The Single Plan for Student Achievement

School: Hawthorne School

CDS Code: 19-64311-6011761

District: Beverly Hills Unified School District

Principal: Michelle H. Dar

Revision Date: October 30, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Michelle H. Dar

Position: Principal

Phone Number: (310) 229-3675

Address: 624 North Rexford Drive
                    Beverly Hills, CA 90210

E-mail Address: mdar@bhusd.org

The District Governing Board approved this revision of the SPSA on November 14, 2017.

Table of Contents

School Vision and Mission

Hawthorne School's Vision and Mission Statements
The mission of Hawthorne School is to provide a nurturing atmosphere of acceptance, mutual trust and respect which meets the diverse needs of our students. The entire school community strives for all children to realize their maximum academic and social potential through shared learning with teachers, parents and staff and are challenged to meet or exceed the state standards. They are given the skills and knowledge to both excite their imagination and to inspire lives of continuous learning. Students learn to assimilate the positive values of a democratic society.

The staff of our kindergarten through eighth grade campus works collaboratively to provide consistent standards based instructional programs in every classroom. Teachers plan together around essential standards for each grade level to provide common lessons, assessments, and analysis of student work to best meet the needs of all students. In addition, teachers work with grade levels other than their own to articulate strategies and expectations to ensure a consistent K-8 experience for all students. Through collaborative teams and school wide goal setting including staff and parent input, the school's mission is put into practice.

Hawthorne School is primarily a neighborhood school, well-known throughout the community for working cooperatively toward a common purpose. Hawthorne students establish bonds of friendship that last a lifetime. Anyone who walks onto the Hawthorne campus can feel the spirit and know that Hawthorne School is a wonderful place to be.

Hawthorne School has identified academic and school safety goals for the 2017-2018 school year. Data driven decision-making is at the core of these school goals. Within each goal, action plans and progress indicators have been identified. Goals and progress will be monitored on an ongoing basis by the school's Instructional Leadership Team (ILT), and shared with the School Site Council (SSC).

School Profile

Hawthorne School is located in Beverly Hills just two blocks north of the city's civic center, police and fire departments, and public library. The majority of students live in Beverly Hills. They represent twenty-two countries and speak eighteen languages. Farsi is the second most spoken language after English. More important than the school's location on a tree-lined residential street, or its beautiful Spanish architecture for which the school has been designated a historical landmark, is the warm spirit and productive energy that enlivens each room and hallway.

Hawthorne School combines the best elements of history and vision. The parents of many students were Hawthorne students, themselves. Our parents and teachers carry rich memories of a tradition of educational excellence, and they are committed to transmitting this precious legacy to a new generation of students. The school community continues to embrace an increasingly diverse population of new families. The unique spirit of cooperation and collaboration at Hawthorne School is highly valued. Together, the entire school community constantly seeks to maintain excellence and to introduce ideas and programs that inspire a love of learning.

The multicultural diversity among 618 students provides both enrichment and challenge to the school community. Considered one of our greatest assets, the culturally diverse student body requires sensitive direction to promote positive interactions, characterized by respect, understanding, and caring for others. The entire school is united by a commitment to promote and build upon the democratic values fundamental to this American society.

2017-18 Student Ethnicity Distribution (Source: Aeries Student Information System, accessed 9/18/17 "Student Counts by Grade and Race/Ethnicity-CBEDS)
Hispanic or Latino - 7.05%
White (Non-Hispanic) - 76.19%
American Indian (Non-Hispanic) - 0.18%
Asian (Non-Hispanic) - 11.46%
Pacific Islander (Non-Hispanic) - 0.53%
Filipino (Non-Hispanic) - 0.71%
Black (Non-Hispanic) - 0.35%
Multi-Ethnic (Non-Hispanic) - 3.53%

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student surveys tailored to assess specific needs of our students with regard to school connectedness and school safety were administered at the beginning of the school year and will be administered again at the end of the year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations by site administrators are frequent and regular including for those teachers who are not on an evaluation cycle. Observations have indicated that teaching staff provides maximum time on task, excellent student engagement, differentiated instruction and activities that promote critical thinking and problem-solving.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Teachers at Hawthorne consistently analyze data every fall to determine gaps in instruction for the coming year. Local benchmark assessment data is used to modify instruction to see where re-teaching or acceleration needs to occur for individual students or the class as a whole. Fall 2015 marked the start of universal screenings for student skill levels in mathematics and English. Additionally, students who are not meeting expected proficiency are regularly assessed through the STAR 360 Tests for English/language arts and mathematics.
   Teachers work twice monthly in meetings, with other grade level or departmental colleagues, to look at evidence of student learning to determine the next instructional steps, student supports, or teacher professional development needs that will enhance student learning performance. Common assessments, in the form of school benchmark tests in grades K-5, and mid-terms and finals in grades 6-8, are created by teachers and aligned with the Common Core State Standards (CCSS). Grade-level and classroom assessments are centered on the standards based report card in the elementary grades so teachers have an accurate measure of student's mastery of the standards. Teachers collaborate to share effective strategies and tools at each grade level and department.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Student progress is monitored on a consistent basis through district benchmarks and STAR 360 assessments. Additionally, the Student Study Team meets to follow up on specific students that have been identified as "at-risk".

