Riverside Unified School District
Single Plan for Student Achievement

	CDS#:	33	67215	6032619
		County	District	School (7 digit #)

School: Hawthorne Elementary

Year: 2012-13

School Address:

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Street Address

Riverside, CA 92504   **Principal:** Ellen Parker   **E-Mail:** eparker@rusd.K12.ca.us
City, State Zip

Date Approved by SSC: December 13, 2012
Date Approved by Board of Education: April 15, 2013

Please check each box that applies to your school:
[ ] Non Title I
[X] Title I School
[X] TI Program Improvement Year - 1 [ ]   2 [ ]   3 [ ]   4 [ ]   5 [X]

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RUSD Mission: The mission of the Riverside Unified School District is to educate a community of lifelong learners prepared for the demands of the 21st century by forging a partnership with the community through which diversity is valued, limits are challenged, and excellence is rewarded.

School Mission, Vision & Collective Commitments

Date of Revision: November 4, 2011

MISSION (What is the purpose of our daily work?):
The Hawthorne Elementary School community is committed to working collaboratively to provide an engaging, rigorous instructional program that enables all students to reach their full potential and meet or exceed state and federal standards. Success is measured by performance on the California Standards Tests (CST), the California Modified Assessment (CMA) or the California Alternate Performance Assessment (CAPA), and by meeting state Academic Performance Index (API) and federal Adequate Yearly Progress (AYP) targets. Success for students in kindergarten and first grade is measured by performance on district benchmarks. For Academic English Learners, success is also measured by performance on the CELDT and district benchmarks. We are dedicated to working with all stakeholders to build a solid foundation for students in all areas of the curriculum, including the arts.

VISION (Where do we want to be/what do we want to become in the future?):
We envision a school and extended learning community that has built a culture of collaboration and shared responsibility targeting student achievement in all areas of the curriculum. The entire school community works together to set and achieve goals in relation to the state and federal standards. Staff, students, and parents engage in ongoing communication. We envision a school in which teachers implement a challenging and varied instructional program designed to meet the diverse needs of our students and use data to consistently monitor learning and make adjustments to instruction.

We envision an engaging instructional program that integrates art and technology across the curriculum and allows students to pursue areas of personal interest. Our students and all members of the learning community are valued and respected.

COLLECTIVE COMMITMENTS (What will all stakeholders commit to in the pursuit of our mission and vision?):
• Increase student achievement by 15% on the CST, CMA, or CAPA for all students and for each subgroup
• Decrease the achievement gap for Academic English Learners by 20%
• Meet state achievement targets for Academic English Learners in the area of English language development
• Prevent reading failure working toward 100% proficiency for students in kindergarten and first grade on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) by June 2013

| Section 1: | Analysis of Current Instructional Program |

Standards, Assessment and Accountability

Describe how you use state and local assessments to modify instruction and improve student achievement.
At the beginning of each year, state assessment results are reviewed by site administration and all staff members in general staff meetings, Leadership Team meetings, grade-level meetings, and on an individual basis. Using the state assessments, specific subgroups and individual students are identified for supplemental support and other possible interventions. The state data is also reviewed to identify areas in which instruction needs to be modified and closely monitored -- at individual grade levels and across all grade levels -- to improve student achievement. Grade level SMART Goals and Action Plans are revised each fall based on the current data and state and federal achievement targets.

Results from the Riverside Unified School District benchmark assessments are analyzed throughout the year to assess the effectiveness of the instructional program and to monitor the progress of all students, all subgroups, and individual students. An instructional response to the data is developed and implemented. Teachers work in their weekly Professional Learning Community (PLC) meetings to plan instruction, monitor student progress, and plan interventions.

The site administrator, RUSD Support and Accountability Team, Leadership Team members, and school site ELA Coach/Title I Resource Teacher support this process. The site administrator monitors instruction, intervention, and student progress.

Describe how you use data to monitor student progress on curriculum-embedded assessments and to modify instruction.
The classroom teachers and site administrator meet collaboratively after each assessment period to analyze individual, grade level, and schoolwide data and to plan for upcoming instruction. Each teacher and grade level team meets weekly to monitor student progress based on curriculum-embedded and common assessments. Teachers use the data to adjust intervention groups and select standards and plan lessons for small- and whole-group instruction.

The Leadership Team meets twice monthly to report on grade-level progress, discuss instructional needs, and to plan next steps for grade-level teams and the staff as a whole. Monthly staff meetings are used to review schoolwide data and to engage in professional development to enhance current good first teaching.

Staffing and Professional Development

What percentage of teachers and paraprofessionals are NCLB compliant?
100% Teachers / 100% Paraprofessionals

Describe the leadership strategies used to increase the probability that highly qualified and effective teachers remain at your school.
Leadership strategies include
- shared goal setting and decision making
- support for team planning and data analysis
- encouragement of teacher-based initiatives such as the ARTECH program (an integration of art and technology into the curriculum)
- active pursuit of a positive school culture,
- sharing of common values such as teamwork and inclusion
- development of teacher leaders.
- district BTSA support for all new teachers and RUSD support provided by the Department of Program Quality, Instructional Services, and Special Education.

Describe how staff development is aligned to content standards, assessment of student performance and professional development needs.
Areas of focus for staff development are identified by analysis of student achievement on content-area standards, observations of site administration, and requests from teams and individual teachers. Teachers are also able to pursue personal areas of interest and needs including GATE certification, CELDT administration training, and art and technology integration training. Opportunities for professional development are provided both during and outside the school day.

Describe how you will provide ongoing instructional assistance and support for teachers (e.g., use of instructional coaches and staff development specialists).
The ELA coach provides support for teachers by modeling lessons in the classrooms, supporting team planning, and by observing teachers and providing feedback. The ELA coach also meets with staff individually and at weekly grade level collaborative meetings to provide suggestions and guidance, which enables teachers to follow the state curriculum guidelines.

District instructional services and staff development specialists support implementation of Read 180, EnVision math, and provide staff development in the areas of instructional technology and use of online resources.

The Title I teacher provides support in the classroom setting during language arts and implements the *Scholastic Read 180 Program* for students in grades 4, 5, 6 who are Far Below and Below Basic on the ELA CST.

The principal meets with teams of teachers for periodic grade-level data analysis and planning for ELA and math during release days, collaboration meetings, team meetings, and staff meetings.

Grade-level teams have the opportunity to utilize RUSD online professional development.

Describe your teacher collaboration process by grade level or department.
All Hawthorne teachers meet every modified Wednesday for collaboration. Teachers review grade-level standards to be taught, use CST Released Test Questions to determine grade-level rigor, and plan instruction that makes effective use of the district-adopted instructional materials. Universal access and intervention groups are flexible and are modified based on current curriculum embedded assessment and common assessment data as well as district benchmark data. Differentiated instruction is planned. Team leaders prepare an agenda, keep meeting notes, and turn in those documents along with math window planning and ELA standards analysis documents. The administrator reviews the evidence of collaborative planning, provides feedback, and participates in the process as much as possible. The ELA coach and RSP teacher attend team meetings to discuss individual students.

Teaching and Learning

Describe how you ensure that all standards-based instructional materials are available to all students.
All students receive the required standards-based materials when they enroll in a classroom. The materials are barcoded and checked out to the individual students by the Library Media Assistant. New materials are ordered weekly, as needed.

Describe how curriculum, instruction and materials are aligned to content and performance standards.
All base funded materials used in the classrooms are aligned to the state standards. Hawthorne teachers use the state and district-adopted Houghton Mifflin Language Arts, enVision Mathematics, Harcourt Reflections (history-social science) and McGraw Hill Science programs to deliver standards-based instruction.

Instructional cycle planning ensures that instruction is at CST-level rigor and targets those standards students have not mastered. Teachers use ELA focus walls and math concept walls to create classroom environments that serve as a resource for students. Teachers post and teach to two-part objectives (or the Essential Question in math).

The site administrator monitors delivery of grade-level instruction, use of standards-based materials, and intervention for students who are not performing at grade level.

Opportunity for Equal Educational Access

Describe the services that are provided by the base program that enable underperforming students to meet standards.
Services provided by the base program to enable underperforming students to meet state standards include:
- Language Arts: Core curriculum in language arts consisting of the California Content Standards in listening, speaking, reading and writing. Teachers use district adopted materials to support Universal Access of grade level curriculum. Accelerated Reader is a motivational reading program used with students in grades 2 - 6. Ongoing assessments are identified and administered in order to monitor students' proficiency in grade-level standards and to inform future instructional decisions. The current state adopted program used in RUSD is the Houghton/Mifflin Language Arts program.
- English Language Development: Academic English Learners (AELs) also receive daily instruction in English Language Development (ELD). Teachers use district-adopted materials to support lessons which are appropriate for each student's language level. Instructional decisions and the evaluation of the student's achievement are based on assessments reflective of the student's language proficiency and performance in the adopted materials.
- Mathematics: The core curriculum in mathematics covers the California content standards. Teachers use district adopted materials in the context of lessons that develop computational and procedural skills, conceptual understanding and problem solving skills. Ongoing assessments are identified and administered in order to monitor students' proficiency in grade-level standards and to inform future instructional decisions. The current state adopted program used in RUSD is the enVision MATH mathematics program.
- History/Social Science: The core curriculum in history and social science cover California Content Standards. Teachers use district adopted materials in the context of lessons to develop students' abilities. Ongoing classroom assessments are identified and administered in order to monitor students' proficiency in grade-level standards to inform future instructional decisions.
- Science: The core curriculum in science covers California Science Content Standards. Teachers use district adopted materials in the context of lessons that provide experiences and develop conceptual understanding and skill in the use of the scientific method. Ongoing assessments are identified and administered in order to monitor students' proficiency in grade-level standards and to inform future instructional decisions. Students continuing to struggle to meet the above standards are monitored by the classroom teacher and the grade level team.

The principal and ELA Coach provide intervention suggestions and the principal and teachers monitor student progress. Students may be referred to the Student Success Team (SST). The SST provides suggestions for additional interventions to be implemented by school staff and parents to support the underperforming student. If deemed necessary by the Student Success Team, the student may be given additional assessments by support staff including the school psychologist and the Resource Specialist (RSP) teacher. Based on these assessments, students may be placed in an alternative learning environment or remain in the regular classroom setting with modifications.

Describe the research-based educational practices that are used to raise student achievement.
The following research-based strategies are being implemented at Hawthorne:
- Academic Coaching for English language arts (10% position)
- Collaborative planning by teams in Professional Learning Communities (PLCs) during weekly early release days
- Focused teaching to a two-part objective or, in math, the Essential Question
- Use of Marzano's high-yield strategies to increase student engagement and learning
- Differentiating instruction (Universal Access, intervention groups) and checking for understanding (whiteboards, electronic response devices)
- Checking for understanding and active student engagement (ActiVotes, student whiteboards, etc.)
- Focus on academic vocabulary at all grades
- Frontloading vocabulary through small-group instruction for strategic and intensive students
- Use of academic vocabulary sentence frames designed following analysis of CST Released Test Questions

Describe the transition strategies that are used to assist students entering Kindergarten/7th/9th grade.

