School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Hawthorne High School
Address	4859 W El Segundo Blvd Hawthorne, CA 90250
County-District-School (CDS) Code	19 64352 1933951
Principal	Vanessa Landesfeind
District Name	Centinela Valley Union High School District
SPSA Revision Date	March 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

The mission of the CVUHSD is to ensure the academic success of all students by implementing school to career academies to address

all learning needs and choices, reflecting the industry careers in the South Bay.

The CVUHSD Vision Statement

The Centinela Valley Union High School District believes that all students can learn, and expects each and every student to make

continuous progress toward meeting and exceeding the California State Standards. Our success as educators can only be measured

by the success of our students and that success must and will be the driving force behind everything we do.

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

students to be successful.

1. It is not enough for us to teach and assume that our students have learned. Learning will be continuously assessed in order to

evaluate the success of our teaching.

2. We will never blame students. Their success is our responsibility. When our students fail, we fail. Policies and practices of the

District and its' employees will foster and never be a hindrance to student success. These policies and practices include, but are not

limited to Instruction, Grading, Placement, Curriculum and Discipline.

3. All students have the right to access the most rigorous curriculum, and when appropriate, will be given any necessary support to

be successful in the most advanced courses.

4. Our responsibility goes beyond the earning of a high school diploma. We will advance a curriculum that provides both academic

and career-technical skills so that students have the choice to enter and be successful in a four-year university and/or obtain an

industry job from a variety of career pathways.

The CVUHSD Graduate Profile

The graduate profile was developed in collaboration with partners from industry, post-secondary, the community, as well as

students, parents, school staff and administration, and district leadership. Each course and program works toward alignment with it,

supporting each CVUHSD student in matching this profile upon graduation:

- College & Career Ready Individuals

o Graduates will develop and manage a clearly articulated post secondary plan that is aligned with their academic and/or career

goals and personal passions.

- Effective Communicators

o Graduates will be able to express thoughts and articulate ideas through verbal, non-verbal, written, and technological means.

- Ethical Leaders

o Graduates will demonstrate ethical leadership through effective decision-making and self-management by understanding their

personal strengths and weaknesses.

- Independent & Collaborative Critical Thinkers & Problem Solvers

o Graduates will exercise critical thinking skills to independently and collaboratively address the nature of a problem and propose

creative solutions.

- Socially Aware & Responsive Community Members

o Graduates will act as productive citizens who serve in the community to improve the quality of life for their local, national, and

global community.

Hawthorne High School Mission Statement:

Hawthorne High School makes learning relevant through college and career based education.

Motto: "Hawthorne High School - Every Cougar LEAPS

Hawthorne High School Vision Statement:

Students lead at Hawthorne High School by committing themselves to academic achievement, the pursuit of excellence, and the highest ethical standards through showing empathy. All students will achieve the highest ideal of ethical standards by practicing personal responsibility, creating a venue to positively impact the community and by having the opportunity to be a lifelong learner. Students accept responsibility for their own lives coming prepared daily, their actions, and the impact they have on changing society as they continue their lifelong process of learning. Students and staff will create a safe environment where all Cougars can LEAP.

School Profile

Major School Initiatives:

Hawthorne High School (HHS) is one of three 9-12 comprehensive high schools in the Centinela Valley Union High School District (CVUHSD). CVUHSD serves approximately 7000 students from grade nine through adult education in seven schools or programs. HHS is located approximately five miles southeast of Los Angeles International Airport (LAX) in Los Angeles County and serves the ethnically diverse city populations of Hawthorne, Lawndale, and Lennox. Within the City of Hawthorne, 55.7% of the population speaks another language, primarily Spanish; 26% of the families live in single family homes; 8.4% of the families live below the poverty line; and the median household income is

$36,198. The neighborhood surrounding HHS includes a variety of housing and businesses, including aerospace firms, engineering companies, logistics providers, and small businesses.

HHS's current student body population is approximately 1,980 students in grades nine through twelve: 81% Hispanic or Latino, 13% African American, 2.8% White, 1.3% Pacific Islander and Filipino, 1% Asia, and 0.2% other or decline to state. English Language Learners comprise 19.1% of the student population and the prominent primary language other than English is Spanish. Special Education enrollment is 12.4% of the total population with the majority receiving specialized academic instruction. Students classified as socio-economically disadvantaged comprise 84.9% of the student population and Foster Youth comprise less than 0.5%. HHS's enrollment has declined slightly each year over the last five years and reflects the decline in the CVUHSD.

Student attendance rate in 2016-17 was 94% with a chronic truancy rate of 19%. School suspensions increased from 4% to 4.8% between 2015-16 and 2016-17 school year; however, current data indicates a decline in the suspension rate for 2017-18. The expulsion rate is consistently less than 1%. HHS has established a Positive Behavior Interventions and Support (PBIS) system articulated in the LEAPS Vision which outlines key school-wide expectations for all students: Lead, Empathy, Achievement, Prepared and Safe. This program provides students HERO Points for demonstration of concepts through their actions.

Overall, the Parent Educational Level for HHS indicates that 29% did not graduate from high school; 34% graduated from high school; 20% attended some college; 15% graduated from college; and 2% continued with graduate school. Community businesses, institutions of higher learning, and parents provide support for the school. HHS has a partnership with UCLA for 9th grade mathematics testing. Community businesses and members participate in several ways, such as providing internships, being guest speakers, and serving on advisory boards. Parents are active at HHS through a variety of school sponsored activities and various organizations, including School Site Council, English Learners Advisory Council (ELAC), Parent Institute for Quality Education (PIQE), booster groups, and program-based parent involvement groups.