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All staff members are highly-qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Three full day staff development days as well as meetings on late start Wednesdays allow time for collaboration and professional development. Hawthorne staff has identified two main areas of staff development for which they would like training: instructional technology, state standards and innovative instructional practices/strategies to improve student learning.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Each year student achievement is carefully reviewed by district and site staff to determine areas of success and areas of need in the instructional program. In addition to using CAASPP, local assessments including common midterm and final exams, and benchmark assessment are accessible on Jupiter Grades, a data system, which provides timely benchmark information regarding the progress of student learning. Based on the analysis of this assessment data, teachers and administrators explore possible new program options, professional development needs, and instructional material adjustments. All data are reviewed during School Site Council (SSC) meetings, various advisory committee meetings, PTA meetings, staff meetings and Board of Education meetings to ensure that all partners in the learning community have had the opportunity to review, understand, and make recommendations based on data for program improvements.

   Each year administrators and certificated personnel complete a staff survey to identify specific areas of professional development needed to ensure that they are fully prepared to meet the challenge of providing a rigorous, successful instructional program to all students within the district. This information, along with the review of local and state standardized testing results is considered when planning professional development for administrators, certificated and classified personnel.

   The District has made a concerted effort to insure that staff members have access to the most recent research based professional development that meets the needs of the instructional staff . In the past two years, all K-8 teachers have participated in professional development focused on analyzing data and differentiated instruction. Teachers are provided time during the day to collaborate through the use of alternative scheduling and release time. Faculty meetings are planned as professional development experiences and collaborative team working blocks.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   Administrators and teachers communicate frequently and in a meaningful manner following classroom observations, both formally and informally. Administration monitors students who are at-risk and work with teachers and parents to move the student toward meeting educational goals. The district provides grade level specialists that coordinate implementation of new programs and seek input from teachers regarding best practices and standards based curriculum as well as common assessments.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

On late start Wednesdays, there are many opportunities for teacher collaboration. District- and site-level professional development provide teachers with opportunities to share and collaborate to achieve common goals. Additionally, important information is disseminated to staff members regarding effective instruction and requirements for standards. At Hawthorne, site professional development is staff-led, based on teacher input regarding need. Teachers volunteer to lead professional development and there are three sessions that teachers may choose from to attend. Team meetings are also scheduled for Wednesday morning late start days. Teachers have also been provided with release days to work with their teams for an extended period of time to align teaching strategies and activities with common core standards.

<u>Teaching and Learning</u>

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

In compliance with California Department of Education (CDE) requirements, all adopted textbooks and curricular materials are aligned with the California State Standards. Teachers work individually and in collaborative groups with district and site support to ensure consistency and continual improvement in their delivery of standards-based instruction. Teachers participate in conferences with grade level/department colleagues to look at evidence of student learning to determine the next instructional steps, student supports, or teacher professional development needs. Common assessments, in the form of school benchmark tests in grades K-5, and mid-terms and finals in grades 6-8, have been created by teachers and are aligned with standards. Teachers are continuing to refine common assessments and create assessments where none previously existed. For grades K-5, a Standards-Based Report Card was initiated in 2004-2005 as a result of the work of district teachers and administrators. Parents understand that their children are evaluated on their progress toward mastery of the grade level standards. Through this reporting tool, K-5 students and parents receive more accurate information about the child's progress toward meeting state standards as well as areas of needed improvement.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teacher instructional schedules submitted at the start of the year, demonstrate that teachers adhere to instructional minutes for reading/language arts and mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention is provided as a push in and pull out model in the K-5. Full time math and English intervention teachers are working with students in the elementary school.
In the middle school, one period of math support and one period of English support are provided for students below grade level. After school tutoring is also available three days a week for students in need of extra support and help.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have equal access to state adopted standards based instructional materials, including English Learners (EL) and students with special needs. Instructional materials are accessible to students online as well as in actual textbooks. Supplemental materials are used as appropriate to support students in reaching mastery of standards. In K-5, a benchmark assessment system is in place to assess students' progress toward meeting standards. In addition, all teachers K-8 use formative assessments on an on-going basis to assess students' progress toward standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Common Core instructional materials are available for math and language arts. The new ELA adoption is fully in line with common core standards and curriculum.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

An important goal at Hawthorne is to ensure academic success for every child. The programs we employ provide opportunities for special needs students to receive instruction in the same content standards as other students. Special needs students in the regular classroom are served by a variety of programs including Special Education classes and the English Learner program. In addition, middle school students are placed in study skills electives that reinforce reading, comprehension skills, and mathematical foundations as well as organizational and time management skills. All teachers have received training and use the principles of differentiated instruction in their classrooms. In addition, Hawthorne School has provided classrooms with technological equipment and innovative instruments to support and enhance classroom instruction. This includes student and teacher laptops, iPads and interactive projectors, document cameras, and audio enhancement systems.

Hawthorne is now one-to-one with devices for every grade. TK-2 has iPads and grades 3-8 are on Dell touchscreen laptops. Professional Development is constantly being provided for the teaching staff to enhance learning in the classrooms while using SAMR and TIM as a guide.