Transition strategies used at Hawthorne to assist students entering Kindergarten include:
- Each spring the preschool students begin to eat in the school's cafeteria to learn the new lunch procedure.
- Preschool students visit the kindergarten classrooms and participate in various activities in the kindergarten rooms. Preschool students play on the same playground they will use in Kindergarten.
- The preschool students visit the school's library for story time with the library media assistant.
- Preschool parents receive information at the monthly parent meetings regarding registration for Kindergarten plus skills needed for Kindergarten success.
- Just prior to the beginning of kindergarten, all new K students and their families are invited to attend a Get Together to meet the teachers before school begins. Students and parents participate in a few activities prepared by the kindergarten teachers.
- The Hawthorne PTA also gives each kindergarten student a small Welcome Packet with pencils, crayons and a storage box for them to keep at home.

Transition strategies to support sixth grade students entering into seventh grade include:
- Each spring, Chemawa's seventh grade counselors visit Hawthorne to speak with all of the sixth-graders. Students watch a video prepared by the current seventh-grade students describing what middle school will be like. The Chemawa counselors answer questions posed by the current sixth-grade students. The counselors also discuss the information packet given to all of the sixth-grade students. The packet contains information about elective classes, P.E clothing requirements, etc. The sixth-grade students and their parents decide which electives they want for seventh grade. Sixth-grade parents are also invited to an informational meeting at Chemawa each spring to view the campus and ask questions.
- All Academic English Learners (AEL) students are identified and information regarding their ELD instructional level is completed by the sixth-grade teachers and forwarded to the middle school EL contact. This is done to ensure proper placement in the English program at seventh grade.
- Arlington High School students participate annually in the Read Across America event at Hawthorne by reading Dr. Seuss and other books to all of the Hawthorne students in the classrooms. They also work on additional language arts activities with the students.
- Arlington High School students are involved with the annual Chemawa Cluster track meet held at the high school. Hawthorne students in grades 4th, 5th and 6th participate in this annual event.

Involvement

Describe the strategies and services used to increase parental involvement/education that will support students in becoming proficient in grade level standards.

Strategies include inviting all families to attend all of the parent meetings, which include SSC, ELAC, Title I and Preschool monthly meetings. Fliers are sent home with all of the students, notices are posted in front of the school and phone calls are made to remind parents about the upcoming meetings. All of the information is sent home in English and in Spanish. All of the meetings are conducted in English and in Spanish.

Parent education is incorporated into all of the monthly parent meetings. Parents are asked to complete a Needs Assessment in order to identify the information that is most important to them. Child care is provided during all monthly parent meetings. Light refreshments are provided at all parent meetings.

Monthly newsletters are sent home by the teachers and parents also copies of *Home & School Connection* and *Elementary School Parents Make the Difference.* The principal also sends a letter home to parents at least twice each trimester.

Teachers describe the grade-level state standards and school/class expectations at the annual Back to School Night. Teachers send out progress reports at least once each trimester and grade-level newsletters to keep parents informed about their student's individual progress and what each grade-level team is teaching. Teachers hold individual conferences in person, over the phone, and by email to stay in close contact with parents and to support students in becoming proficient in grade-level standards. Translators are available to support written and verbal contact with parents.

Describe the involvement of parents, community representatives, classroom teachers, other school personnel and students (in secondary schools) in the planning, implementation and evaluation of the Single Plan for Student Achievement.

All staff at Hawthorne attend the first general staff meeting each fall to review the state CST/CMA/CAPA scores. Grade-level teams analyze all available data to write the annual SMART Goals. The Leadership Team meets to share the revised SMART Goals.

The School Site Council (SSC) meets several times each fall to review and provide suggestions for the revisions of the Single Plan for Student Achievement. All of this information is also discussed at the ELAC parent meetings. Final approval is given by the staff and the School Site Council (SSC) each fall. Implementation of the Plan is monitored monthly by the Hawthorne SSC and Hawthorne staff.

Funding

Briefly describe the services that will be provided by categorical funds that enable underperforming students to meet content standards (Details are provided in Action Plans).

Services provided by categorical funds to enable underperforming students to meet content standards include:

- ELA Coach (10% FTE) supports individual teachers and teams in standards-based planning, data analysis, and intervention implementation
- Title I teacher implements *Scholastic Read 180 Program* (serves Far Below Basic and Below Basic students in grades 4 - 6)
- Certificated and classified staff attend professional development outside the contract day
- Substitutes enable grade-level teams of teachers to meet for half- or full-day instructional cycle standards-based planning with the principal, ELA coach, or instructional services specialists
- Certificated staff provide instructional support for intensive and strategic AEL students in language arts/math, with a focus on the Long Term English language Learners (LTELs) in grades 4 - 6 and Academic English Learners in grades K-3
- Certificated staff support intensive and strategic students in ELA and math at all grades, both during and outside the school day
- Certificated teachers (some retired RUSD) provide supplemental instruction to struggling students during the school day in the areas of English language arts and mathematics
- Purchase of supplemental technology-related supplies, licenses, and hardware expands access for underperforming students to online and software-based curriculum (Pearson *SuccessNet*, *Accelerated Reader, First in Math, Lexia, Reading Plus, Rosetta Stone, Tumblebooks, United Streaming Video, and Discovery Education)*
- Purchase of headphones with microphone/recording capacity to enable Academic English Learners to utilize Rosetta Stone and other online resources that include recording of students' reading so they may hear themselves and improve their fluency and prosody
- Purchase of supplemental technology-related supplies, licenses, software, and hardware expands opportunity for teachers to infuse technology into daily lessons and to access and use student achievement data to plan instruction and interventions
- Purchase of additional technology hardware increases the time students participating in the *Scholastic Read 180* program may spend using interactive online resources
- Purchase of supplemental student materials supports the PreAVID program at grades 4 - 6 (students learn organizational and study skills)
- Certificated non-direct services provided by a retired teacher are used to support all categorical programs
- Written and oral translations in English and Spanish support parent involvement and parent understanding of issues related to student achievement and educational programs
- Parent training in math and literacy provided by certificated and classified staff during parent committee meetings helps parents improve their ability to help their students at home
- Classified and certificated support is provided for students participating in the on-site H.E.A.R.T.S. program, which includes one academic hour and two hours of indoor/outdoor enrichment activities
- Additional technology and technology supplies are purchased to support the parent literacy program at Hawthorne
- Incentives are purchased to increase parent attendance at parent meetings
- Subscriptions to monthly parent newsletters such as *Parents Make a Difference* in English and Spanish are purchased and provided to parents to increase their involvement in their children's learning
- Incentives are purchased to reward student achievement (small items such as pencils) & attendance
- Certificated and classified staff are paid on time cards to provide instruction to parents in Family Night Parent Education
- Leadership Team members and all staff will be paid for long-range planning outside the school day to develop and plan for 2012-2013 instructional programs to increase student achievement
- Purchase of books, instructional level readers and other materials to allow underperforming students equal access to curriculum
- Provide students with books that allow them to practice specific skills taught during supplemental instruction lessons
- Light refreshments, food & childcare provided to increase parent involvement for all parent meetings.
- Classified, non-direct service support for categorical budgets, attendance monitoring, clerical support for plan implementation.

Section 2:   Ongoing Evaluation Reporting

Describe how staff and School Site Council use data from the California Standards Tests (CSTs), the Academic Performance Index (API), and the Adequate Yearly Progress (AYP) index to evaluate schoolwide and subgroup academic achievement.

The Hawthorne staff and the School Site Council (SSC) use data from the CST/CMA/CAPAs, the API and the AYP reports to determine which areas of the instructional program need to be modified to improve achievement and to identify which students, or groups of students, are not meeting state and federal achievement targets. Analysis of the data is used to modify grade-level SMART Goals and Action Plans. The analysis, goal setting, and action plan development take place at staff, leadership, team and collaboration meetings. Appropriate research-based strategies are included in the action plan.

Describe how staff and School Site Council will evaluate the effectiveness of your plan on an ongoing basis.

Effectiveness of the school's plan is evaluated at all monthly School Site Council (SSC), ELAC and Title I Meetings. At the beginning of the year, CST/CMA/CAPA and CELDT data are used to evaluate the effectiveness of the instructional program. During the year, grade-level team leaders and the principal present district benchmark data to the committees and explain what current research-based strategies they are utilizing to support an increase in student achievement. Committee members are also provided opportunities to visit classrooms at each grade level to see the implementation of research-based strategies.

Describe how individual student assessment results will be shared with parents.

Individual student assessment results from the CST/CMA/CAPA are provided to parents on an annual basis. The state test results are mailed to families each summer. Staff members may also interpret this data when meeting with parents for the annual fall conference or any other time a parent makes a request. The RUSD Department of Educational Accountability and the Department of English Learner Services are available for further explanation of test data. School data is shared at all monthly parent meetings. Standards Based Report Cards are given to parents at the end of each trimester. Trimester progress reports based on district assessments and classroom performance are sent home with each student for parental signature. Parents and staff may also participate in additional conferences such as the Student Success Team (SST) and Individual Educational Plan (IEP) meetings to discuss individual student assessment results and suggestions for interventions. All information is available in English and Spanish. Other language translations are made available as requested by the parent.

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Section 3: Smart Goals and Action Plans

English Language Arts					
SMART Goals and Action Plan for Improved Performance	**Verification of SMART goals**				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2013)**				
	Schoolwide	**Academic English Learners**	**Special Education**	**Other Hispanic**	**Other Low SES**
Grade level/course: Kindergarten **SMART Goal:** By June 2013, 85% of students will achieve 80% accuracy on the third trimester district reading assessments.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: First - 1st **SMART Goal:** By June 2013, 75% of all students and AEL students will achieve 80% accuracy on third trimester district assessments in reading and writing.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: Second - 2nd **SMART Goal:** By the Spring of 2013, second grade students will score at the proficient or above level in Language Arts as measured by the California Standards Test as follows: All Students -64%; Academic English Learners - 42%; Hispanic - 70%; Low SES - 60%; Special Education 37%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course: Third - 3rd** **SMART Goal:** By the Spring of 2013, third grade students will score at the proficient or above level in Language Arts as measured by the California Standards Test as follows: All Students-49%; Academic English Learners - 31%; Hispanic - 56%; Low SES - 47%;Special Education 57%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met

English Language Arts					
SMART Goals and Action Plan for Improved Performance	**Verification of SMART goals**				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2013)**				
	Schoolwide	**Academic English Learners**	**Special Education**	**Other Hispanic**	**Other Low SES**
[ ] Not Applicable **Grade level/course: Fourth - 4th** **SMART Goal:** By the Spring of 2013, fourth grade students will score at the proficient or above level in Language Arts as measured by the California Standards Test as follows: All Students-74%; Academic English Learners - 49%; Hispanic - 76%; Low SES - 68%;Special Education 64%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course: Fifth - 5th** **SMART Goal:** By the Spring of 2013, fifth grade students will score at the proficient or above level in Language Arts as measured by the California Standards Test as follows: All Students-61%; Academic English Learners - 30%; Hispanic - 60%; Low SES - 55%;Special Education 36%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course: Sixth - 6th** **SMART Goal:** By the Spring of 2013, six grade students will score at the proficient or above level in Language Arts as measured by the California Standards Test as follows: All Students-60%; Academic English Learners - 20%; Hispanic - 61%; Low SES - 58%;Special Education 46%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
How will progress during the year be monitored? Progress will be monitored throughout the year using the RUSD language arts assessments and site common assessments. Grade level team data analysis will provide information to direct instruction. Periodic common assessments will be used to support ongoing monitoring of student progress.					