HHS's current certificated staff of 105 members include 4 administrators, 4 counselors, 2 intervention specialists, 1 DIS counselor, 2 school psychologists, 1 speech therapist, and 91 teachers. Masters or higher degrees are held by 51% of the certificated staff. Of the core courses taught, 94.2% are by highly qualified teachers with CLAD certification. Overall, teachers average 8 years of experience with 20 staff members in their first or second year in 2016-17. Staff ethnicity 25% white, 40% Hispanic, 17% African American, 10% Asian, 3% Filipino and 6% multi. HHS's classified staff totals 33 members. Additional staff includes a school resource officer, a social worker, two social work interns, and a health clerk.

All students at HHS participate in a curricular program that meets state and district standards. HHS offers three career-based academies: School of Criminal Justice, Technical Arts and Design Academy (TADA), and the Hawthorne High School of Manufacturing and Engineering (HHSME). HHSME is structured as a small learning community. Additionally, the school offers AVID, Advanced Placement (AP) program, Cougar Academy in 9th grade to provide transition from middle school and skills enhancement and in 10th grade for students credit deficient, International Baccalaureate (IB) program which is closing this year because of enrollment and costs and Navy Junior ROTC. HHS students participate in a wide variety of co and extra-curricular activities from sports, the arts, academic competitions, volunteerism, and career exploration.

HHS is a Schoolwide Title I School. Since 2014-15, CAASPP/SBAC ELA results increased 8% to 54% for met or exceeded standards in 2016-17. Since the 2014-15, CAASPP mathematics results increased 5% to 13% for met or exceeded standards in 2016-17.

HHS students' number of exams taken in 13 Advanced Placement (AP) courses increased 14% in 2016-17 with 371 exams taken. Overall, the pass rate has declined each year from a high of 47.8% in 2013-14 to a low of 28% in 2016-17. HHS's students had a UC/CSU a-g completion rate of 25% in 2016-17. Between 2013-14 and 2016-2017 this rate ranged from a high of 29% to a low of 22%. In 2015-16, 35% of the seniors took the SAT with 13% scoring 1500 plus. On the ACT, 23% of the seniors took the exam with14% scoring higher than 21. The Early Assessment Program indicated that 25% of HHS's students were college-ready. HHS's graduation rate was 80.5% in 2015-16, which was an increase of 3.26%. Since 2012-13, the dropout rate is consistently around 15%. After graduation, 76% attend college, technical schools or join the armed services. Specifically, 17% attend a four-year college or university, 56% attend a two-year college, 2% trade or technical school, and 1% armed services.

Title I Schoolwide Program:

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

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

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

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

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

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

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

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

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

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

As a part of regularly scheduled School Site Council Meeting, programs funded through the SPSA are reviewed. Student outcome data is reviewed and impact survey data is discussed to make determinations as to the effectiveness of the programs in terms of meeting school goals. Each year the SPSA is revised based on student outcomes and stakeholder input.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.1%	0.21%	3	2	4
African American	13.1%	11.7%	10.35%	286	237	199
Asian	0.6%	0.8%	0.99%	13	16	19
Filipino	0.9%	1.0%	0.99%	19	20	19
Hispanic/Latino	80.3%	80.8%	82.57%	1,756	1,634	1587
Pacific Islander	0.4%	0.3%	0.21%	9	5	4
White	1.9%	2.6%	2.50%	41	53	48
Multiple/No Response	2.7%	0.1%	0.26%	60	2	5
			Total Enrollment	2,187	2,022	1922

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9	638	448	402
Grade 10	593	606	463
Grade 11	493	512	572
Grade 12	455	443	485
Total Enrollment	2187	2,022	1,922

Conclusions based on this data:

1. Enrollment at Hawthorne continues to decline.

2. Student subgroup distribution in terms of ethnicity has remained stable.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	387	386	337	17.7%	19.1%	17.5%
Fluent English Proficient	984	956	987	45.0%	47.3%	51.4%
Reclassified Fluent English Proficient	47	34	89	13.4%	8.8%	23.1%

Conclusions based on this data:

1. While total numbers of EL students have declined slightly. Their percentage of the overall school population remains constant.

2. There has been an increase in the number of reclassified students.

3. The numbers of FEP students have remained stable.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	446	481	519	423	471	516	421	468	515	94.8	97.9	99.4
All Grades	446	481	519	423	471	516	421	468	515	94.8	97.9	99.4

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2560.	2574.	2566.	13	14.32	16.12	31	37.82	33.01	30	25.43	24.08	26	22.44	26.80
All Grades	N/A	N/A	N/A	13	14.32	16.12	31	37.82	33.01	30	25.43	24.08	26	22.44	26.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	20.09	19.03	57	51.28	48.54	30	28.63	32.43
All Grades	13	20.09	19.03	57	51.28	48.54	30	28.63	32.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	22	26.77	25.63	50	48.82	46.60	28	24.41	27.77
All Grades	22	26.77	25.63	50	48.82	46.60	28	24.41	27.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	12.82	16.12	64	66.67	60.97	25	20.51	22.91
All Grades	11	12.82	16.12	64	66.67	60.97	25	20.51	22.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	26	28.63	31.46	56	50.43	45.24	18	20.94	23.30
All Grades	26	28.63	31.46	56	50.43	45.24	18	20.94	23.30

Conclusions based on this data:

1. ELA scores have increased over the past 3 years, however 50% of students tested still do not meet standards.

2. Writing and Research/Inquiry are areas of strength for HHS students.

3. Listening is the weakest area for HHS students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	447	481	519	434	480	518	433	480	518	97.1	99.8	99.8
All Grades	447	481	519	434	480	518	433	480	518	97.1	99.8	99.8

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2510.	2512.	2502.	2	2.08	1.93	10	10.83	6.76	26	27.29	22.97	62	59.79	68.34
All Grades	N/A	N/A	N/A	2	2.08	1.93	10	10.83	6.76	26	27.29	22.97	62	59.79	68.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	5.83	5.21	27	24.17	18.73	67	70.00	76.06
All Grades	6	5.83	5.21	27	24.17	18.73	67	70.00	76.06

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	4.58	3.09	45	40.42	39.96	52	55.00	56.95
All Grades	3	4.58	3.09	45	40.42	39.96	52	55.00	56.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	2.92	2.51	61	55.63	51.35	35	41.46	46.14
All Grades	4	2.92	2.51	61	55.63	51.35	35	41.46	46.14

Conclusions based on this data:

1. Math scores declined over the last 3 years.

2. 92% of HHS students do not meet standards in Math.