The Student Study Team (SST) meets monthly to provide support for students who are having social or learning difficulties in the classroom. The team consists of administrators, school psychologist, counselor, and specialists in reading, speech and special education, as well as general education teachers. The SST may suggest accommodations or modifications to the regular classroom program, alternative instructional strategies, suggestions for parents and/or recommendations for further testing. The Assistant Principal and Counselor maintain a list of academic concerns to monitor individual student progress based upon modifications to the regular program. Members of the SST meet as necessary to communicate with faculty and family members regularly in developing a program which best supports each student in regular classrooms.

The English Learner instructor works with classroom teachers to develop Individual Learning Programs (ILPs) for each EL student so they can receive instruction according the ELD and content area standards. Well-defined criteria exist for a student's transition from the EL program. Additionally, the district adopted EL program, "English 3D" is utilized by the EL teacher regularly.

Technology has been an added component for Title I students, as they have access to Chromebooks, iPads and apps to review concepts. The use of technology increases student engagement, assistance at their individual skill level, and provides a different modality for students to access the information.

14. Research-based educational practices to raise student achievement

District goals reflect a practice of setting SMART goals (Doran, 1981). That is, goals should be Strategic, Measurable, Attainable, Results-driven, and Time-bound (SMART). District and Single Plan goals reflect these criteria, along with our district's pursuit of educational programs that prepare students to pursue four-year college and specialty school programs.

SMART Goals are supported by the district's focus on research-based practices, including John Hattie's meta-analyses (Hattie, 2008; Hattie & Yates, 2014) of instructional practices that yield improved achievement. Curriculum in core subject areas are aligned with state standards, including recent textbook adoptions in English Language Arts and Mathematics. Goals focus on articulated reading writing, speaking and listening skills that students will need for college and career. Mathematics standards include applied mathematics with an emphasis on performance based assessments, and again, are spiraled to ensure college and career readiness (Rust, 2012).

The District's focus on the Arts and Science, Technology, Engineering and Mathematics is reflected in a STEM and Arts elective programs, which are now articulated in grades K-12, including media arts, performing arts, computer science and the Medical Science Academy at Beverly Hills High School. National PISA rankings, along with research conducted by the National Science Board, indicate static performance from American schools in preparing students with the science and mathematics skills that will ensure a globally competitive workforce (NSB, 2007; OECD's PISA Rankings, 2009); STEM and Arts programs address this gap by preparing students for a 21st century global economy.

College readiness SMART goals at the middle and high school are supported by the research of Balfanz (2009), as well as Roderick, Nagaoka, and Coca (2009). Goals are focused and designed to ensure college and career readiness, starting at the middle school level.

In summary, the use of measurable goals ensures a consistent focus on improving student achievement. Research-based practices (see Marzano, 2003) have evolved to become a standard in the Beverly Hills Unified School District.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In addition to the programs described above, students demonstrating low performance have a number of resources available to them. These include private tutoring; EL after school homework help; Conflict Resolution/No Bullying program; tutoring through the City of Beverly Hills; private and group counseling provided by the school counselor; STAR Enrichment Program after school daily; Parks & Recreation Department after school education/enrichment program; and a wide variety of community-based activities including Boy Scouts, AYSO, religious school and the public library. The Beverly Hills Public Library has a program wherein high school students provide 20 hours a week as 'homework helpers' to students in grades K-8. Finally, students in grades 6-8 are also provided with the opportunity to participate in our after school intramural sports program.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Hawthorne School is fortunate to have a knowledgeable and involved parent population. The Hawthorne PTA coordinates important activities for our students including Walk to School Wednesday, Wednesday EdTalks Speaker Series and educational field trips. The School Site Council, which is comprised of 50% parents and 50% school staff, work together to create school goals that aligned with district goals and address the needs of Hawthorne's student population. The Instructional Leadership Team (ILT) creates an action plan to support the goals that have been created by by School Site Council.

<u>Funding</u>

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All state categorical funds have been designated as flexible funds and have been rolled into the general fund. Federal categorical funds continue to be earmarked for the intended audience. Flexible general fund moneys are used to support site goals. Title II funds continue to be available to provide professional development for teachers to help them better meet the needs of underperforming students. The focus of professional development has been differentiation of instruction and data analysis. Supplemental materials for all students are purchased through the flexible School Improvement Funds. Middle school English Learners are serviced by a part-time EL instructor.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Hawthorne School works with all stakeholders to ensure that we are working together to achieve the school goals. Barriers to reaching these goals include the following:
*   creation of a middle school master schedule with a small student group and small staff,
*   closure of auditorium makes community building challenging,
*   technology barriers include delayed Middle School take-home
*   part-time counselor