Action Plan for English Language Arts				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
The Resource Teacher/English Language Arts Coach (ELA) will support classroom instruction by providing professional development during team and staff meetings and by supporting team planning during collaboration meetings and at teacher request. The Coach will also work with individual teachers to improve their practice and increase student achievement. (See Resource Teacher responsibilities below)	August 2012 to June 2013	Resource Teacher/Coach	$ 99,000	85% Title I Resource Teacher 10% Title I ELA Coach 5% EIA/LEP Resource Teacher
Grade-level teams will meet during collaboration and team meetings to review student progress as indicated on common assessments and district benchmarks. Teams will use data to identify standards for emphasis and will create common assessments to monitor short-cycle progress.	August 2012 to June 2013	Teacher Add. Hrs.; Substitutes	$ 5,808	Title I
Additional instructional support in Language Arts will be planned for struggling students in grades K-6 during and outside the school day, including H.E.A.R.T.S. After School program.	August 2012 to June 2013	Teacher Add. Hrs.	$ 16,939	Title I & EIA/SCE
The Scholastic Read 180 Program serving Far Below Basic and Below Basic students in grades 4 - 6 will be implemented by the Title I Resource Teacher. Additional small group instruction will occur for at risk students in Language Arts.	August 2012 to June 2013	Title I Resource Teacher; Teacher Add. Hrs.	Included in Title I teacher salary $99,000	Title I & EIA/LEP
Supplemental technology (hardware, software, licenses and accessories) will increase the opportunity for all students to access technology-based resources and improve student achievement will be purchased.	August 2012 to June 2013	Technology	$ 23,260	Title I & EIA/SCE
Monthly parent meetings and parent trainings will be offered in Language Arts areas that will help parents as they work with their children at home.	August 2012 to June 2013	Babysitting; Food; Translation	$ 3,860	Title I, EIA/LEP & EIA/SCE

Action Plan for English Language Arts				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**

The Language Arts program will focus on
  • checking for understanding
  • maintaining active student engagement
  • monitoring responses of struggling students during lessons using whiteboards, Activotes, etc.
  • supporting differentiated instruction and practice
  • implementing in-class interventions and Universal Access instruction.
	August 2012 to June 2013	Supplies; Technology	$5,000	Title I & EIA/SCE

Teachers will participate in Professional Learning Communities (PLC) to work on instructional cycle planning and data analysis with the principal or ELA coach.	October 2012 to May 2013	Substitutes	$ 6,440	Title I & EIA/LEP
Additional support will be provided for teachers and students using online and software-based instructional resources including Accelerated Reader to enhance classroom instruction/learning.	August 2012 to May 2013	Library Media Clerk; Supplies; Other Books	$ 1,478	EIA/SCE
Students will have the opportunity to practice specific skills taught during supplemental instruction lessons.	August 2012 to June 2013	Publications	$ 8,000	Title I & EIA/SCE

Interventions specifically for underperforming students:
- Grade-level team identification of K - 6 "At Risk" students to receive supplemental support from certificated teachers during and outside the school day
- Supplemental support by certificated teachers focusing on the 4th - 6th grade Long Term English Learners
- Implementation of the *Scholastic System 44/Read 180* Programs in grades 4, 5, & 6
- Support from the RSP teacher and assistant using the RUSD "Push In" and "Pull Out" model
- Support for teachers and teams provided by the ELA Coach
- Student referral to the Student Study Team (SST) by the classroom teacher, SST committee recommendations for interventions and, when indicated, recommendation to determine eligibility for other programs such as Special Education
- Additional books to practice specific skills taught during supplemental instruction lessons
- Additional library books, predominantly expository text, to support struggling students with reading comprehension, writing, and research

Academic English Language Learners	
SMART Goals and Action Plan for Improved Performance	**Verification**
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2013)**
AMAO 1 (increase % of AELs making annual progress in learning English as measured by the CELDT) **2012-13Target = 57.5%** **SMART Goal:** The percentage of Academic English Learners increasing one proficiency level will improve from 59.4% to 69% as measured by the CELDT.	[ ] Met [ ] Not Met
AMAO 2 (increase % of AELs attaining English proficiency on the CELDT) **Less than 5 Years of AEL Instruction:** **2012-13 Target = 21.4%** **More than 5 Years of AEL Instruction:** **2012-13 Target = 47%** **SMART Goal:** The percentage of AEL students attaining proficiency in English on the CELDT after less than 5 years of AEL instruction will increase from 17.1 to 21.4 percent. The percentage of AEL students attaining proficiency in English on the CELDT after more than 5 years of AEL instruction will increase from 65.8 to 75.67.	[ ] Met [ ] Not Met
AMAO 3 (increase % of AELs meeting AYP requirements for AEL subgroup) **2012-13 District Target = ELA 78.0% and Math 78.2%** **SMART Goal:** The percentage of AEL students meeting the AYP AEL subgroup requirement for improvement (via safe harbor) in ELA will increase from 47.4 to 52.66. The percentage of AEL students meeting the AYP AEL subgroup requirement for improvement (via safe harbor) in math will increase from 57.1 to 61.39.	[ ] Met [ ] Not Met
Long Term Academic English Learners-5+ years in AEL program (increase % of LTELs meeting reclassification criteria) **SMART Goal:** By June 2013, the number of reclassified Long Term English Learners will increase from 36 to 41.	[ ] Met [ ] Not Met

Academic English Language Learners	
Reclassified Fluent English Proficient -R-FEP (maintain or increase % of R-FEPs proficient on CST) **SMART Goal:** The percentage of Redesignated AEL students scoring proficient or advanced on the ELA CST will increase from 76.47 to 78.0. The percentage of Redesignated AEL students scoring proficient or advanced in math will increase from 81.17 to 85.0.	[ ] Met [ ] Not Met
How will progress during the year be monitored? Progress will be monitored using results of district benchmarks in ELA (DIBELS, ELA Blueprint, writing assessments) and district benchmarks in math.	

Action Plan for Academic English Language Learners				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Supplemental academic instruction in identified areas of need will be provided for Long Term English Learners during the H.E.A.R.T.S. After School Program.	August 2012 to June 2013	Teacher Add. Hrs.; Instr. Asst. Peakload	$ 12,000	EIA/SCE & Title I
Teachers will work in grade level teams, using data from district benchmark and state assessments, to identify instructional needs for Academic English Learners and plan for differentiation of instruction to meet those needs.	August 2012 to June 2013	Substitutes; Teacher Add. Hrs.	$ 6,440	Title I & EIA/LEP
All Academic English Learners will participate in state-mandated CELDT assessment.	August 2012 to October 2012	Teacher Add. Hrs.	$ 1,500	EIA/LEP
Academic English Learners scoring far below basic, below basic, and basic in English language arts, English language development, and mathematics will be provided supplemental instruction during the regular instruction day and/or outside the regular day.	August 2012 to June 2013	ELD Resource Teacher (.05 FTE) Teacher Add. Hrs.; Instr. Asst. Peakload	$ 15,000	EIA/LEP
Parent education/parent trainings based upon parent need and parent interest will be offered at regularly scheduled ELAC meetings. All trainings and meetings will include Spanish oral and written translation.	August 2012 to June 2013	Babysitting; Supplies; Food	$ 3,862	Title I, EIA/LEP & EIA/SCE
The school will provide translation for parents at parent conferences, IEP meetings, parent meetings (SSC, Title I, ELAC) and during daily interactions at school.	August 2012 to June 2013	Teacher Add. Hrs.; Substitutes	$ 16,044	EIA/LEP
Students will be provided with library and classroom books including expository text, reading materials, and other instructional materials that support struggling AEL students in the areas of reading comprehension, writing, and research skills.	August 2012 to June 2013	Other books; Supplies; District Publications	$1,000	EIA/SCE & Title I

Action Plan for Academic English Language Learners				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
The opportunity for AEL students to access technology-based resources and improve student achievement by providing students with the opportunity to use online and software-based resources including *Pearson SuccessNet, Accelerated Reader, First in Math, Lexia, Reading Plus, and Rosetta Stone, and* supplemental technology (hardware, software, licenses and accessories) will be increased.	August 2012 to June 2013	Technology; Tech Supplies; Licenses	$3,000	EIA/SCE & Title I
The EL Instructional Program will include • Checking for understanding frequently and respond with corrective feedback • Using multi-modal instructional strategies, realia, and visuals • Using academic sentence frames and provide systematic vocabulary development • Frontloading whole class instruction during small-group lessons.	August 2012 to June 2013	n/a	n/a	n/a
A two to three-week EL Academy in August will allow AEL students at CELDT levels 1 - 3 to participate in learning activities that will focus will be on needs identified by the CELDT and ELLA assessments for individual students.	August, 2012	Teacher Add. Hrs.	n/a (funding provided by grant)	EIA/SCE & Title I

Interventions specifically for underperforming students:
- Identify and plan for instructional strategies that improve the achievement of Academic English Learners during grade-level team data analysis and planning
- Provide certificated supplemental support during and outside the school day for Long Term English Learners in English language arts, English language development and mathematics in grades 4 - 6
- Provide certificated supplemental support during and outside the school day for struggling Academic English Learners K- 6, with a focus on reading and writing
- Provide small-group supplemental instruction with a certificated teacher during HEARTS after-school program
- Provide staff development for teachers that improves their ability to teach skills assessed on the CELDT
- Implement ELD component of *READ 180* program with participating AEL students
- Discuss specific strategies/interventions with parents of underperforming AEL students during parent conferences.

Mathematics					
SMART Goals and Action Plan for Improved Performance	**Verification of SMART goals**				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2013)**				
	Schoolwide	**Academic English Learners**	**Special Education**	**Other Hispanic**	**Other Low SES**
Grade level/course: KINDERGARTEN - K **SMART Goal:** By June 2013, 80% of all students will score Proficient or Advanced on the 3rd and 4th trimester District assessments in mathematics. Each student who is Basic, Below Basic or Far Below will make at least one performance level growth.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: First - 1st **SMART Goal:** By June 2013, 80% of all students will score Proficient or Advanced on the 3rd and 4th trimester District assessments in mathematics. Each student who is Basic, Below Basic, or Far Below Basic will make at least one performance level growth.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: Second - 2nd **SMART Goal:** By the Spring of 2013, second grade students will score at the proficient or above level in Math as measured by the California Standards Test as follows: All Students- 77%; Academic English Learners - 62%; Hispanic - 82%; Low SES - 72%;Special Education - 47%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course: Third - 3rd** **SMART Goal:** By the Spring of 2013, third grade students will score at the proficient or above level in Math as measured by the California Standards Test as follows: All Students-77%; Academic English Learners - 58%; Hispanic - 85%; Low SES - 74%;Special Education - 20%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met

Mathematics					
SMART Goals and Action Plan for Improved Performance	**Verification of SMART goals**				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2013)**				
	Schoolwide	**Academic English Learners**	**Special Education**	**Other Hispanic**	**Other Low SES**
[ ] Not Applicable **Grade level/course: Fourth - 4th** **SMART Goal:** By the Spring of 2013, fourth grade students will score at the proficient or above level in Math as measured by the California Standards Test as follows: All Students- 77%; Academic English Learners - 56%; Hispanic - 80%; Low SES - 73%;Special Education - 25%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course: Fifth - 5th** **SMART Goal:** By the Spring of 2013, fifth grade students will score at the proficient or above level in Math as measured by the California Standards Test as follows: All Students- 67%; Academic English Learners - 67%; Hispanic - 71%; Low SES - 64%;Special Education - 46%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course: Sixth - 6th** **SMART Goal:** By the Spring of 2013, sixth grade students will score at the proficient or above level in Math as measured by the California Standards Test as follows: All Students- 47%; Academic English Learners - 20%; Hispanic - 50%; Low SES - 45%;Special Education - 23%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met

How will progress during the year be monitored?
District and site common assessments will be used to monitor progress and guide instructional planning. Teachers will also use Topic Tests and class work to track progress.