3. Communicating reasoning is an area of weakness for HHS students in math.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1520.0	1520.4	1519.1	74
Grade 10	1526.5	1517.3	1535.4	72
Grade 11	1559.8	1561.3	1557.8	69
Grade 12	1527.4	1513.2	1541.1	50
All Grades				265

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	17	22.97	21	28.38	13	17.57	23	31.08	74
Grade 10	18	25.00	23	31.94	11	15.28	20	27.78	72
Grade 11	21	30.43	29	42.03	12	17.39	*	*	69
Grade 12	*	*	22	44.00	*	*	15	30.00	50
All Grades	64	24.15	95	35.85	41	15.47	65	24.53	265

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	36	48.65	11	14.86	*	*	18	24.32	74
Grade 10	29	40.28	19	26.39	*	*	18	25.00	72
Grade 11	44	63.77	19	27.54	*	*	*	*	69
Grade 12	22	44.00	*	*	*	*	14	28.00	50
All Grades	131	49.43	57	21.51	22	8.30	55	20.75	265

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	13	17.57	18	24.32	40	54.05	74
Grade 10	*	*	24	33.33	20	27.78	26	36.11	72
Grade 11	*	*	22	31.88	27	39.13	17	24.64	69
Grade 12	*	*	11	22.00	18	36.00	19	38.00	50
All Grades	*	*	70	26.42	83	31.32	102	38.49	265

Listening Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	22	29.73	33	44.59	19	25.68	74
Grade 10	21	29.17	28	38.89	23	31.94	72
Grade 11	20	28.99	34	49.28	15	21.74	69
Grade 12	11	22.00	20	40.00	19	38.00	50
All Grades	74	27.92	115	43.40	76	28.68	265

Speaking Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	46	62.16	*	*	18	24.32	74
Grade 10	42	58.33	13	18.06	17	23.61	72
Grade 11	60	86.96	*	*	*	*	69
Grade 12	29	58.00	*	*	11	22.00	50
All Grades	177	66.79	37	13.96	51	19.25	265

Reading Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	23	31.08	48	64.86	74
Grade 10	*	*	35	48.61	33	45.83	72
Grade 11	*	*	33	47.83	30	43.48	69
Grade 12	*	*	21	42.00	25	50.00	50
All Grades	17	6.42	112	42.26	136	51.32	265

Writing Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	43	58.11	24	32.43	74
Grade 10	*	*	44	61.11	22	30.56	72
Grade 11	21	30.43	39	56.52	*	*	69
Grade 12	*	*	27	54.00	13	26.00	50
All Grades	44	16.60	153	57.74	68	25.66	265

Conclusions based on this data:

1. Majority of students score Overall in the 3 and 4 Proficiency Levels.

2. Students perform far better in the Listening and Speaking Domains than in the Reading and Writing Domains.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		8	4
English Learner Progress (1-12)		1	1
Graduation Rate (9-12)		6	3
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: ⬤ Red (Lowest Performance) ⬤ Orange ⬤ Yellow ⬤ Green ⬤ Blue (Highest Performance)

Conclusions based on this data:

1. Hawthorne has no indicators in the red.

2. Hawthorne has shown improvement in all areas charted.

School and Student Performance Data

Status and Change Report
Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1. Hawthorne has the highest attendance rates in the district.

2. Hawthorne has the lowest chronic absentee rates in the district.

School and Student Performance Data

Status and Change Report
Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		2,222	Medium 4.8%	Increased +0.8%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		2,222	Medium 4.8%	Increased +0.8%
English Learners		443	Medium 4.3%	Declined -0.4%
Foster Youth		28	Very High 17.9%	Increased Significantly +10.2%
Homeless		36	Medium 5.6%	Declined Significantly -3.5%
Socioeconomically Disadvantaged		1,846	Medium 4.7%	Increased +0.9%
Students with Disabilities		314	High 6.1%	Declined -0.8%
African American		265	Very High 12.8%	Increased Significantly +3.3%
American Indian		2	*	*
Asian		18	Very Low 0%	Maintained 0%
Filipino		24	Very Low 0%	Maintained 0%
Hispanic		1,789	Medium 3.9%	Increased +0.7%
Pacific Islander		10	*	*
Two or More Races		56	Medium 1.8%	Declined Significantly -2.8%
White		55	Medium 1.8%	Increased +1.8%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Suspension rates for 5 groups increased.

2. Suspension rates for 4 groups declined.

3. Suspension rates for 2 groups stayed very low.

School and Student Performance Data

Status and Change Report
English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		366	Medium 70.2%	Declined -4.1%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 4.3%	Declined -0.4%
English Learner Progress (1-12)		Medium 70.2%	Declined -4.1%
Graduation Rate (9-12)		Low 70.2%%	Maintained -0.6%
College/Career (9-12)	N/A	Low 10.3%	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. English learner progress toward reclassification declined.

2. English leaner graduation rates have not improved.

School and Student Performance Data

Status and Change Report
Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

		Fall 2017 Graduation Rate Status and Change Report		
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Graduation Rate (9-12)		447	Low 80.5%%	Increased +2.1%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

		Fall 2017 Graduation Rate Report		
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		447	Low 80.5%%	Increased +2.1%
English Learners		131	Low 70.2%%	Maintained -0.6%
Foster Youth		3	*	*
Homeless		62	Low 80.6%%	Increased +4.4%
Socioeconomically Disadvantaged		428	Low 81.8%%	Increased +2.1%
Students with Disabilities		53	Very Low 58.5%%	Declined Significantly -7%
African American		67	Low 80.6%%	Declined -2.1%
American Indian		1	*	*
Asian		4	*	*
Filipino		3	*	*
Hispanic		358	Low 81.6%%	Increased +3.5%
Pacific Islander		1	*	*
Two or More Races		6	*	*
White		6	*	*

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. Graduation rates for almost all groups increased.