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	60	81	59	57	75	57	57	75	57	95.0	92.6	96.6
Grade 4	73	69	76	72	68	76	71	68	76	98.6	98.6	100
Grade 5	82	77	68	79	74	68	79	74	68	96.3	96.1	100
Grade 6	85	82	83	85	71	81	85	71	81	100.0	86.6	97.6
Grade 7	75	87	77	73	86	71	73	86	71	97.3	98.9	92.2
Grade 8	88	76	91	86	68	91	86	66	91	97.7	85.7	100
All Grades	463	472	454	452	442	444	451	440	444	97.6	93	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	2477.8	2473.6	2481.1	44	45	47.37	30	28	28.07	21	16	14.04	5	11	10.53
Grade 4	2527.3	2543.1	2499.8	53	50	38.16	22	35	22.37	15	9	22.37	8	6	17.11
Grade 5	2531.2	2557.8	2561.0	29	39	41.18	38	38	36.76	16	15	14.71	16	8	7.35
Grade 6	2570.3	2552.4	2578.2	27	28	30.86	46	38	39.51	21	21	22.22	6	13	7.41
Grade 7	2596.5	2607.4	2578.0	23	33	21.13	55	48	43.66	16	13	21.13	5	7	14.08
Grade 8	2623.5	2627.6	2625.7	30	26	26.37	43	59	53.85	22	12	17.58	5	3	2.20
All Grades	N/A	N/A	N/A	34	37	33.33	40	41	38.29	19	14	18.92	8	8	9.46

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	44	48	43.86	47	31	43.86	9	21	12.28
Grade 4	34	54	35.53	55	37	50.00	10	9	14.47
Grade 5	33	46	44.12	46	38	44.12	22	16	11.76
Grade 6	26	23	29.63	59	51	49.38	15	27	20.99
Grade 7	19	34	28.17	66	53	57.75	15	13	14.08
Grade 8	45	30	36.26	38	56	57.14	16	14	6.59
All Grades	33	39	35.81	52	44	50.90	15	17	13.29

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	42	43	54.39	46	43	35.09	12	15	10.53
Grade 4	51	52	38.16	42	45	46.05	6	3	15.79
Grade 5	37	47	60.29	51	43	32.35	13	9	7.35
Grade 6	39	41	44.44	49	45	45.68	11	14	9.88
Grade 7	41	50	43.66	53	43	42.25	5	7	14.08
Grade 8	49	52	49.45	48	42	45.05	3	6	5.49
All Grades	43	47	47.97	48	43	41.67	8	9	10.36

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	25	27	26.32	68	67	64.91	7	7	8.77
Grade 4	32	47	22.37	62	43	61.84	6	10	15.79
Grade 5	23	31	26.47	63	62	64.71	14	7	8.82
Grade 6	20	20	29.63	75	70	64.20	5	10	6.17
Grade 7	27	27	18.31	67	70	64.79	5	3	16.90
Grade 8	19	21	24.18	77	76	71.43	5	3	4.40
All Grades	24	29	24.55	69	65	65.54	7	7	9.91

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	39	40	42.11	54	52	50.88	7	8	7.02
Grade 4	44	49	31.58	46	46	59.21	8	6	9.21
Grade 5	38	58	48.53	51	36	42.65	11	5	8.82
Grade 6	36	44	40.74	58	48	53.09	6	8	6.17
Grade 7	44	50	39.44	48	44	49.30	8	6	11.27
Grade 8	43	61	51.65	52	35	43.96	5	5	4.40
All Grades	41	50	42.57	52	44	49.77	8	6	7.66

Conclusions based on this data:

1. Current 7th grade students as a cohort are in need of consistent standards-based instruction and intervention strategies in ELA

2. All other grade levels increased their level of proficiency

3. Need to continue to focus on cohort growth annually at all grade levels

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	60	81	59	58	76	57	58	76	57	96.7	93.8	96.6
Grade 4	73	69	76	73	68	76	73	68	76	100.0	98.6	100
Grade 5	82	77	68	81	75	68	81	75	68	98.8	97.4	100
Grade 6	85	82	83	85	71	81	85	71	81	100.0	86.6	97.6
Grade 7	75	87	77	74	86	68	74	86	68	98.7	98.9	88.3
Grade 8	88	76	91	86	66	90	86	63	90	97.7	81.8	98.9
All Grades	463	472	454	457	442	440	457	439	440	98.7	92.8	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met		% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2507.8	2492.0	2491.5	50	42	43.86	36	34	36.84	10	22	14.04	3	1	5.26
Grade 4	2528.5	2524.1	2518.8	44	37	34.21	27	37	32.89	23	21	28.95	5	6	3.95
Grade 5	2523.3	2559.5	2555.1	28	44	42.65	21	19	20.59	31	32	27.94	20	5	8.82
Grade 6	2575.8	2547.9	2591.2	32	28	43.21	33	24	28.40	28	30	22.22	7	18	6.17
Grade 7	2588.4	2603.3	2584.3	32	34	27.94	27	35	29.41	32	23	30.88	8	8	11.76
Grade 8	2605.7	2642.1	2640.0	35	51	43.33	15	25	30.00	31	19	18.89	19	5	7.78
All Grades	N/A	N/A	N/A	36	39	39.32	26	29	29.55	27	25	23.86	11	7	7.27