Action Plan for Mathematics				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Professional development in Mathematics will be incorporated into regular team and staff meetings. Additional district training and conferences will be scheduled as funds allow. Included will be professional development to support integration of technology with math instruction to help students visualize math concepts and to increase student engagement.	August 2012 to June 2013	Substitutes; Teacher Add. Hrs.	$ 500	Title I & EIA/SCE
Grade level teams will work together to monitor student achievement, plan instruction, and make specific plans for math interventions based on individual student needs.	August 2012 to June 2013	n/a	n/a	n/a
The expertise of the Mathematics Support and Accountability Team Member will be utilized.	August 2012 to June 2013	n/a	n/a	n/a
The *Pearson Success Tracker and First in Math* will allow for Individualization of student practice in needed math skills.	August 2012 to June 2013	Technology Supplies	$ 7,000	Title I & EIA/SCE
Supplemental math curriculum will be augmented by *First in Math* technology licenses for students at all grade levels.	August 2012 to June 2013	Technology License	$ 7,000	Title I & EIA/SCE
Support will be provided for both staff and students as they implement the *Pearson Success Tracker and First in Math* which enable students to use interactive instructional resources that target their instructional levels and needs.	August 2012 to June 2013	Teacher Add. Hrs.; Instr. Asst. Peakload	$ 1,478	EIA/SCE
The mathematics program will • Use online and software resources to support differentiated instruction and practice. • Check frequently for understanding and provide corrective feedback.	August 2012 to June 2013	Supplies; Technology	$ 1,100	Title I & EIA/SCE

Action Plan for Mathematics				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
At risk students in mathematics will be provided supplemental instruction in identified areas of need during the regular instruction day and/or outside the regular day. Instruction will also occur during the H.E.A.R.T.S After School program.	August 2012 to June 2013	Teacher Add. Hrs.; Instr. Asst. Peakload	$ 11,702	Title I & EIA/SCE
Interventions specifically for underperforming students: • Grade-level teams analyze data to identify students who need additional support by the classroom teacher • Certificated supplemental instruction for below basic and basic students in grades K - 6 during and outside the school day • Certificated supplemental instruction during academic hour of HEARTS after-school program • Staff development with RUSD or out-of-district trainers in the area of differentiating instruction • Supplemental support from Title I staff focusing on the 4, 5, and 6 grade Long Term English Learners • Referral by classroom teacher to the Student Study Team (SST) • Intervention support by the RSP and Special Education staff for identified students.				

Other: SCIENCE					
SMART Goals and Action Plan for Improved Performance	**Verification of SMART goals**				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2013)**				
	Schoolwide	**Academic English Learners**	**Special Education**	**Other Hispanic**	**Other Low SES**
Grade level/course: 5TH GRADE **SMART Goal:** By the Spring of 2013, fifth grade students will score at the proficient or above level in Science as measured by the California Standards Test as follows: All Students- 44%; Academic English Learners - 20%; Hispanic - 42%; Low SES - 44%; Special Education - 36%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
How will progress during the year be monitored? Common assessments; textbook assessments; classroom observations.					

Action Plan for SCIENCE				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Teachers will use collaborative planning time to create common assessments and analyze the results of assessment to monitor student progress towards attainment of grade level standards.	August 2012-June 2013	n/a	n/a	n/a
Students will receive explicit instruction all areas of science as indicated in the grade level standards.	August 2012-June 2013	n/a	n/a	n/a
Interventions specifically for underperforming students: • Opportunities for hands on activities that build concrete understanding of science standards. • Differentiation of instruction for at-risk students.				

Recommendations and Assurances

The School Site Council recommends this Single Plan for Student Achievement and proposed expenditures to the RUSD governing board for approval and assures the board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with District governing board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and District governing board policies, including those board policies relating to material changes in the school plan requiring Board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this school plan *(check those that apply)*:

   [X] Title I Advisory/ State Compensatory Education Advisory (SCE) Group

   [X] English Learner Advisory Committee (ELAC)

   [ ] Gifted and Talented Education Program (GATE) Advisory Committee

   [ ] Other (list):

4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirement have been met, including those found in the district governing board policies and in the LEA Plan.

5. This school plan 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 school plan, including budgets, was approved via quorum by the School Site Council at a public meeting.

Signatures: ** Print and keep a copy of the entire School Plan including these original signatures on file at your school site.

Typed Name	Signature	Date
Ellen Parker, Principal	*	
Joni Printz, SSC Chairperson	*	

Members of the School Site Council

- At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).

- At secondary schools, the SSC must be constituted of ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members and students. Classroom teachers must comprise a majority of persons represented under section (a).

- ALL SSC members must be selected by their peer group.

- Education Code Section 64001(g) requires that the Single Plan for Students Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the School Site Council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ellen Parker	[X]	[ ]	[ ]	[ ]	[ ]
Joni Printz	[ ]	[X]	[ ]	[ ]	[ ]
Christina Ramirez	[ ]	[X]	[ ]	[ ]	[ ]
Carol Viveros	[ ]	[X]	[ ]	[ ]	[ ]
Debbie Madden	[ ]	[X]	[ ]	[ ]	[ ]
Nelva Areas	[ ]	[ ]	[X]	[ ]	[ ]
Maria Duarte	[ ]	[ ]	[ ]	[X]	[ ]
Alma Palafox/Loya	[ ]	[ ]	[ ]	[X]	[ ]
Veronica Contreras	[ ]	[ ]	[ ]	[X]	[ ]
Myra Acosta	[ ]	[ ]	[ ]	[X]	[ ]
Jennifer Parker	[ ]	[ ]	[ ]	[X]	[ ]
Number of members of each category:	**1**	**4**	**1**	**5**	

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│                                                             │
│        SSC Approval of School Plan and Budgets              │
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** Insert Agenda & Minutes from the SSC Meeting(s) Approving the Single Plan for Student Achievement **

Agenda:

Hawthorne Elementary School
School Site Council (SSC)
Academic English Learner's Advisory Committee (ELAC)
Title I Consultation Group (TICG)
AGENDA
Meeting of December 13, 2012
3:10 p.m. in Library

1. CALL MEETING TO ORDER

2. APPROVAL OF MINUTES OF: **November 8, 2012**

3. ACTION AGENDA
    Approve Revised School Plan for 2012-2013

4. REPORTS
    School personnel will provide information to the Council. The Council may the reports may not take action other than to place the matter on a future agenda
    A. **Review Revised School Plan for 2012-2013**
    B. **Technology Programs used by Students at Hawthorne**
    C. **DELAC & CEDAC Updates - Representatives**
    D. **ELAC advises the SSC on the Revisions of the School Plan for 2012-2013**
    E. **School-wide Parent Needs Assessments**
    F. **Art in the Sky Project**

5. ORAL COMMUNICATION
    Opportunity for members of the public to address the council.

6. COMMENTS
    Comments from school principal and council members concerning school district or school business. No action may be taken on comments.

7. FUTURE AGENDA ITEMS
    -The Importance of Regular School Attendance

8. ADJOURNMENT: Next meeting is scheduled to **Thursday, January 17, 2013 @ 3:10 pm**.

Escuela Primaria Hawthorne
Concilio Escolar (SSC)
Comité Consejero de Padres de Alumnos que Aprenden Inglés (ELAC)
Grupo de Consulta Titulo I (TICG)
AGENDA
Junta del 13 de diciembre del 2012
@ 3:10 p.m. en la biblioteca

1. LLAMAR LA JUNTA A ORDEN

2. APROBACIÓN DE LAS MINUTAS: **8 de noviembre del 2012**

3. AGENDA PARA TOMAR ACCIÓN
   Aprobar el Plan de Estudios revisado para el 2012-2013

4. REPORTES
   El personal proveerá información al Concilio. El Concilio puede hablar sobre los reportes pero no puede tomar acción sin antes ser anotados en la agenda futura.
   A. **Repaso del Plan de Estudios revisado para el 2012-2013**
   B. **Programas de Tecnología que usan los Alumnos en Hawthorne**
   C. **Al Día con las juntas del distrito CEDAC Y DELAC - Representantes**
   D. **ELAC aconseja al Concilio Escolar sobre; Las Revisiónes del Plan de Estudios para Logros Estudiantiles**
   E. **Evaluación de las Necesidades de los Padres**
   F. **Proyecto "Art in the Sky" (Arte en el Aire)**

5. COMUNICACIÓN ORAL
   Los miembros del público tienen la oportunidad de dirigirse al Concilio.

6. COMENTARIOS
   Comentarios del director de la escuela y miembros de comités con relación a asuntos del distrito o de la escuela. No se toma acción sobre los comentarios.

7. TEMAS FUTUROS DE AGENDA:
   -**La Importancia de la Asistencia Regular**

8. CIERRE DE LA JUNTA: PróximaJunta: **El jueves, 17 de enero del 2013 @ 3:10 p.m.**

Minutes:
HAWTHORNE ELEMENTARY SCHOOL
SCHOOL SITE COUNCIL (SSC)
ACADEMIC ENGLISH LEARNER'S ADVISORY COMMITTEE (ELAC)
TITLE I CONSULTATION GROUP
MINUTES FOR DECEMBER 13, 2012
Attending Parent Members: Alma Loya, Myra Acosta, Jennifer Parker
Attending Staff Members: Joni Printz, Christina Ramirez,
Carol Viveros, Debbie Madden,
Ellen Parker

Visitors: Maria Ponce, Mariana Robles,
Roshyn Britt, Maria Cabrera

1. **MEETING CALLED TO ORDER**
   Mrs. Printz, SSC President called the meeting to order at 3:15 p.m.

2. **APPROVAL OF MINUTES**
   The minutes of November 8, 2012 were read. Mrs. Jennifer Parker and Ms. Viveros approved the minutes as written.

3. **REPORTS**
   A. **Review revised School Plan for 2012-2013-** Mrs. Parkerreviewed the goals in the revised school plan as follows: **English Language Arts**- our goal is 85% of students at 80% accuracy in kindergarten, 75% of students at 80% accuracy in first grade. For second through sixth grades a 15% gain per students, equal to district goals and CST scores to improve by 06% by June 2013. This is an increase from 43% proficient and advanced to 49%. We are looking to make gains in fourth grade writing. The fourth grade teachers have been working hard to reach these goals. The goal for fifth grade students is to increase from 52% proficient and advanced up to 56% in CST. The sixth grade goal is to increase from 52% to 59%. These goals will be achieved through effort, building resources (technology such as Reading Plus, Lexia, etc.) and parents; with hard work these goals are achievable. **Math**- strong achievements were made overall. All AYP goals were met. Our goal is to have all students proficient in third and fourth grade benchmark tests. Hawthorne goal in CST is to improve from 67 to 77% overall for grades 3-6. Fifth grade goals from 58 to 67%. Sixth grade to improve from 41% to 47% proficiency. Every effort is being made to increase math proficiency by using technology (First in Math) and focusing on teaching CST math standards.