2. Hawthorne graduation rates remain below the district average.

3. Hawthorne graduation rates remain below the state average.

School and Student Performance Data

Status and Change Report
College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A	439	Low 25.3%	N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	439	Low 25.3%	N/A
English Learners	N/A	126	Low 10.3%	N/A
Foster Youth	N/A	3	*	N/A
Homeless	N/A	61	Very Low 9.8%	N/A
Socioeconomically Disadvantaged	N/A	421	Low 25.7%	N/A
Students with Disabilities	N/A	45	Very Low 2.2%	N/A
African American	N/A	66	Low 18.2%	N/A
American Indian	N/A	1	*	N/A
Asian	N/A	4	*	N/A
Filipino	N/A	3	*	N/A
Hispanic	N/A	354	Low 26%	N/A
Pacific Islander	N/A	1	*	N/A
Two or More Races	N/A	5	*	N/A
White	N/A	4	*	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	445	8.7 points below level 3	+10.9 points
Mathematics (Grade 11)	446	111.5 points below level 3	+1.5 points

Performance Levels: ⬤ Red (Lowest Performance) ⬤ Orange ⬤ Yellow ⬤ Green ⬤ Blue (Highest Performance)

Conclusions based on this data:

1. The College Career readiness indicators is low for all subgroups at Hawthorne High School.

School and Student Performance Data

Detailed Report
Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**
English Learners	74.3%	70.2%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**
Class of 2016	25.3%	23.5%	51.3%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**
English Language Arts		
Mathematics		

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**
English Language Arts	19.6 points below level 3	8.7 points below level 3
Mathematics	113 points below level 3	111.5 points below level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: ◐ Red (Lowest Performance) ◑ Orange ◓ Yellow ◒ Green ◉ Blue (Highest Performance)

Conclusions based on this data:

1. Hawthorne has had a decrease in the percentage of students making progress toward proficiency.

2. Half of the EL students tested were prepared or approaching prepared for college.

School and Student Performance Data

Detailed Report
School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	4% (97)	4.8% (106)

Conclusions based on this data:

1. The overall number of suspensions increased from 2016 to 2017.

School and Student Performance Data

Detailed Report
Academic Engagement

Graduation			
Indicator	**2015**	**2016**	**2017**
Graduation	78.1%	79.8%	80.5%%

Conclusions based on this data:

1. Hawthorne's graduation rate has increased each year.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

	Student Group Performance for State Indicator						
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students		Orange	Orange	Yellow			
English Learners		Green		Orange			
Foster Youth							
Homeless		Green		Yellow			
Socioeconomically Disadvantaged		Orange		Yellow			
Students with Disabilities		Yellow		Red			
African American		Red		Orange			
American Indian							
Asian							
Filipino							
Hispanic		Orange		Yellow			
Pacific Islander							
Two or More Races		Green					
White		Orange					

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. There does not appear to be a relationship between suspension rate and graduation rate, although one would expect them to be inversely proportional.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Improving student learning outcomes

Goal Statement

During the 2018-19 school year, HHS administration and instructional staff will continue to develop and implement systematic analysis of all data, including formative and summative data, to determine the effectiveness of instructional decisions, pathways and programs in to improve all students learning outcomes. (LCAP 1, WASC CA 1, HHS 1, 3, 4, 5,)

LCAP Goal

LCAP Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life.

Basis for this Goal

WASC Critical Area recommendation
Graduation rates
SBAC Scores
a-g completion rates

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
a. Increased graduation rates to match or surpass district levels (85% +) b. Increased SBAC scores to match or surpass state averages (ELA 60% Met or Exceeded, Math 32% Met or Exceeded) c Increased UC/CSU a-g completion rates to match or surpass district levels (40% +)	a. 80.5% b. 49.1% ELA , 8.7% Math c. 25.3%	a. Increased graduation rates to equal to or greater than 85% b. Increased SBAC scores to 60% or more Met or Exceeded Expectations in ELA and 32% or more Met or Exceeded in Math c Increased UC/CSU a-g completion rates to equal to or greater than 40%

Planned Strategies/Activities

Strategy/Activity 1

1.1 Learning outcomes: AVID program implementation

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Administration
Teachers
AVID Coordinator

Proposed Expenditures for this Strategy/Activity

Description	Employment of 12 AVID tutors to meet tutor to student ration for program. (Funded under Goal 4 CSUDH Tutors)
Amount	198.24
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	sub benefits
Amount	1000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	AVID Materials and Supplies
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	College outreach (Field Trips to Colleges)
Amount	1000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	College and Career Field Trip Subs

Strategy/Activity 2

1.2 Learning outcomes: SAT/ACT Test Prep

Students to be Served by this Strategy/Activity

All students planning to take the SAT or ACT

Timeline

August 2018-June 2019

Person(s) Responsible

Administration
Counselors
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide professional SAT/ACT preparation courses to enable equal access for struggling students.

Strategy/Activity 3

1.3 Learning outcomes: College Outreach and Exposure

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

Administrators
Teachers
Counselors
Link Crew Leads

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	College and Career Field Trip - Non-academy/AVID

Strategy/Activity 4

1.4 Learning outcomes: Tutoring and materials to support students enrolled in AP and honors courses

Students to be Served by this Strategy/Activity

Students enrolled in AP and Honors classes.

Timeline

August 2018-June 2019

Person(s) Responsible

Administrators
Teachers
Counselors

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for teachers to provide tutoring to students in AP/Honors courses

Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra duty for teachers to provide tutoring to students in AP/Honors courses (Benefits)
Description	Study guide materials for AP/Honors courses.