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	72	68	64.91	24	29	29.82	3	3	5.26
Grade 4	59	51	51.32	27	32	32.89	14	16	15.79
Grade 5	33	47	44.12	36	39	39.71	31	15	16.18
Grade 6	39	35	48.15	45	32	41.98	16	32	9.88
Grade 7	41	44	38.24	43	41	47.06	16	15	14.71
Grade 8	36	57	47.78	34	25	42.22	30	17	10.00
All Grades	45	50	48.64	35	33	39.32	19	16	12.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	57	45	42.11	36	47	49.12	7	8	8.77
Grade 4	51	46	30.26	38	44	57.89	11	10	11.84
Grade 5	28	45	32.35	49	43	58.82	22	12	8.82
Grade 6	36	34	45.68	54	46	43.21	9	20	11.11
Grade 7	34	42	30.88	54	50	55.88	12	8	13.24
Grade 8	42	48	41.11	50	41	48.89	8	11	10.00
All Grades	40	43	37.27	48	46	52.05	12	11	10.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	55	53	57.89	41	43	33.33	3	4	8.77
Grade 4	51	50	42.11	41	34	43.42	8	16	14.47
Grade 5	27	39	41.18	49	51	44.12	23	11	14.71
Grade 6	29	35	46.91	59	45	35.80	12	20	17.28
Grade 7	30	40	27.94	65	55	60.29	5	6	11.76
Grade 8	33	48	48.89	57	49	45.56	10	3	5.56
All Grades	36	44	44.09	53	46	43.86	11	10	12.05

Conclusions based on this data:

1. Current 7th grade students as a cohort are in need of consistent standards-based instruction and intervention strategies in math

2. Evaluate math strategies being used in grades 4 and 5

3. Cohort data indicates that student proficiency levels in math dropped in 3 grade levels.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						***									
1	40	11		50	44	50	10	44	25			25			
2	***			***	***		***		***	***		***	***		***
3	***	40		***	20		***	20		***	20		***		
4	***			***		50	***	***		***		25	***		25
5	***			***		***	***			***		***	***	***	
6	***	***		***		***	***			***			***		***
7					***	***									
8			***											***	
Total	35	26	5	29	35	45	24	26	10		4	20	12	9	20

Conclusions based on this data:

1. Home Language Survey by CDE has most families identify as native English speakers

2. Students entering Hawthorne in primary grades are being appropriately serviced for their language needs and redesignate well before entering upper elementary levels

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	26			39	35		19	20		3	20		13	25	
1	47	8		40	42		7	33		7				17	
2	17			25	***		25						33		
3		25			13			25			25		***	13	
4	50			13			13	***					25	***	
5	27			9			45	***		9			9	***	
6	75	57			14		13			13	29				
7	***				***					***			***		
8		***									***			***	
Total	35	13		26	31		19	21		6	15		15	20	

Conclusions based on this data:

1. Continue focus on EL achievement

Planned Improvements in Student Performance

<u>**School Goal #1**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ACADEMIC ACHIEVEMENT
LEA GOAL:
1. Ensure opportunities for academic progress of all students through a rigorous and standards-based curriculum and instructional program 2. Ensure appropriate academic intervention supports for students with special needs 3. Equip every student with learning skills, including critical thinking, civic responsibility, creativity, collaboration and communication 4. Equip every student with an instructional program that ensures on track high school graduation, in addition to expanding post-secondary opportunities
SCHOOL GOAL #1:
MATH: By May 2018, students will improve (from 69% proficiency to 74% proficiency) on math assessments (CAASPP and Benchmark Advance). ENGLISH LANGUAGE ARTS: By May 2018, students will improve (from 72% to 77% proficiency) on English Language Arts assessments (CAASPP and Benchmark Advance). SCIENCE: By May 2017, students will maintain their proficiency (94%) on Science assessments. ENGLISH LEARNERS: Math: By May 2018, students will improve (from 67% proficiency to 72% proficiency) on math assessments (CAASPP, STAR, and Benchmark Data). ELA: By May 2018, students will improve (from 18% proficiency to 23% proficiency) on ELA assessments (CAASPP, STAR, and Benchmark Data). SPECIAL EDUCATION: Math: By May 2018, students will improve (from 24% proficiency to 29% proficiency) on math assessments (CAASPP, STAR, and Benchmark Data). ELA: By May 2018, students will improve (from 37% proficiency to 42% proficiency) on ELA assessments (CAASPP, STAR, and Benchmark Data).
Data Used to Form this Goal:
District benchmark assessment data CAASPP Data STAR Data

Findings from the Analysis of this Data:

2016-17 School Year
- ELA: CAASPP cohort data demonstrates that most grade levels improved in all grades. There was a significant drop in scores for Grades 4 and 7.

- Math: CAASPP cohort data demonstrates that most grade levels improved in all grades. There was a significant drop in scores for Grades 4 and 7.

- Subgroups: EL students scored at 18% proficiency in ELA (17 students) and 67% proficiency in math (15 students). Special Education students scored at a 37% proficiency in ELA (51 students) and 24% proficiency in math (51 students).

- Science: In 5th grade, students are at an 83.6% proficiency on the CST science. In middle school, students scored at a 94% proficiency on benchmark assessments. The 8th grade class scored at an 84.5% proficiency in the CST Science.