   Last year, Hawthorne exceeded state goals in all areas except students who had not been at Hawthorne for the past five years. For those students, the goal will be 21.5% improvement. Students who have been here for the last five years are currently at 65% proficiency; our goal for these students is to increase to 75%. The goal for Long Term English Learners is to increase reclassification from 36 to 41 students. The **Academic English Learners** goal in ELA is to increase from 47.4% to 53% and in math to increase from 57.4% to 65% proficiency.

   Action steps and related budget items were shared.

   B. **Technology Program used by Students at Hawthorne-**Mrs. Parker shared that Hawthorne's goal is to make our students academically and technology proficient. *First in Math* and *Pearson Success Net* are some of the technology programs being used to help create successful students. Parents should take advantage of these valuable tools to help build their students efficiency. Ms. Viveros also shared that a new reading program "*READING PLUS* "will be available to non-proficient readers in the third and fourth grade. These students will be selected by their teachers and will start utilizing this program in January. The program is used to track students reading success and teach silent reading techniques.

C. **DELAC AND CEDAC UPDATES** – *In CEDAC*- Mrs. Jennifer Parkerreported to parents on the school boards proposal to update various courses for upper classmen in High School to credit/no credit courses. These courses would only be available to students in 11th and 12th grade who are on target to graduate. These courses would include photography, yearbook, woodshop, auto shop and other such electives. Elective courses such as choir/chamber singers, band and foreign languages would not be affected. *In DELAC* – Mrs. Palafox reported that 12th grade students are now required to have 215 points to graduate.

D. **ELAC advises the SSC on the Revisions of the School Plan-**ELAC parents responded that they were pleased with the goals set for all the students. They have noticed great improvement this year already.

E. **School-wide Parent Needs Assessment –** Will be considered in January SSC meeting.

F. **Art in the Sky Project-** Mrs. Robles reported that this Art Project has been funded. During the first week in March, we will have the Hawthorne logo on the field. This logo will be made up of students, faculty, staff and hopefully plenty of parents! We need all the help in the form of bodies as we can get. We need parents to help out with supervision, supplies, organizing and set up. Gardening supplies and orange clothing is needed. This project will be followed with a writing project. For more information, parents should contact Mrs. Robles if they want to help or provide supplies.

4. **ACTION AGENDA**
Approve Revised School Plan for 2012-2013-   Mrs. Parker reviewed the SMART Goals for 2012-2013, the action steps, and the budget items. Members discussed the action items and had no additions to suggest. Motion was made to approve the plan. First motion made by Mrs. Jennifer Parker, and seconded by Mrs. Myra Acosta, both SSC members. Everyone agreed by a show of hands.

5. **ORAL COMMUNICATION/COMMENTS**
-Mrs. Ellen Parker informed SSC that new Netbooks have been ordered for third grade. In addition, a class set of chrome books have been offered to Hawthorne as a pilot program funded through the Program Improvement Department. The first class to use them will be Mrs. Esquivel's class.   The Reading Plus program will be starting in January. Steve Dunlap will be helping on the technology side. All parents are encouraged to volunteer and help with supervision in Reading Plus and other programs even though they do not have computer experience.
-Mrs. Jennifer Parker, SSC parent asked what happened to the technology grant that Hawthorne and other RUSD schools had applied for earlier in the year. Mrs. Robles, reported that we did not receive the grant, however, we are still seeking other sources for technology funding.

6. **FUTURE AGENDA ITEMS**
The Importance of Regular School Attendance

7. **ADJOURNMENT**
 The meeting adjourned at 4:17 p.m. The next SSC/ELAC/Title I parent meeting is scheduled for January 17, 2013

HAWTHORNE ELEMENTARY SCHOOL
2700 Irving Street
Riverside, CA 92504
Minutas de la Junta del Concilio Escolar, Título I y
Comité de Padres de Alumnos Académicos que Aprenden Inglés

Minutas del 13 de diciembre del 2012

Padres de Miembros Asistentes: Alma Loya, Veronica Myra Acosta, Jennifer Parker

Personal de Miembros Asistentes: Joni Printz, Christina Ramirez, Carol Viveros, Debbie Madden, Ellen Parker

 Visitantes: Maria Ponce, Mariana Robles, Roshyn Britt, Maria Cabrera

1. **LLAMAR LA JUNTA A ORDEN**
    La Sra. Printz, Presidenta del Concilio Escolar dio inicio a la junta a las 3:15 p.m.

2. **APROBAR LAS MINUTAS**
    Se leyeron las minutas del 8 de noviembre del 2012. Se hizo moción para aprobarlas. La Sra. Jennifer Parker y la Srta. Viveros aprobaron las minutas tal como escritas.

3. **REPORTES**
    A. **Repaso de la Revisiones en el Plan de Estudios 2012-2013-** La Sra. Parker repaso las metas revisadas en el Plan de Estudios tal como sigue: **Artes Lingüísticas Ingles-** nuestra meta es lograr un 85% de los alumnos con un 80% de exactitud en el Jardín Infantil, un 75% de los alumnos en primer grado con un 80% de exactitud. Para alumnos en segundo a sexto grado un aumento de 15% por estudiante, igualando las metas del distrito y las puntuaciones en el examen CST mejorando un 06% para junio, 2013. Esto es un aumento de 43% en proficiencia y 49% avanzado. Estamos con miras a hacer logros en la redacción de cuarto grado. Las maestras de cuarto grado están trabajando arduamente para lograr estas metas. La meta para alumnos en quinto grado es de aumentar a 52 % proficiencia y avanzado hasta a 56% en el examen CST. La meta para sexto grado es de aumentar de 52% a 59%. Estas metas se pueden realizar a través de esfuerzo, recursos (tecnología como el Programa Reading Plus, LEXIA, etc.) y con los padres; trabajando arduamente se pueden lograr. **Matemáticas-** En general, hubo logros muy solidos. Se lograron todas las metas de AYP (Progreso Anual Adecuado). Nuestra meta es lograr que todos los alumnos en tercer y cuarto grado logren proficiente en las pruebas de indicadores de progreso. Las metas de Hawthorne en el Examen CST es mejorar en general de 67% a 77% en grados 3 al 6. Las metas para quinto grado son de 58% a 67%. Para sexto grado mejorar de 41% a 47% proficiencia. Se esta haciendo todo esfuerzo para aumentar la aptitud en matemáticas usando tecnología (First In Math) y enfocándose en enseñar las normas del examen CST.

    El año pasado, Hawthorne excedió las metas de estado en todas las areas menos con estudiantes que no estuvieron en Hawthorne por los pasados cinco años. Para estos estudiantes, la meta de aprovechamiento es 21.5%. Para los estudiantes que han estado aquí por los pasados cinco años, la proficiencia actual es 65%; nuestra meta es que aumenten a 75%. La meta para Alumnos Aprendiz del Ingles de Largo Plazo es aumentar las reclasificaciones de 36 a 41 estudiantes. La meta para Alumnos Aprendiz del Idioma Ingles en Artes Lingüísticas Ingles es de aumentar de 47.4% a 53% y en matemáticas que aumenten de 57.4% a 65% de aprovechamiento.
     Se compartió información sobre el presupuesto y se dieron pasos para tomar acción.

B. Programas de Tecnología que usan los Alumnos en Hawthorne- La Sra. Parker compartió que las metas de Hawthorne es lograr que los estudiantes sean proficientes académicamente y tecnológicamente. Algunos de los programas de tecnología como First in Math y Pearson Success Net se están usando para lograr que los alumnos estén competentes. Los padres deben tomar la oportunidad de estas herramientas valiosas para incrementar el éxito en los estudiantes. La Srta. Viveros también compartió que un nuevo programa de lectura "READING PLUS" estará disponible para alumnos que no son lectores competentes en tercer y cuarto grado. Las maestras seleccionaran a estos estudiantes y se comenzara utilizando este programa en enero. Este programa se usa para monitorizar el éxito en la lectura del estudiante y para enseñar técnica para la lectura silenciosa.

C. Al Día con DELAC y CEDAC- En *CEDAC-* La Sra. Jennifer Parker reportó la propuesta de la Mesa Directiva de actualizar los cursos para los estudiantes en la secundaria a cursos con crédito/y no crédito. Estos cursos estarán disponibles a los alumnos en 11 y 12 grado que están en camino a graduarse. Estos cursos incluirá fotografía, anuario, taller de madera, taller de auto y otros electivos. Los cursos electivos tales como coro/canto, banda y lenguaje extranjero no serán afectados. En *DELAC* – La Sra. Palafox reportó que los estudiantes en 12 grado ahora necesitan tener 215 puntos para graduarse.

D. ELAC aconseja al SSC sobre el Desarrollo del Plan de Estudios Estudiantil- Los padres de ELAC respondieron que están de acuerdo con las metas establecidas para todos los estudiantes. Ellas han notado gran mejoramiento en este año.

E. Evaluación de las Necesidades de los Padres- Se considerará en la junta de SSC en enero.

F. Proyecto "Art in the Sky" (Arte en el Aire)- La Sra. Robles reportó que tenemos los fondos para este programa. Durante la primera semana en marzo, tendremos el logo de Hawthorne en el campo de recreo. Este logo estará formado por los estudiantes, la facultad, personal y esperamos muchos de los padres! Necesitamos toda la ayuda en la forma de voluntarios que se pueda conseguir. Necesitamos que los padres nos ayuden a supervisar, proveer útiles y organizar. Se necesita artículos de jardinería y telas color naranjada. Este proyecto será seguido con un proyecto de redacción. Para más información, los padres deben comunicarse con la Sra. Robles si desean ayudar o proveer artículos necesarios.

4. AGENDA DE ACCION
A. Aprobar el Plan de Estudios Estudiantil para 2012-2013- La Sra. Parker repasó las Metas para el 2012-2013, los pasos para acción y el presupuesto. Los miembros hablaron sobre los puntos de acción y no tenían sugerencias adicionales. Se hizo moción para aprobar el Plan de Estudios. La Sra. Jennifer Parker dio la primera moción y fue apoyada por la Sra. Myra Acosta, ambas son miembros del Concilio Escolar. Todos estuvieron de acuerdo por una muestra de manos.

5. COMMUNICACION ORAL/COMMENTARIOS
-La Sra. Ellen Parker informo al Concilio Escolar que se ordeno nuevos Netbooks portátiles para el tercer grado. Además, un grupo de "Chromebooks" se ofrecio a Hawthorne como parte de un programa piloto fundado por el Departamento de Mejoramiento de Programas. La primera clase para usarlos será la clase de la Sra. Esquivel. El programa Reading Plus comenzará en enero. El Sr. Steve Dunlap ayudará con la tecnología. Se anima a todos los padres a darse de voluntarios y ayudar con la supervisión durante Reading Plus u otros programas aunque no tengan experiencia con la computadora.
-La Sra. Jennifer Parker, miembro de SSC, preguntó que pasó con la BECA para tecnología que la Escuela Hawthorne y otras escuelas del Distrito Escolar aplicaron a principios del año escolar. La Sra. Robles, reportó que no recibimos la beca, no obstante, estamos buscando otros medios para fondos de tecnología.

6. TEMAS PARA LA AGENDA FUTURA
La Importancia de la Asistencia Regular a la Escuela.

7. CLAUSURA DE LA JUNTA- La junta termino a las 4:17 p.m. La próxima junta de SSC/ELAC y Titulo I será el 17 de enero, 2013.