Strategy/Activity 5

1.5 Learning outcomes: a-g assemblies or college readiness presentations.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

Administrators
Counselors

Proposed Expenditures for this Strategy/Activity

Description	Provide students at each grade level a review of current academic (credits) status and a preview of classes need to meet a-g requirement for UC and Cal State system

Strategy/Activity 6

1.6 Learning outcomes: PSAT Counseling and Parent Information Nights

Students to be Served by this Strategy/Activity

Students in grades 9 -11

Timeline

August 2018-June 2019

Person(s) Responsible

Administrators
Counselors
Program Leads

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for counselors to host PSAT information nights for students and parents

Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra duty for counselors to host PSAT information nights for students and parents (Benefits)

Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for community liaison to provide support during parent events

Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra duty for community liaison to provide support during parent events (Benefits)

Strategy/Activity 7

1.7 Learning outcomes: Senior Recognition night to recognize seniors and families who are college ready.

Students to be Served by this Strategy/Activity

Seniors

Timeline

August 2018-June 2019

Person(s) Responsible

Administrators
Counselors
Program Leads

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Recognition event materials

Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Food for recognition event

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Instructional Strategies

Goal Statement

During the 2018-19 school year, HHS administration and instructional staff will identify and/or further develop effective schoolwide instructional strategies to increase academic indicators, to ensure that all students are achieving at high academic levels, and to ensure their personal learning needs are addressed. (LCAP 1, WASC CA 2, HHS 1, 2, 3, 5 and Plan Objective)

LCAP Goal

LCAP Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life.

Basis for this Goal

WASC Critical Area recommendation
Grade distributions
CAASP data
CELDT data
Reclassification data
Graduation rate
Classroom observations

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Classroom observation data	Less than half of teachers are implementing schoolwide instructional strategies or instructional minimums.	All teachers will utilize common instructional strategies and meet minimums.

Planned Strategies/Activities

Strategy/Activity 1

2.1 Instructional Strategies: Provide professional development in identified schoolwide instructional strategies

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Administration
Instructional Leadership Team
District

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development - Instructional Strategies for engagement
Description	Substitutes and Extra Duty for Professional Development
Description	Benefits for Subs and Extra Duty

Strategy/Activity 2

2.2 Instructional Strategies: BTSA support for Probationary teachers

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Human Resources
Administration
BTSA Support Provider
Teachers
Administrators

Proposed Expenditures for this Strategy/Activity

Description	Professional Development in curriculum alignment to instructional base methodology
Description	Classroom management techniques to ensure effective instruction delivery.

Strategy/Activity 3

2.3 Instructional Strategies: Academy/Department Collaboration

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Academy Coordinators
Department Chairs

Proposed Expenditures for this Strategy/Activity

Description	Teachers will analyze student achievement data in order to prioritize specific content that needs to be re taught .
Description	Continue to provide department and academy collaboration time on late start Mondays

Strategy/Activity 4

2.4 Instructional Strategies: Struggling Students, English Learners, LTELs, Special education

Students to be Served by this Strategy/Activity

Students not at grade level, EL, LTEL, SpEd

Timeline

August 2018 - June 2019

Person(s) Responsible

Administration
Instructional Leadership Team
Teachers

Proposed Expenditures for this Strategy/Activity

Description	Conferences or training on supporting struggling students
Description	Conferences or training on supporting subgroups in classrooms (ELL, LTEL, Special Education)
Description	Subs for Trainings
Description	Subs for Trainings (Benefits)
Description	Extra Duty for Certificated to plan and deliver PD
Description	Extra Duty for Certificated to plan and deliver PD (benefits)
Description	Contracted Services with PD Provider

Strategy/Activity 5

2.5 Instructional Strategies: : Common Core, NGSS, and New Social Science framework professional development

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Administration
Instructional Leadership Team
Teachers

Proposed Expenditures for this Strategy/Activity

Description	Common Core presentations

Description	Implement PLC teams in all content areas

Description	Implement PLC teams in all content areas

Description	Create new course outlines and pacing plans as new frameworks are issued

Description	Regularly review pacing plans and student achievement.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Counseling Services

Goal Statement

3. During the 2018-19 school year, HHS administration, staff and stakeholders, and the counseling department, will work to ensure that all students' personal/social-emotional and academic needs are addressed in a timely manner with embedded systems. (LCAP 1, LCAP 2, LCAP 3, WASC CA 3, Plan Goal and District Graduate Profile/SLOs)

a. Counseling systems need to be clearly defined, articulated, and institutionalized and evaluated with revision as needed to best meet the needs of all students.
b. Counselors will be directly involved in the creation and oversight of student 4- year plans, intervention plans, and social emotional referrals.

LCAP Goal

LCAP Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life.
LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health.
LCAP Goal #3 - Increase the alignment of district-level educational, fiscal, and human resources in order to better support schools in providing students access to college and career ready courses through the implementation of innovative, research-based programs and the Common Core State Standards.

Basis for this Goal

WASC Visiting Committee recommendation
Student feedback regarding counseling
Parent feedback regarding counseling
Teacher feedback regarding counseling
Graduation rates
a-g completion rates
4 year plans

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Counselor job description Student 4 year plans	Currently not all stakeholders understand the role of the counseling department. Students do not have 4 year plans	Published and communicated counseling roles and responsibilities for all stakeholders. All students will have 4 year plans created on CCGI

Planned Strategies/Activities

Strategy/Activity 1

3.1 Counseling Services: Work with district office on process of restructuring counseling services at the school site, including updating job descriptions and responsibilities.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

District Admin
Principal
AP over Counselors
Counselors

Proposed Expenditures for this Strategy/Activity

Description	Participate in district counselor meetings.
Description	Provide input on hiring of new counselor positions.
Description	Provide hours to develop needed updates to counselor job descriptions and responsibilities.

