduating as seniors	The most significant factor contributing to the success of this program is the South Bay Promise.	There are no changes or modifications until this this program can be reviewed after a three year trend.

1. *Describe organizational activities that address SPSA goals.*
   Hawthorne High School has designated the leadership team as the entity that would manage the school's action plan. The leadership team will address the school's progress on the critical areas for follow up, review and update the school's action plan and review the Single Plan for Student Achievement (SPSA).

2. *Describe all parent education and involvement activities.*

Parents are encouraged to be involved with the Hawthorne High School community through attending school activities and athletics, volunteer work in the Parent Center, chaperone field trips, evening courses for parents, and share in the decision committees including PIQE, ELAC and SSC.

3. *Describe parent input/feedback about categorical programs:*
Parents on the School Site Council have asked to have more clarification on the budgets categorical funds during the development of the SPSA. They are very pleased with the presentation from school administrators and academy coordinators during the committee meetings, and would like to see an expansion of that next school year.

4. *Other Evaluation/Assessment Information:*
There was no CST exam for English and Math during the 2013-2014 year, and there will be no results for SBAC that was administered. CAHSEE test data will be used to evaluate student achievement for English and Math proficiency.

Appendix G: Appropriate Use(s) of Categorical Resources

The following fiscal practices apply to the use of funds generated through the ConApp:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds," to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, we are allowed to expend federal funds beginning the previous July 1. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than $50,000. A waiver of this restriction may be requested from the SBE once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This requirement applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

Expenditures are generally allowable if they:

- Provide an effective means of achieving the purposes of the program funding source

- Constitute a reasonable use of limited resources

- Are necessary to achieve the goals of the plan

- Provide supplementary services for eligible students

- Do not fund services required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund. This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures

Districts in PI must reserve funds from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (one percent minimum) and professional development (five percent to ten percent)

- Program Improvement schools (up to 20 percent of the district allocation to fund public school choice, transportation, and supplemental educational services)

The district may reserve funds from Title I, Part A for:

- Serving community day school students
- Capital expenses for Title I programs operated at private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school, and school year extension programs
- Neglected students (May also be governed by Title I, Part D)
- Homeless students
- Assistance to schools

The district may also reserve funds for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the ConApp must be used to reach school goals for improving the academic performance of all students to the level of proficiency or better on state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Appendix H: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the ConApp. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm (Outside Source)
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CAPA	California Alternative Performance Assessment	http://www3.cde.ca.gov/scripts/texis.exe/webinator/search?pr=default&query=California%20Alternate%20Performance%20Assessment%20&submit=GO
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST (Outside Source)
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
CMA	California Modified Assessment	http://www3.cde.ca.gov/scripts/texis.exe/webinator/search?pr=default&query=California%20Modified%20Assessment&submit=GO
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSCS	California School Climate Survey	http://cscs.wested.org/ (Outside Source)
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CST	California Standards Tests	http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov (Outside Source)

ACRONYM	STANDS FOR	WEB ADDRESS
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.
DSLT	District/School Liaison Team	http://star.cde.ca.gov/star2010/
EC	*Education Code*	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
ELSSA	English Learner Subgroup Self Assessment	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html (Outside Source)
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected School wide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm (Outside Source)
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm (Outside Source)
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
IDEA	Individuals with Disabilities Education Act (IDEA)	http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp.
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/ (Outside Source)
ISSSD	Inventory of Supports and Services for Students with Disabilities	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	

ACRONYM	STANDS FOR	WEB ADDRESS
NAEP	National Assessment of Educational Progress	http://www.nagb.org (Outside Source)
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa
PTA	Parent Teacher Association	http://www.pta.org (Outside Source)
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
SESM	*Special Education Supports Module*	http://cscs.wested.org/survey_content/sesis (Outside Source)
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org (Outside Source)