How the School will Evaluate the Progress of this Goal:

Teacher/grade-level assessments
District Benchmarks
STAR 360 Reading Assessments (periodic progress monitoring)
Classroom observations and teacher evaluation
Periodic review of academic marks
Evaluator coaching and feedback to teachers to improve instructional practice

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff training regarding standards and implementation of effective teaching strategies. English/Language Arts/Reading • Students in all grade levels will be assessed 3x per year utilizing the STAR test to monitor student growth. Students who score below grade level will be monitored and supported through intervention programs. K-5 students will be receiving push in and pull out support. 6-8 students will be placed in an intervention support class. Students placed in intervention will be assessed 5x per year. • ELA Intervention support for students who are not reading at grade level in elementary school. • Title I TK-1 reading support for qualifying students. • Tutoring: Free after school tutoring provided for all students grades 1-8 on Tuesdays, Wednesdays and Thursdays. Students can drop in or be encouraged to attend by teacher. • School-wide read. Hawthorne School will drop everything and read once a month. Everyone in the school will participate. Teachers will continue to hold meaningful discussions with	August 2017 - May 2018	Principal, Instructional Leadership Team	Professional Development			
			Lexia for Title I students	6000-6999: Capital Outlay	Title I Part A: Targeted Assistance Program	2800.00
			EL Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	36,000
			ELA Intervention Curricular Materials			
			ELA Intervention Curricular Materials - Lexia Year 2 of a 5 year contract			
			Parent Involvement			
			EL CELDT Coordinator	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4040.00
			EL PD Coordinator	1000-1999: Certificated Personnel Salaries	Title III	750.00
			EL PD LACOE Contract	5800: Professional/Consulting Services And Operating Expenditures	Title III	2061.60
			EL PD Materials - Scaffolding Tool	4000-4999: Books And Supplies	Title III	436.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
MATH • Students in all grade levels will be assessed 3x per year utilizing the STAR test to monitor student growth. Students who score below grade level will be monitored and supported through intervention programs. K-5 students will be receiving push in and pull out support. 6-8 students will be placed in an intervention support class. Students placed in intervention will be assessed 5x per year. • Title I Math Intervention support for students who are not reaching grade level standards in the elementary school. • Title I Tutoring: After school, lunch, and before school tutoring for middle school students. • Tutoring: After school tutoring provided for all students grades K-8 on Tuesdays, Wednesdays and Thursdays. Students can drop in or be encouraged to attend by teacher.	August 2017 - May 2018	Principal, Intervention Specialist	Title I Extended Day for Middle School	1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	11,000
			Math Facts in a Flash	6000-6999: Capital Outlay	Title I Part A: Targeted Assistance Program	275.00
			Do the Math	6000-6999: Capital Outlay	Title I Part A: Targeted Assistance Program	13,867
			Title I - Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	95,500.00
			Intervention Tutoring	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	12,000
			PTA - After School Tutoring			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Learners • Students identified as English Learners will participate in the pull out ELD program. • Professional Development: Teachers and administrators will be receiving formal professional development from LACOE and from the ELD Coordinators on Wednesday mornings. • Parent education night to better support parents in transitioning and learning about the school, academics, and student success.	August 2017 - May 2018	Principal, ELC	ELAC DELAC Parent Engagement (carry over)	5800: Professional/Consulting Services And Operating Expenditures	Title III Immigrant Education Program	381.20

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention support for under performing students. • Math and ELA intervention support teachers at the K-5 level. Push in and pull out methods. Professional development and collaboration time provided for teachers. • English intervention class mandatory for students scoring below grade level. • "Adopt a Kid" - Hawthorne Staff will volunteer to adopt a student who is struggling academically. They will set goals together and meet once a week to support the student in any way he/she can. • Administration will meet with all "D" and "F" students in the middle school to discuss goals and a plan to help them be successful.	August 2017 - May 2018	Administrators Teachers Parents Students	Intervention Teachers - 1 ELA	1000-1999: Certificated Personnel Salaries	General Fund	
			MackinVia EL eBooks for SS and Science	4000-4999: Books And Supplies	Title III Immigrant Education Program	1149.50
			Lexia for ELs	4000-4999: Books And Supplies	Title III Immigrant Education Program	1000.00
			Informational Books for ELs in SS and Science	4000-4999: Books And Supplies	Title III Immigrant Education Program	511.00
			iPad for HW ELC	6000-6999: Capital Outlay	Title III	250.00
			EL Glossaries, Dictionaries, Thesauri	4000-4999: Books And Supplies	Title III Immigrant Education Program	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development provided for teachers inside and outside of academic day. Hawthorne School PTA has set aside $10,000 for teachers to attend conferences and outside professional development. The site is also promoting for teachers to observe other teacher's best practices in their classrooms. PTA has set aside money for this to take place. Professional learning for Instructional Coaching and Grade Level/Middle School Specialists. • Cross collaboration between grade levels and content. More vertical articulation. • Cross curricular projects in middle school. • TDG Group Math Professional Development • Daily 5 Cafe • District PD - Math Support (LACOE) • GATE Training	August 2017 - May 2018	Administrators Teachers District	Professional Development PTA - Conference Money PTA - AA Money for Teacher Observations			
Special Education: Co-teaching/push-in support. PD for Staff on Wednesday mornings.	August 2017 - May 2018					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Wednesday morning PD: • Articulation between grade levels regarding struggling students • Best Practices • Community Building/Team Building • TIM - Technology Integration Matrix • Instructional Technology PD • EL PD • Middle School: Common language in written assessments across disciplines	August 2017 - May 2018	Administration Teachers	Wednesday Morning PD			
Instructional Materials: One to One Technology for grades TK-8 Classroom Supplies (Wishlists and Classroom Allowance Funds) Field Trips	August 2017 - May 2018	HAW Staff PTA	One to One Devices Wishlists Classroom Allowance Funds	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Parent-Teacher Association (PTA) Parent-Teacher Association (PTA) Parent-Teacher Association (PTA)	25,000 17,000 20,700
Science: • District Science Fair • STEM Teacher • Outdoor Education • Field Trips • Elementary Science Olympiad • Project Lead the Way	August 2017 - May 2018	Administration Teachers	BHEF - Science Olympiad PTA - Outdoor Education			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Success Celebrations: • Celebration for improvement of scores. • School Spirit Rally - "Prep Rally" • Care packages for students on testing days	August 2017 - May 2018	Administrators HAW Staff				