Strategy/Activity 2

3.2 Counseling Services: Work with district office to implement CCGI as college career planning tool for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

District Admin
Principal
AP over Counselors
District COSA
Lead counselor
Counselors

Proposed Expenditures for this Strategy/Activity

Description	Participate in district CCGI Leadership team.
Description	Provide hours to develop plan for CCGI implementation and lessons at HHS.
Description	Train counselors, teachers and students on CCGI system.

Description	Present CCGI lessons to all students.

Description	Counselor hours for parent information sessions on CCGI.

Description	Materials for CCGI Implementation

Strategy/Activity 3

3.3 Counseling Services: Provide professional development for counselors in line with school mission and vision.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

District Admin
Principal
District COSA
Lead counselor
AP over Counselors
Counselors

Proposed Expenditures for this Strategy/Activity

Description	Conference registration and travel expenses for counselor training.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

MTSS

Goal Statement

4. During the 2018-19 school year, HHS administration and instructional staff, will increase student performance on all academic indicators not only through providing intervention classes but also by including proactive and timely targeted interventions with instructional support within the instructional setting in alignment with the district's Multi-Tiered System of Supports. (LCAP 1, LCAP 2, WASC CA 4, HHS 3, 5, and Plan Objective)

a. Teachers will utilize best first instructional practices to address the needs of all students.
b. Teachers will provide Tier 1 and designated Tier 2 interventions as part of classroom instruction.
c.   School will provide parent education and on campus support to improve student performance.

LCAP Goal

LCAP Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life.
LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health.

Basis for this Goal

WASC Critical Area recommendation
Grade distributions
Reclassification data
Graduation rate
Attendance data
Suspension/Expulsion data
Parent involvement data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PBIS Award Status	Silver Status	Gold Status

Planned Strategies/Activities

Strategy/Activity 1

4.1 MTSS: Smaller classes for students whose proficiency is below grade level.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	277,846
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention Class Size Reduction

Amount	110615.19
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Intervention Class Size Reduction ((Benefits)
Description	Evaluate transcripts for all students to ensure proper placement in courses

Strategy/Activity 2

4.2 MTSS: Support through mentoring for LTEL students.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

ELD Coordinator
Counselors
Teachers

Proposed Expenditures for this Strategy/Activity

Description	Extra Duty Hours to coach and counsel LTEL students toward academic and English language proficiency
Description	Extra Duty Hours to coach and counsel LTEL students toward academic and English language proficiency (Benefits)

Strategy/Activity 3

4.3 MTSS: Tutor Support and Class Size Reduction for Cougar Academy

Students to be Served by this Strategy/Activity

At risk students

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal
Cougar Academy Coordinator

Proposed Expenditures for this Strategy/Activity

Description	3 College Tutors through CSUDH (Funded in 4.4)
Description	Class Size Reduction Cougar Classes
Description	Class Size Reduction Cougar Classes (Benefits)

Strategy/Activity 4

4.4 MTSS: Tutoring in core academic classes to support graduation, a-g completion, and C or better performance.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Administrators
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	131677
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Employment of 20 CV Learns Tutors through CSUDH. (If funds allow, would like to fund up to 30.)

Strategy/Activity 5

4.5 MTSS: -PBIS support to guide social interaction and growth

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Administration
Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Description	Cougar Academy Intervention and Support Retreat

Description	Discipline Intervention: Speakers, trips, CICO

Description	Using the HERO system to monitor positie academic and social behaviors

Description	Awards/Incentives: Hero points, and Awards

Description	Link Crew leader developments, 9th grade orientation, and ongoing student support through mentor-ship.

Description	Develop a system to recognize and honor staff members

Description	Safety and admin will support teachers in standing at the door to greet students at the beginning of each period to initiate positive interactions w/ students.

Strategy/Activity 6

4.6 MTSS: Increase Graduation:

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Administration
Teachers
Counselors

Proposed Expenditures for this Strategy/Activity

Description	Students who are 20 or more credits deficient will be refered during the R&P process

Description	Utilize the new 8 period schedule to allow students the opportunity to retake classes they have failed.

Description	Counselors do grad checks for all grade level each semester to ensure students are on track to graduate.
Description	Academies conduct meetings (face to face) with students who have fails each semester, putting them on contracts, contacting families and developing plans for success
Description	Students who have two or more fails in 9th grade will be placed into the Cougar 10 classes for 10th grade
Description	Counselors provide credit recovery counseling to families to create individualized graduation plans
Description	Continue to provide online credit recovery during the school day.

Strategy/Activity 7

4.7 MTSS: Decrease Attendance & Truancy

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Administration
Saturday School Teachers
Counselors
School Resource Officer (SRO)
Intervention Specialist
District Title 1 Parent Involvement Specialist
Teachers

Proposed Expenditures for this Strategy/Activity

Description	Conduct Saturday School to make-up absences for all students grades 9-12.
Description	Compile list of students who are truant and send out reminder notices to students every week
Description	Utilize Blackboard Connect Ed to inform parents and guardians students are selected to attend Saturday School
Description	Recommend SART and SARB contracts for students who are habitually absent
Description	Compose a list of students (referred by counselors/ teachers and through Power School attendance query) who need SART contracts
Description	Schedule monthly SART group and individual meetings with parents and students
Description	Conduct home visits on a weekly basis for students who are habitually absent

Strategy/Activity 8

4.7MTSS: The school wide PBIS incentive program will be utilized to reinforce perfect attendance and positive social interaction

Students to be Served by this Strategy/Activity
All students

Timeline
August 2018 - June 2019

Person(s) Responsible
Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Description	Reward students with perfect attendance on a monthly basis
Description	Email sent out by RtI Coordinator asking teachers to nominate students for perfect attendance (no absences or tardies)
Description	Conduct parent workshops to inform them about importance of school attendance and impact on student achievement

Strategy/Activity 9
4.8 MTSS: Offer professional parent workshops and college field trips for parents