Programs / Grants

This single plan represents school participation in the following State and Federal Categorical Programs:

PROGRAMS	Allocation
[X] Economic Impact Aid/Limited English Proficient (EIA/LEP)	$97,038
[X] Economic Impact Aid/State Compensatory Education (EIA/SCE)	$47,375
[ ] Tobacco-Use Prevention Education (TUPE)	$
[X] State Preschool	$District Funded
[X] Helping Elementary Achievers Reach The Stars (HEARTS)	$(District Funds)
[ ] Partners In Riverside Investing In Middle School Education (PRIME TIME)	$
Federal:	
[X] Title I, Part A: Improving the Academic Achievement of the Disadvantaged	$224,724
[ ] Title II, Part A, D: High Quality Teachers/Principals, Technology	$
[ ] Title III, Part A: Language Instruction for Limited English Proficient students	$
[ ] Head Start (Title I, Part B: Preschool Program)	$

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Section 5: Budgets

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Budget Planning Staff List
For 2012-13

School: Hawthorne Elementary

[ ] Not Applicable (no categorical funds are being used for salaries)

Please list below the staff to be paid from Categorical Funds in 2012-13. **DO NOT** list additional hours or tutors. List the names and position titles. For Certificated staff, list the percentage to be charged in the appropriate funding column, and for Classified staff, list the hours to be worked in the appropriate funding column. Be sure to budget for all staff listed on your Tentative Budget Sheets.

Certificated Staff				
Name & Position	**3010** **Title**	**7090** **EIA/SCE**	**7091** **EIA/LEP**	**Other** **(list)**
D. Madden	85 %	10 %	05 %	
Classified Staff				
Name & Position	**3010** **Title**	**7090** **EIA/SCE**	**7091** **EIA/LEP**	**Other** **(list)**
N. Areas	.125		.500	.063 Lunch

EIA-LEP (7091) Budget for 2012-13

Budget Planning Pages

School: Hawthorne Elementary

Program: EIA-LEP (7091)

Allocation: 54,548

Carryover: $42,490

Total: 97,038

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary	$3,996	Categorical Resource Teacher - .05 FTE D. Madden
2140	1900	Instructional Coaches Salary	$0	
2700	1900	CPS Salary	$0	
1000	2100	Instructional Assistant (4 hrs/more)	$0	
1000	2110	Instr. Assist. (under 4hr./timecard)	$0	
2700	2400	Office Assistant	$0	
2495	2900	Community Assistant	$0	
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous	$20,231	H.E.A.R.T.S/Tutoring/Staff Development/Teacher Planning - AEL Action Plan pgs. 17-18
1000	1130	Teacher Substitutes	$3,200	Staff Development/Teacher Planning - AEL Action Plan pgs. 17-18
2700	1920	CPS Extra Duty, Non-Teaching	$850	Non direct services - Retired Teacher - Funding pgs. 9-10
2700	1940	CPS Group Leader Stipend	$0	
1000	2111	Classified Tutor Hours, Instruct.	$0	
1000	2120	Instr. Assistant Peakload/Overtime	$175	AEL Academy Support - AEL Action Plan pgs. 17-18
2700	2420	Clerical Peakload/Overtime	$845	Non direct services - Funding pgs. 9-10
2490	2920	Other Class., Translation Function	$1,800	Parent Education/Parent Involvement Translations - Funding pgs. 9-10
2495	2920	Other Class., Child Care/Parent Inv	$300	Parent Involvement-ELAC meetings; PRICE Parent Training - Analysis of Current Programs pgs. 5-10
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	$14,783	See above
Other Discretionary Accounts				
	4200	Other Books	$0	
	4300	Supplies. Non-Technology	$34,054	Instructional supplies - AEL Action Plan pgs. 17-18

Function	Object	Description	Amount Budgeted	Notes
	4310	Supplies, Technology/Software	$0	
	4400	Equip.,Other, New, $500-$9,999	$0	
	4410	Equip., Technology $500-$9,999	$0	
	5210	Mileage	$0	
	5220	Conference Expenses	$0	
1036	5711	District Busses (Field Trips)	$0	
	5715	District Service Requests (M&O)	$0	
	5725	District Publications	$140	Instructional Support Materials - AEL Action Plan pgs. 17-18
	5780	Nutrition Services	$0	
	5800	Other Contracts	$0	
	5815	Consultants, Indep. Contractors	$0	
	5910	Postage	$0	
	5920	Telephones/Terminals	$0	
	5929	Cellular Phone Service	$0	
	6400	Equip, New $10,000 & Up	$0	
2490	2900	1. Other: Translator	$16,153	N. Areas - 4 hrs.
3160	1920	2. Other: CELDT Testing	$311	Retired Teachers - CELDT Testing - AEL Action Plan pgs. 17-18
1000	2120	3. Other: Librarian AEL Academy	$200	AEL Academy Support - AEL Action Plan pgs. 17-18
		Total:	$97,038	

$209,338

EIA-SCE (7090) Budget for 2012-13

[ ] Not Applicable

School: Hawthorne Elementary   **Allocation:** 34,153

Program: EIA-SCE (7090)   **Carryover:** $13,222

Total: 47,375

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary	$0	
2140	1900	Instructional Coaches Salary	$0	
2700	1900	CPS Salary	$0	
1000	2100	Instructional Assistant (4 hrs/more)	$0	
1000	2110	Instr. Assist. (under 4hr./timecard)	$0	
2700	2400	Office Assistant	$0	
2495	2900	Community Assistant	$0	
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous	$16,812	H.E.A.R.T.S.; Staff Dev.- Analysis of Current Programs pgs. 5-10
1000	1130	Teacher Substitutes	$2,000	Staff Dev.- Analysis of Current Programs pgs. 5-10
2700	1920	CPS Extra Duty, Non-Teaching	$0	
2700	1940	CPS Group Leader Stipend	$0	
1000	2111	Classified Tutor Hours, Instruct.	$0	
1000	2120	Instr. Assistant Peakload/Overtime	$0	
2700	2420	Clerical Peakload/Overtime	$656	Non direct services - Funding pg. 9
2490	2920	Other Class., Translation Function	$0	
2495	2920	Other Class., Child Care/Parent Inv	$0	
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	$2,647	See above
Other Discretionary Accounts				
	4200	Other Books	$3,000	Accelerated Reader/Library Books - ELA Action Plan pg. 14
	4300	Supplies. Non-Technology	$13,886	Supplies -School Action Plan pgs. 13-24; Funding pgs. 9-10
	4310	Supplies, Technology/Software	$3,996	Laptops, netbooks - Equipment/Technology - ELA Action Plan pgs. 14-15
	4400	Equip.,Other, New, $500-$9,999	$0	
	4410	Equip., Technology $500-$9,999	$0	
	5210	Mileage	$0	
	5220	Conference Expenses	$0	
1036	5711	District Busses (Field Trips)	$0	
	5715	District Service Requests (M&O)	$0	
	5725	District Publications	$0	

Function	Object	Description	Amount Budgeted	Notes
	5780	Nutrition Services	$0	
	5800	Other Contracts	$0	
	5815	Consultants, Indep. Contractors	$0	
	5910	Postage	$0	
	5920	Telephones/Terminals	$0	
	5929	Cellular Phone Service	$0	
	6400	Equip, New $10,000 & Up	$0	
1000	5850	1. Other: Software License	$2,700	Licenses/LEXIA - Funding pgs. 9-10
2420	2220	2. Other: Library Asst. Peakload	$1,478	Library Asst. Peakload/Technology Support - Funding pgs 9-10
2495	4325	3. Other: Food PO	$200	Parent Education/Parent Meetings - Analysis of Current Programs - pgs. 5-10
		Total:	$47,375	

Title I (3010) Budget for
2012-13

[ ] Not Applicable

School: Hawthorne Elementary   **Allocation:** $209,338

Program: Title I (3010)   **Carryover:** $15,386

                                          Total: $224,724

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary	$75,918	Resource Teacher - .85 FTE - D. Madden
2140	1900	Instructional Coaches Salary	$8,412	ELA Coach - .10 FTE - D. Madden
2700	1900	CPS Salary	$0	
1000	2100	Instructional Assistant (4 hrs/more)	$0	
1000	2110	Instr. Assist. (under 4hr./timecard)	$0	
2700	2400	Office Assistant	$3,750	Non direct services pg. 9 - N. Areas 1 hr.
2495	2900	Community Assistant	$0	
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous	$34,349	H.E.A.R.T.S.; Staff Dev.- Analysis of Current Programs pgs. 5-10
1000	1130	Teacher Substitutes	$7,000	Staff Dev.- Analysis of Current Programs pgs. 5-10
2700	1920	CPS Extra Duty, Non-Teaching	$0	
2700	1940	CPS Group Leader Stipend	$0	
1000	2111	Classified Tutor Hours, Instruct.	$0	
1000	2120	Instr. Assistant Peakload/Overtime	$4,732	H.E.A.R.T.S. Afterschool Tutoring - ELA Action Plan pg. 14
2700	2420	Clerical Peakload/Overtime	$1,262	Non direct services - Funding pg. 9
2490	2920	Other Class., Translation Function	$0	
2495	2920	Other Class., Child Care/Parent Inv	$200	Parent Involvement - Analysis of Current Programs pg. 8
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	$30,039	See above
Other Discretionary Accounts				
	4200	Other Books	$2,577	Accelerated Reader - ELA Action Plan pg. 14

Function	Object	Description	Amount Budgeted	Notes
	4300	Supplies. Non-Technology	$14,521	Technology Supplies - Funding pgs. 9-10
	4310	Supplies, Technology/Software	$7,000	Supplies - ELA Action Plan pgs. 14-15
	4400	Equip.,Other, New, $500-$9,999	$0	
	4410	Equip., Technology $500-$9,999	$18,000	Laptops, netbooks - Equipment/Technology - ELA Action Plan pgs. 14-15
	5210	Mileage	$0	
	5220	Conference Expenses	$0	
1036	5711	District Busses (Field Trips)	$0	
	5715	District Service Requests (M&O)	$0	
	5725	District Publications	$8,000	Phonics Readers, Support Materials - ELA Action Plan pgs. 14-15
	5780	Nutrition Services	$0	
	5800	Other Contracts	$0	
	5815	Consultants, Indep. Contractors	$0	
	5910	Postage	$0	
	5920	Telephones/Terminals	$0	
	5929	Cellular Phone Service	$0	
	6400	Equip, New $10,000 & Up	$0	
1000	5850	1. Other: Software Licences	$5,702	Licenses - LEXIA, Tumble books, DE Streaming, First in Math - Funding pgs. 9-10
2495	4300	2. Other: Parent Involvement	$2,762	Parent Involvement Supplies - Analysis of Current Programs pgs. 5-10
2495	4325	3. Other: Food/Parent Inv.	$500	Parent Education/Parent Meetings - Analysis of Current Programs - pgs. 5-10
		Total:	**$224,724**	

Centralized Services

No funds are being reserved at the District level for Centralized Services from this school's categorical program allocations.