Planned Improvements in Student Performance

<u>**School Goal #2**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Safety and Engagement
LEA GOAL:
80% of students and parents will indicate feelings of safety and connectedness to the school as demonstrated on surveys.
SCHOOL GOAL #2:
80% of students and parents will indicate feelings of safety and connectedness to the school as demonstrated on surveys. • Students (or parents for their child) will report that they "have never" or "rarely" been harassed or bullied at school. • Students and parents will report that they feel connected to the school community.
Data Used to Form this Goal:
Student Survey results from 2016-17
Findings from the Analysis of this Data:
• Students (or parents for their child) will report that they "have never" or "rarely" been harassed or bullied at school. Fall = 75%, Spring = 72% • Students and parents will report that they feel connected to the school community. Fall = 75%, Spring = 75%
How the School will Evaluate the Progress of this Goal:
Student Surveys (pre- and post-)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Character Education Program: Harper for Kids and John Wooden's Pyramid of Success • Monthly recognition cards based on the monthly character blocks • Viking Award • Spirit Awards • Wooden Wednesdays • AP Posse • Student of the Month • Assemblies • GOLD Cards All awards and recognition are connected to the Wooden Pyramid. Students are feeling more connected to the school and are learning the tools/blocks that will lead to their success. Administrators are also using the language from the pyramid when working with students on how to make better choices.	August 2017 - May 2018	District Administration Staff Parents Students	Pyramid of Success PTA - Gold Card Gifts			
Conflict Managers: 4th and 5th grade students work closely with the Conflict Manager advisors to learn the best approach in helping other students with conflicts. Students feel more connected to school, learn problem solving skills, and are empowered to make good choices and assist in difficult situations.	August 2017 - May 2018	Conflict Manager Teacher Trainers/Facilitators, Student Conflict Managers, Administration	Conflict Manager Program	1000-1999: Certificated Personnel Salaries	Donations	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Honors/Aristonian Awards: Students in middle school receive awards for getting average GPA's of A's and B's. Students take ownership of their success, and their success is celebrated with their families and peers at the end of the semester. This long-standing tradition has created a focus on academic success in the Hawthorne community.	August 2017 - May 2018	Staff Parents Students	Academic Awards			
Counseling: • New Student Interviews The site counselors holds one-on-one meetings with all new students at the school to get to know them and support them in the transition to a new school. • Counselor Class Lessons The school counselor works closely with the TK-5 teachers to provide class lessons on various social needs for the class. More of a community is visible in the classroom, and students are being given great tools to work closely with their peers. • Community Circle (w/Maple Center) This program helps facilitate meaningful conversations with students of all ages about building community, mutual respect, and kindness.	August 2017 - May 2018	School Counselor Administration Teachers	Counseling			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PTA: • Grade Level Parent Socials In the fall, each grade level has a social night at a family's house. Parents are given an opportunity to meet other parents in the grade, socialize with site administration, and learn more about the school. • Fun Run This year, our PTA is implementing a Fun Run in January. Not only is this a great way for them to fundraise, but it really builds a sense of community and belonging.	August 2017 - January 2018	PTA Administration	PTA Events			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Safety: • Remind 101 Communication This safety app allows the administration to communicate through text messages with staff during an emergency. • PACE/Aeries Emails/Calls Regularly updating parents about drills, events, and general information about the school provides parents with a sense of safety and understanding about the campus. • Visitor Check in Procedures Any visitors at Hawthorne school must turn in their keys and/or Driver's License to receive a visitor's pass. Visitors must check out at the main office and turn in the badge in order to get their personal item back. • Once a month emergency drills Students and staff practice various drills once a month to best be prepared in case of a real emergency.	August 2017 - May 2018	Administration Support Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
WEB - Where Everybody Belongs This year, 8th grade students were trained in the summer to mentor and assist incoming 6th graders with the middle school transition process. The WEB program provides a detailed process for students to help students be successful. This program has proven to reduce bullying in schools, ease the transition into middle school, and create a safe place for all students.	August 2017 - May 2018	WEB Leaders 8th Grade Students Administration				
1st Annual Multicultural Day This year, Hawthorne is dedicating one full day to celebrating the different cultures represented at school. With food, music, and history lessons, this day is meant to bring everyone together and celebrate our similarities and differences.	Spring 2018	PTA Administration Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Programs: • Common Sense Media • EdTalks • Parent Education Nights • Middle School and Elementary School Student Council • Reading Buddies • Growth Mindset • Gardening Project • Outdoor Education Trips • Movie Nights All of these programs build more camaraderie and community within the school. Students feel more connected the campus when involved in these programs.	August 2017 - May 2018	Administration Teachers Aides Parents Students				