Students to be Served by this Strategy/Activity
All students

Timeline
August 2018 - June 2019

Person(s) Responsible
Administration
Counselors
Specialist
Teachers
Parents

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Parent Computer Classes

Amount	6000
Source	Title I Part A: Parent Involvement

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Computer workshops for parents
Amount	6000
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PIQE
Amount	6000
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Factor

Strategy/Activity 10

4.9 MTSS: Provide parents multiple opportunities to participate on campus activities

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Administration
Counselors
Teachers
Academy Coordinators
AVID Coordinator
Site Parent/ Community Liaison
IB Coordinator
Title I and Parent Involvement Specialist

Proposed Expenditures for this Strategy/Activity

Description	Provide volunteer opportunities in the classrooms and on the campus
Description	Volunteer opportunities in the Parent Center
Description	Professional learning opportunities for parents
Description	Parental School partnership for fundraising activities
Amount	500
Source	Title I Part A: Parent Involvement

| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | Fingerprinting costs |

Strategy/Activity 11

4.10 MTSS: Provide parents multiple opportunities to participate on campus activities

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

District Title 1 Parent Involvement Specialist
Site parent Community Liason
Title 1 Facilitator
EL Coordinator

Proposed Expenditures for this Strategy/Activity

| **Description** | Encourage parents to participate on Title 1Advisory, SSC, ELAC, and DELAC, DSLT |

Strategy/Activity 12

4.11 MTSS: Increase Communication with parents

Students to be Served by this Strategy/Activity

All students

Timeline

Person(s) Responsible

Administration
Counselors
District Title 1 Parent Involvement Specialist
Teachers
Parents
Academy Coordinators
Academy Leadership Team Members
EL Coordinator
AVID Coordinator
AVID Leadership Team

Proposed Expenditures for this Strategy/Activity

Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Create newsletters and bulletins to inform parents about events on campus (soft copies are posted on the website)

| Description | | Use Connect Ed Blackboard Phone system to communicate with parents about important events weekly |

Strategy/Activity 13

4.12 MTSS:: Community Liaison

Students to be Served by this Strategy/Activity

All students

Timeline

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	40,000
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Full Time Classified Person; 10 month to support parents, be a liaison, coordinate and give workshops, support school-home communication, staff the parent center, coordinate volunteers, etc.

Amount	25622.40
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Full Time Classified Person; 10 month to support parents, be a liaison, coordinate and give workshops, support school-home communication, staff the parent center, coordinate volunteers, etc. (Benefits)
Description	Coordinate Coffee with the Principal or other school leader monthly meetings as a venue for parents to voice concerns to the principal
Description	Postage for Mailings to parents

Strategy/Activity 14

4.13 MTSS: Light Snacks for Parent Meetings

Students to be Served by this Strategy/Activity

All students

Timeline

Person(s) Responsible

Community Liaison

Proposed Expenditures for this Strategy/Activity

Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Light Snacks for General and Title I Parent Meetings
Description	Snacks for Other Parent Meetings
Description	Snacks for ELAC Meeting

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

School vision

Goal Statement

During the 2018-19 school year, HHS administration, instructional staff and stakeholders will establish an over-arching vision and priorities for the school that clearly delineates the relationship of the different programs between and amongst each other. (WASC CA 5)
a. The roles of stakeholders will be defined and delineated in relationship the school's vision and priorities.
b. All stakeholders will be engaged and part of the communication process to foster cohesion and connectivity and ensure fidelity and accountability for all to the priorities to ensure all student receive the services needed.

LCAP Goal

LCAP Goal #3 - Increase the alignment of district-level educational, fiscal, and human resources in order to better support schools in providing students access to college and career ready courses through the implementation of innovative, research-based programs and the Common Core State Standards.

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

Basis for this Goal

WASC Visiting Committee Recommendation
School vision and mission
Organizational charts

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Vision/Mission	Out of date Vision/Mission	Updated Vision/Mission

Planned Strategies/Activities

Strategy/Activity 1

5.1 School Vision: Work with instructional leadership team to create and implement a plan to revise the school vision and mission.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018- June 2019

Person(s) Responsible

Principal
Instructional Leadership Team
Teachers
Classified
Students
Parents

Proposed Expenditures for this Strategy/Activity

Description	Develop plan with Instructional Leadership team for updating vision and mission.
Description	Share plan with all stakeholders.
Description	Engage all stakeholders in development of a new vision and mission.
Description	Publicize new vision and mission.

Strategy/Activity 2

5.2 School Vision: Develop and implement a new organizational plan for positions and services in aligned with the new vision and mission.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018- June 2019

Person(s) Responsible

Principal
Administration Team
Instructional Leadership Team

Proposed Expenditures for this Strategy/Activity

Description	Evaluate current organization chart relative to new vision and mission.
Description	Identify gaps in services or roles.
Description	Redesign areas of chart to reduce overlap and close gaps in services to stakeholders.
Description	Publicize new organizational chart to all stakeholders.
Description	Provide training to staff on new organizational chart.

CVUHSD Annual Evaluation of Previous Year's SPSA

SCHOOL: Hawthorne High School
YEAR: 2017-2018

Budgeted Amount $:	**Current Year** Use of Funds	How did data support the **Current Year's** use of funds?	Maintain Modify Eliminate
Actual $ Expended:	(ie. Instructional Coach, extra hours, professional development)	(ie. District benchmark, percentage of growth, etc.)	What data determines the use of **Next Year's** funds?
Source: (ie. Title I)			

Budgeted Amount $:	**Current Year** Use of Funds	How did data support the **Current Year's** use of funds?	Maintain Modify Eliminate
Actual $ Expended:	(ie. Instructional Coach, extra hours, professional development)	(ie. District benchmark, percentage of growth, etc.)	What data determines the use of **Next Year's** funds?
Source: (ie. Title I)			

To complete the analysis of the SPSA activities, provide detailed narrative descriptions of the following:

1. Describe professional development activities for meeting the goals of you SPSA.
During the 117/18 school year staff participated in professional development in: AVID strategies, Linked Learning and CTE strategies, , Pro-Talk, Canvas, strategies for supporting English Language Learners, social emotional support for students,and a variety of content area specific training.