Appendix A: School and Student Performance Data

California Standardized Testing (CST) Results

All Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2	63	57	56	17	18	21	9	12	13	11	13	10
Grade 3	30	42	42	39	26	26	18	27	23	14	6	9
Grade 4	59	58	63	24	30	27	14	11	8	3	1	2
Grade 5	44	49	55	40	33	31	11	10	9	4	8	5
Grade 6	47	45	51	39	31	33	13	19	11	2	5	4

All Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2	68	65	67	15	15	17	9	13	6	9	8	10
Grade 3	54	58	67	21	22	19	20	18	9	5	2	5
Grade 4	57	54	69	22	28	20	19	18	9	2	1	2
Grade 5	44	52	58	26	21	24	25	20	15	5	7	2
Grade 6	43	25	40	26	37	24	24	25	27	8	12	9

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

Hispanic/Latino Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2	59	63	58	363.2	362.8	352.4
Grade 3	28	40	46	314.1	332.8	341.3
Grade 4	54	58	62	357.2	353.6	372.7
Grade 5	42	48	53	345.8	342.0	348.1
Grade 6	45	39	50	344.4	333.2	347.8

Hispanic/Latino Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2	66	67	68	382.0	385.3	385.1
Grade 3	52	59	71	366.2	372.7	394.2
Grade 4	57	55	69	360.8	356.1	391.6
Grade 5	44	52	60	343.8	358.7	376.9
Grade 6	42	24	41	341.0	318.0	331.5

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

White Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2	72	46	55	377.8	348.2	338.5
Grade 3	23	38	*	324.6	335.8	*
Grade 4	63	50	67	356.9	358.6	362.0
Grade 5	*	38	60	*	345.4	348.0
Grade 6	62	*	50	365.5	*	357.4

White Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2	67	54	73	390.4	382.6	386.6
Grade 3	43	54	*	341.7	376.4	*
Grade 4	40	42	67	340.7	340.2	388.1
Grade 5	55	33	47	366.4	319.3	354.7
Grade 6	54	45	27	364.2	349.8	329.6

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

English Learner Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2	42	44	35	344.4	326.0	314.7
Grade 3	11	18	26	289.9	301.4	310.0
Grade 4	22	31	38	323.2	328.8	341.0
Grade 5	36	6	27	329.7	297.4	326.2
Grade 6	30	10	0	335.1	300.4	298.4

English Learner Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2	58	52	52	360.6	352.0	348.0
Grade 3	32	40	48	336.9	343.9	362.8
Grade 4	44	46	50	327.3	337.0	354.1
Grade 5	32	31	52	313.0	308.6	351.9
Grade 6	20	5	7	306.5	286.8	271.7

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

Socio-Economically Disadvantaged Students
English-Language Arts

| Grade Level | Performance Data by Grade Level English-Language Arts | | | | | |
| | % At or Above Proficient | | | Mean Scale Score | | |
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2	57	56	52	359.7	353.1	346.0
Grade 3	27	36	41	317.6	325.4	328.1
Grade 4	55	54	58	358.9	354.2	364.9
Grade 5	42	45	50	345.5	342.5	345.6
Grade 6	48	46	49	345.5	337.1	349.0

Socio-Economically Disadvantaged Students
Mathematics

| Grade Level | Performance Data by Grade Level Mathematics | | | | | |
| | % At or Above Proficient | | | Mean Scale Score | | |
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2	63	60	63	373.3	375.1	379.6
Grade 3	52	53	64	365.9	367.9	376.0
Grade 4	52	54	68	359.7	352.9	389.1
Grade 5	43	48	55	343.4	354.4	371.0
Grade 6	42	28	38	341.8	320.5	331.1

Appendix A
School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	421	437	433	72	68	73	20	26	25	4	6	5
Growth API	789	775	797	804	774	784		820	792			
Base API	768	789	775	816	804	774		881	820			
Target	5	5	5	A	A	5						
Growth	21	-14	22	-12	-30	10						
Met Target	Yes	No	Yes	Yes	No	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	310	320	320	159	170	175	331	341	335	59	63	68
Growth API	778	768	798	767	734	766	777	761	781		709	696
Base API	747	778	768	746	767	734	764	777	761		680	709
Target	5	5	5	5	5	5	5	5	5			
Growth	31	-10	30	21	-33	32	13	-16	20			
Met Target	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes			

Appendix A
School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	80	100	84
Number At or Above Proficient	216	227	236	42	34	40	15	13	13	--	--	--
Percent At or Above Proficient	51.3	51.9	54.5	58.3	50.0	54.8	75.0	50.0	52.0	--	--	--
ES/MS	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	99	100	100
Number At or Above Proficient	149	166	174	71	71	83	161	168	169	22	27	27
Percent At or Above Proficient	48.1	51.9	54.4	44.7	41.8	47.4	48.6	49.3	50.4	37.3	42.9	39.7
ES/MS	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**
Met AYP Criteria	Yes	Yes	Yes	Yes	No	Yes	No	No	No	--	--	--

Appendix A
School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	80	100	84
Number At or Above Proficient	235	225	256	40	32	36	13	13	16	--	--	--
Percent At or Above Proficient	56.0	51.6	59.3	55.6	47.1	49.3	65.0	50.0	64.0	--	--	--
ES/MS	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**
Met AYP Criteria	Yes	No	Yes	No	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	99	100	100	99	100	100
Number At or Above Proficient	171	165	193	85	81	100	177	167	191	28	29	24
Percent At or Above Proficient	55.3	51.7	60.5	53.5	47.6	57.1	53.6	49.1	57.2	47.5	46.8	35.3
ES/MS	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	--	--	--

Appendix A
School and Student Performance Data

Title III Accountability Data for Hawthorne Elementary

AMAO 1	Annual Growth		
	2009-10	**2010-11**	**2011-12**
Number of Annual Testers	181	159	156
Percent with Prior Year Data	99.4	100.0	99.4
Number in Cohort	180	159	155
Number Met	97	82	92
Percent Met	53.9	51.6	59.4
NCLB Target	53.1	54.6	56.0
Met Target	**Yes**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2009-10		**2010-11**		**2011-12**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less than 5	**5 or More**	**Less Than 5**	**5 or More**	**Less Than 5**	**5 or More**
Number in Cohort	187	36	137	46	145	39
Number Met	38	26	32	17	24	25
Percent Met	20.3	72.2	23.4	37.0	16.6	64.1
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	**Yes**	**Yes**	**Yes**	**No**	**No**	**Yes**

Title III Accountability Data (District)

AMAO 1	Annual Growth		
	2009-10	**2010-11**	**2011-12**
Number of Annual Testers	7,602	7,038	6,563
Percent with Prior Year Data	100	99.9	99.7
Number in Cohort	7,586	7,033	6,545
Number Met	4,291	3,958	3,944
Percent Met	57	56.3	60.3
NCLB Target	53.1	54.6	56.0
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2009-10		**2010-11**		**2011-12**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less than 5	**5 or More**	**Less than 5**	**5 or More**	**Less than 5**	**5 or More**
Number in Cohort	5,501	3,233	5,051	2,969	4,662	2,894
Number Met	1,216	1,650	1,267	1,323	1,100	1,431
Percent Met	22.1	51	25.1	44.6	23.6	49.4
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	**2010-11**	**2011-12**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	**No**	**No**	**No**

Appendix A
School and Student Performance Data

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	3	4	12	17	52	9	27	2	6	33
2			6	27	6	27	6	27	4	18	22
3			6	25	13	54	5	21			24
4	1	3	12	33	19	53	1	3	3	8	36
5			16	59	6	22	2	7	3	11	27
6	3	21	7	50	4	29					14
Total	5	3	51	33	65	42	23	15	12	8	156

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

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
I. Involvement		
Involve parents and community in planning and implementing the school plan	*EC* 52055.625(b)(1)(C), (2)(C), (e) *EC* 52055.620(a)(4) *EC* 52054 *EC* 35294.1(b)(2)(C) 5*CCR* 3932 20 *USC* 7115(a)(1)(E) 20 *USC* 6316(b)(3) 20 *USC* 6315(c)(1)(G) 20 *USC* 6314(b)(1), (2)(A)	Ongoing Evaluation Reporting
Advisory committee review & recommendations	*EC* 64001(a) *EC* 52055.620(b)(1)	Governance and Administration
Written notice of PI status	20 *USC* 6316(b)(3)	Appendix D-NCLB Program Improvement School Requirements
II. Governance and Administration		
Single, comprehensive plan	*EC* 64001(a), (d) *EC* 52853 *EC* 41572 *EC* 41507 *EC* 35294.1(a) 20 *USC* 7114(d)(2) 20 *USC* 6315(c)(1)(B) 20 *USC* 6314(b)(2)(A)	Governance and Administration
School site council (SSC) constituted per former *EC* 52012	*EC* 64001(g)	Governance and Administration
SSC developed plan and expenditures	*EC* 64001(a) *EC* 41572 *EC* 41507 *EC* 35294.1(b)(1)	Ongoing Evaluation Reporting Governance and Administration Budget

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
SSC annually updates the plan	*EC* 64001((g) *EC* 35294.2(e)	Site Information Page Ongoing Evaluation Reporting Governance and Administration
Governing board approves SPSA	*EC* 64001(h) *EC* 52055.630(b)	Site Information Page
Policies to insure all groups succeed	20 *USC* 6316(b)(3)	Action Plans Analysis of Current Educational Practice
Specify role of school, LEA, and SEA; and coordination with other organizations	20 *USC* 6316(b)(3)	Analysis of Current Educational Practice
Submit High Priority annual report after public LEA governing board review	*EC* 52055.640	N/A
III. Funding		
Plan includes proposed expenditures to improve academic performance	*EC* 64001(g) *EC* 52853 *EC* 52054 20 *USC* 6316(b)(3) 20 *USC* 6315(c) 20 *USC* 6314(b)(2)(A)	Action Plans Analysis of Current Educational Practice Budget
Describe centralized services expenditures	5 *CCR* 3947(b)	Budget
IV. Standards, Assessment, and Accountability		
Comprehensive assessment and analysis of data	*EC* 64001(f) *EC* 52055.620(a)(1) - (3) *EC* 52054 20 *USC* 7115(a)(1)(A) 20 *USC* 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice Appendix A-School and Student Performance Data
Evaluation of improvement strategies	*EC* 64001(f) *EC* 52853 *EC* 52055.625(c) *EC* 35294.2(e) *EC* 32228.5(b) 20 *USC* 7115(a)(2)	Action Plans Analysis of Current Educational Practice Ongoing Evaluation Reporting

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
Ongoing monitoring and revision	20 *USC* 6315(c)(2)(B)	Action Plans Ongoing Evaluation Reporting
Assessment results available to parents	*EC* 35294.2(e) 20 *USC* 7115(a)(1)(E) 20 *USC* 6314(b)(2)(A)	Ongoing Evaluation Reporting Action Plans Analysis of Current Educational Practice

V. Staffing and Professional Development

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
Provide staff development	*EC* 52853 *EC* 52055.625(d)(1)(B),(C) *EC* 32228(b)(2) 20 *USC* 6316(b)(3) 20 *USC* 6315(c)(1)(F) 20 *USC* 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice Budget
Budget 10% of Title I for staff development	20 *USC* 6316(b)(3)	Action Plans Analysis of Current Educational Practice Budget
Provide highly qualified staff	*EC* 52055.625(b), (d) 20 *USC* 6315(c)(1)(E) 20 *USC* 6314(b)(1), (2)(A)	Analysis of Current Educational Practice
Distribute experienced teachers	*EC* 52055.620(d)	N/A (at site level)