Planned Improvements in Student Performance

<u>**School Goal #3**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
100% of middle school students will engage in college readiness activities designed to lead to a 4-year college or specialty school/program application in high school.
SCHOOL GOAL #3:
80% of 8th grade students will have identified a Career Cluster by the end of the 3rd quarter that is the best fit for them.
Data Used to Form this Goal:
Counselor notes School Site Council/Instructional Leadership Team recommendation
Findings from the Analysis of this Data:
In 2016-17, 2/3 of middle school students completed the Naviance program. 100% of students were involved in College/Career Readiness activities.
How the School will Evaluate the Progress of this Goal:
Attendance records Counselor notes Middle school completion of Naviance curriculum online Parent attendance for A-G presentations Fall and spring writing focus on college and career investigation College/Career Activity Paricipation

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
College/Career Programming: New College/Career Coordinator and Committee -- Hawthorne has a teacher who is leading the College and Career programming. The following events/programs will take place throughout the year: • Career/College Day • College Wear Wednesdays • College Door Decorations Contest • College Visits • Shift focus to small colleges • Teacher Talk: Teachers talk to students about their college experience (college acceptance, test taking, moving, majors, etc) • Hawthorne Alumni to speak to students	August 2017 - May 2018	Administration College/Career Coordinator Teachers	Middle school meetings regarding A-G requirements College Wear Wednesdays BHEF Funding for R-Factor			
Parent education (meetings, presentations, use of the "home link" for Naviance). The high school college counselor and site counselor will work together to inform parents about A-G high school requirements, the use of Naviance and its purpose, and overall understanding of courses at the high school level.	August 2017 - May 2018	Administration Counselor	Parent Night	0000: Unrestricted	Donations	500
College pennants in classrooms and public areas around the campus. The pennants will help the teachers and staff in having conversations with students about different colleges/universities in the country.	August 2017 - May 2018	Administration Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of the Naviance online curriculum for grades 6-8 to promote college and career awareness. Students will learn more about themselves and ultimately learn more about their passions and future. (LOOK FOR OTHER OPTIONS)	August 2017 - May 2018	Administration Counselor	College and Career Curriculum			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	Donations	500.00
1000-1999: Certificated Personnel Salaries	Donations	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	52,040.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	62,700.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	106,500.00
6000-6999: Capital Outlay	Title I Part A: Targeted Assistance Program	16,942.00
1000-1999: Certificated Personnel Salaries	Title III	750.00
4000-4999: Books And Supplies	Title III	436.00
5800: Professional/Consulting Services And	Title III	2,061.60
6000-6999: Capital Outlay	Title III	250.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	2,860.50
5800: Professional/Consulting Services And	Title III Immigrant Education Program	381.20

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Donations	2,500.00
LCFF - Supplemental	52,040.00
Parent-Teacher Association (PTA)	62,700.00
Title I Part A: Targeted Assistance Program	123,442.00
Title III	3,497.60
Title III Immigrant Education Program	3,241.70

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	161,290.00
4000-4999: Books And Supplies	65,996.50
5800: Professional/Consulting Services And Operating	2,442.80
6000-6999: Capital Outlay	17,192.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	244,921.30
Goal 2	500.00
Goal 6	2,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michelle H. Dar (non-voting member)	X				
Richard Waters (non-voting member)			X		
Tara Winberry-Litt (non-voting member)		X			
Ashley Nation		X			
Karla Mulholland		X			
Jo Roberts			X		
Julie Levi		X			
Alexis Crane		X			
Sean Nassirzadeh				X	
Dalia Meshani				X	
Sam Monempour				X	
Elizabeth Vienneau				X	
Patricia Ahdoot				X	
Numbers of members of each category:	**1**	**5**	**2**	**5**	

At elementary schools, the school site council 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 there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	
		_____ Signature
X	English Learner Advisory Committee	
		_____ Signature
	Special Education Advisory Committee	
		_____ Signature
	Gifted and Talented Education Program Advisory Committee	
		_____ Signature
X	District/School Liaison Team for schools in Program Improvement	
		_____ Signature
	Compensatory Education Advisory Committee	
		_____ Signature
	Departmental Advisory Committee (secondary)	
		_____ Signature
X	Other committees established by the school or district (list): Instructional Leadership Team	
		_____ Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on 9/29/16.

Attested:

Michelle H. Dar		
Typed Name of School Principal	Signature of School Principal	Date

Jo Roberts		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date