VI. Opportunity & Equal Educational Access

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
Describe instruction for at-risk students	*EC*52853	Action Plans
Describe the help for students to meet state standards	*EC* 64001(f) 20 *USC* 6314(b)(1), (2)(A) 20 *USC* 6315(c)	Action Plans Analysis of Current Educational Practice
Describe auxiliary services for at-risk students	*EC* 52853 *EC* 52055.620(a)(7) 20 *USC* 7114(d)(2)(E) 20 *USC* 6315(c) 20 *USC* 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice
Avoid Isolation or segregation	5*CCR* 3934	Analysis of Current Educational Practice

VII. Teaching and Learning

Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	Action Plans
Define objectives	EC 52054 20 USC 7114(d)(2)(B) 20 USC 6316(b)(3)	Action Plans
Steps to intended outcomes	EC 52054 5CCR 3930	Action Plans
Account for all services	5CCR 3930	Action Plans, Analysis of Current Educational Practice
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	Action Plans
Describe reform strategies that: -Allow all to meet/exceed standards;	20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	Action Plans Analysis of Current Educational Practice
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)	Action Plans
-Strengthen core academics; -Address under-served populations; -Provide effective, timely assistance;	EC 52054 EC 52055.625(b), (c) 20 USC 6314(b)(1)(I), (2)(A)	Action Plans Analysis of Current Educational Practice
-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)	Action Plans Analysis of Current Educational Practice
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)	Action Plans Analysis of Current Educational Practice
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)	Action Plans Analysis of Current Educational Practice
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)	Governance and Administration
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)	Analysis of Current Educational Practice
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)	Action Plans Analysis of Current Educational Practice
Enable continuous progress	5CCR 3931	Action Plans
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1) 5CCR 3937	Action Plans
Align curriculum, strategies, and materials with state standards or law	EC 52853 EC 52055.625(b)(2)(D),(c)	Action Plans Analysis of Current Educational Practice
Provide high school career preparation	5CCR 4403	Action Plans (High School, Career Technical)

Appendix C: Required Components of a Program Improvement Single Plan for Student Achievement

Program Improvement Component	School Plan Section
1. Research-based strategies—The plan must incorporate strategies, based on scientifically based research, that address the academic issues that caused the school to be identified.	- Action Plans
2. Adopting best practices—For the core academic subjects, the plan must outline policies and practices that have the greatest likelihood of ensuring that all subgroups of students become proficient by 2013-14.	- Action Plans - Analysis of Current Educational Practice (CEP)
3. Meeting professional development needs—The plan must provide an assurance that the school will spend at least 10 percent of its Title I, Part A funds for high-quality professional development. This professional development must directly address the academic achievement problems that caused the school to be identified.	- Appendix D, NCLB Program Improvement School Requirements
4. The plan must specify how the school will use the 10 percent set-aside to remove itself from improvement status.	- Appendix D, NCLB Program Improvement School Requirements
5. Setting annual goals—The plan must set specific annual measurable objectives for continuous progress by each subgroup of students.	- Action Plans
6. Outlining parent notices—The plan must describe how the school will provide written notice about the improvement identification to parents.	- Appendix D, NCLB Program Improvement School Requirements
7. Assigning responsibilities—The plan must specify the responsibilities of the school, the district, and the state under the plan, including descriptions of the district's technical assistance and fiscal responsibilities.	- Appendix D, NCLB Program Improvement School Requirements
8. Increasing parent involvement—The plan must detail strategies to promote effective parental involvement.	- Action Plan - Analysis of CEP #8
9. Increasing instructional time—As appropriate, the plan must incorporate activities for students before school, after school, during the summer, and during any extension of the school year.	- Action Plans - Analysis of CEP #4, #5
10. Setting up teacher mentoring—The plan must incorporate a teacher mentoring program.	- Action Plans - Analysis of CEP #7

[ ] Not Applicable

School Year	PI Year	Mandates	Actions
2004-05 & 2005-06	Year 1	• Revise school plan within 3 months to cover 2-year period • Use 10% of Title I school funds for professional development • Implement plan promptly • Notify parents of PI identification	• School plan revised on May 6, 2004 & May 19, 2005 • $32,000.00 Title I funds will be used for professional development for the following activities: Professional Learning Communities Conference • Revised plan implementation will begin onSeptember 2, 2004 & August 29, 2005 • Parental notification mailed on September 2, 2004 & August 29, 2005
2006 - 2007	Year 2	• Update plan/continue to implement • Continue using 10% of Title I school funds for professional development • Notify parents of PI status	• $26,000.00 Title I funds will be used for professional development for the following activities:PLC meetings & English Language Arts Coaching • Parental notification mailed on August 28, 2006

2007 - 2008	Year 3	• Update plan/continue to implement
		• Continue using 10% of Title I school funds for professional development
		• Collaborate with district to improve student achievement
		• Notify parents of PI status
			• $130,000.00 Title I funds will be used for professional development for the following activities: salary of the English Language Rt Coach, substitute usage to allow staff to attend training during and beyond the contractual day, before and after school tutoring of students not achieving proficiency in lnaguage arts and /or math
			• Will collaborate with district office staff regarding possible:
			  o Replacement of school staff
			  o Implementation of new curriculum
			  o Decrease in management authority at school level
			  o Appointment of outside expert
			  o Extension of school year or day
			  o Restructuring of internal organizational structure of school
			▪ Parental notification mailed on March 28, 2007

School Year	PI Year	Mandates	Actions

2009 - 2010 & 2008 - 2009	Year 4	• Update plan/continue to implement
		• Continue using 10% of Title I school funds for professional development
		• Collaborate with district to improve student achievement
		• Collaborate with district to prepare plan for alternative governance of school
		• Notify parents of PI status
			• $95,000 will be used for professional development including : 55% salary of the site ELA Coach, partial contract of RCOE Consultant, substitute usage for staff to meet with the principal, ELA coach, math coach, RCOE consultant for data analysis and collaborative planning. In 2008-09, $126,000.00 Title I funds will be used for professional development for the following activities: Salary of the English Language Arts (ELA) coach, substitute usage to allow teachers to meet with the ELA coach to receive professional development, disaggregate data with the site administrator and ELA coach.
			• Will collaborate with district office staff regarding possible:
			    o Reopening of school as a charter
			    o Replacement of all or most of staff, including principal
			    o Contracting with outside entity to manage school
			    o Any other major restructuring
			• Parental notification mailed on October 30, 2009 and September 25, 2008

2010 - 2011	Year 5	• Implement alternative governance plan developed in Year 4 • Notify parents of PI status	• Implementation of alternative governance plan will begin on August 23, 2010 • Parental notification mailed on August 30, 2010

Appendix E: Home School Compact (Title I Schools)

[ ] Not Applicable (site is a non Title I school)

Hawthorne Elementary Title I School/Parent Compact

The Hawthorne Elementary School Community understands the importance of the school experience to provide academically focused instruction to develop each student's intellectual potential to the fullest. Therefore, students in Title I will receive additional instruction in the areas of reading that will allow them to succeed in the regular classroom program. The goal is to have all students Proficient or Advanced in all subject areas.

THE SCHOOL WILL
- Provide high quality curriculum and instruction.
- Provide a coordinated balanced reading program which addresses the specific needs of each identified student in order for them to experience success.
- Provide interesting and attractive grade-level appropriate reading materials for home-use as well as school-use.
- Recognize the various needs and cultural diversities of the students.
- Provide parent education to enable parents to assist their children at home with their school work.
- Conduct annual parent-teacher conferences in which the compact shall be discussed in relation to the individual child's achievement.
- Communicate regularly with parents on the child's progress through phone calls, newsletters, conferences, and parent meetings.
- Provide reasonable opportunities to volunteer at the school, participate in their children's class and observe classroom activities.
- Link up with community organizations for common goals to promote student achievement.

THE PARENTS WILL
- Actively participate in parent education-actively.
- Involve themselves with their children at home by speaking to their children about their homework and going over the homework with them.
- Encourage their children to read by setting a good example as an adult reader and be reading to/with their children.
- Spend more time actively participating with their children and spend less time watching television.
- Contact the teacher about any special needs of their children and also share any interest and/or strengths their children possess.
- Help their children to maintain good attendance at school.

THE STUDENT WILL
- Maintain good attendance and participation in school.
- Speak in complete sentences.
- Be active participants in their own learning and be responsible learners by setting goals for themselves.
- Do their "personal best" and work within their potential.
- Complete all classwork and homework.
- Bring books home daily to read.
- Follow classroom and school rules.

Student:_____ Date:_____
Parent: _____ Date: _____
Teacher: _____ Date:_____

Hawthorne Elementary School Contrato de Escuela/Padres Titulo I.

La comunidad de la Escuela Primaria Hawthorne entiende la importancia de la experiencia escolar de proveer instruccion enfocada en lo academico para desarrollar al maximo el potencial de cada estudiante. De esta forma, los estudiantes en el Titulo I recibiran instruccion adicional en las areas de lectura, lo cual les permitira lograr tener exito en el programa regular de clase. La meta es que todos los estudiantes alcanzen Proficiencia o Advanzado en todas las areas de instruccion.

La escuela necesitara:
- (A) proveer un curriculo de estudios y ensenanza de alta calidad.
- proveer un programa coordinado balanceado de lectura, el cual enfatiza las necesidades especificas de cada estudiante identificado, para que experimenten el exito.
- proveer material interesante y atractivo al nivel del grado-material de lectura apropiado para uso en casa, asi como para uso en la escuela.
- reconocer las varias necesidades y diversidades culturales de los estudiantes.
- proveer educacion para padres, para permitir a los padres asistir a sus hijos en casa con su trabajo de clase.
- conducir conferencias de padres/maestros anualmente en la cual se hablara sobre el contrato en relacion a los logros estudiantiles individuales.
- proveer oportunidades razonables para darse de voluntarios en la escuela, participar en la clase y observar actividades en el salon de clase.
- comunicarse regularmente con los padres, acerca del progreso del alumno a traves de llamadas telefonicas, cartas, conferencias y reuniones de padres.
- conectarse con organizaciones de la comunidad para metas comunes, para promover el aprovechamiento de los estudiantes.

Los padres:
- participaran activamente en educacion de padres.
- se envolucraran activamente con sus hijos en casa, hablando con sus hijos acerca de sus tareas y revisando las tareas con ellos.
- animaran a sus hijos a leer, dandoles el ejemplo como lectores adultos y le leeran a sus hijos.
- pasaran mas tiempo participando activamente con sus hijos y pasaran menos tiempo mirando la television.
- se comunicaran con el/la maestro/a acerca de las necesidades especiales de sus hijos y tambien compartiran intereses y/o habilidades especiales que ellos tengan.
- ayudaran a sus hijos a mantener buena asistencia en la escuela.

Los estudiantes:
- mantendran buena asistencia y participacion en la escuela.
- hablaran usando oraciones completas.
- seran participantes activos en su propio aprendizaje y seran estudiantes que aprenden responsablemente, fijandose metas propias.
- se esforzaran lo "mejor posible" y trabajaran dentro de su potencial.
- completaran todo el trabajo de clase y las tareas
- llevaran libros a casa diariamente para leer.
- obedeceran las reglas del salon de clase y de la escuela.

Estudiante: _____ Fecha: _____
Padre: _____ Fecha:_____
Maestro/a: _____ Fecha: _____