2. Describe all parent education and involvement activities.
Parents were able to attend PIQE, Factorre, the CABE conference, workshops on a range of topics provided by district staff, as well as, site workshops provided by Hawthorne Staff with the support of the Parent Liaison.

3. Describe parent input/feedback about categorical programs:
Parents provided positive feedback regarding programs available through the district and at the school site. Parents expressed a desire to learn more to be able to support their students. Parents also expressed a desire to have a consolidated source for school and district information.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

During the 2018-19 school year, HHS administration and instructional staff will continue to develop and implement systematic analysis of all data, including formative and summative data, to determine the effectiveness of instructional decisions, pathways and programs in to improve all students learning outcomes. (LCAP 1, WASC CA 1, HHS 1, 3, 4, 5,)
a. Increased graduation rates to match or surpass district levels (85% +)
b. Increased SBAC scores to match or surpass state averages (ELA 60% Met or Exceeded, Math 32% Met or Exceeded)
c Increased UC/CSU a-g completion rates to match or surpass district levels (40% +)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Learning outcomes: AVID program implementation		Employment of 12 AVID tutors to meet tutor to student ration for program. (Funded under Goal 4 CSUDH Tutors)	
1.2 Learning outcomes: SAT/ACT Test Prep		Provide professional SAT/ACT preparation courses to enable equal access for struggling students. 5000-5999: Services And Other Operating Expenditures Title I 10,000	
1.3 Learning outcomes: College Outreach and Exposure		College and Career Field Trip - Non-academy/AVID 5000-5999: Services And Other Operating Expenditures Title I 7,000	
1.4 Learning outcomes: Tutoring and materials to		Extra duty for teachers to provide tutoring to	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
support students enrolled in AP and honors courses		students in AP/Honors courses 1000-1999: Certificated Personnel Salaries Title I 5000	
1.5 Learning outcomes: a-g assemblies or college readiness presentations.		Provide students at each grade level a review of current academic (credits) status and a preview of classes need to meet a-g requirement for UC and Cal State system	
1.6 Learning outcomes: PSAT Counseling and Parent Information Nights		Extra duty for counselors to host PSAT information nights for students and parents 1000-1999: Certificated Personnel Salaries Title I 1000	
1.7 Learning outcomes: Senior Recognition night to recognize seniors and families who are college ready.		Recognition event materials 4000-4999: Books And Supplies Title I 2000	

Analysis

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

All actions were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Graduation rates, and a-g completion increased though not to goal levels. SBAC scores decreased.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

All goals were revised in the current SPSA as a result of WASC and compliance monitoring.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

During the 2018-19 school year, HHS administration and instructional staff will identify and/or further develop effective schoolwide instructional strategies to increase academic indicators, to ensure that all students are achieving at high academic levels, and to ensure their personal learning needs are addressed. (LCAP 1, WASC CA 2, HHS 1, 2, 3, 5 and Plan Objective)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.1 Instructional Strategies: Provide professional development in identified schoolwide instructional strategies		Professional Development - Instructional Strategies for engagement 5000-5999: Services And Other Operating Expenditures Title I 10,000	
2.2 Instructional Strategies: BTSA support for Probationary teachers		Professional Development in curriculum alignment to instructional base methodology	
2.3 Instructional Strategies: Academy/Department Collaboration		Teachers will analyze student achievement data in order to prioritize specific content that needs to be re taught .	
2.4 Instructional Strategies: Struggling Students, English Learners, LTELs, Special education		Conferences or training on supporting struggling students	
2.5 Instructional Strategies: : Common Core, NGSS, and New		Common Core presentations	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Social Science framework professional development			

Analysis

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

All teachers were provided with ongoing professional development.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Many teachers are implementing the expected instructional strategies with students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

All goals were revised in the current SPSA as a result of WASC and compliance monitoring.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

3. During the 2018-19 school year, HHS administration, staff and stakeholders, and the counseling department, will work to ensure that all students' personal/social-emotional and academic needs are addressed in a timely manner with embedded systems. (LCAP 1, LCAP 2, LCAP 3, WASC CA 3, Plan Goal and District Graduate Profile/SLOs)

a. Counseling systems need to be clearly defined, articulated, and institutionalized and evaluated with revision as needed to best meet the needs of all students.
b. Counselors will be directly involved in the creation and oversight of student 4- year plans, intervention plans, and social emotional referrals.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.1 Counseling Services: Work with district office on process of restructuring counseling services at the school site, including updating job descriptions and responsibilities.		Participate in district counselor meetings.	
3.2 Counseling Services: Work with district office to implement CCGI as college career planning tool for all students.		Participate in district CCGI Leadership team.	
3.3 Counseling Services: Provide professional development for counselors in line with school mission and vision.		Conference registration and travel expenses for counselor training.	

Analysis

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

Changes in the counseling department were started during the 17/18 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students received improved services during the second half of the year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

All goals were revised in the current SPSA as a result of WASC and compliance monitoring.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

4. During the 2018-19 school year, HHS administration and instructional staff, will increase student performance on all academic indicators not only through providing intervention classes but also by including proactive and timely targeted interventions with instructional support within the instructional setting in alignment with the district's Multi-Tiered System of Supports. (LCAP 1, LCAP 2, WASC CA 4, HHS 3, 5, and Plan Objective)

a. Teachers will utilize best first instructional practices to address the needs of all students.
b. Teachers will provide Tier 1 and designated Tier 2 interventions as part of classroom instruction.
c.   School will provide parent education and on campus support to improve student performance.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.1 MTSS: Smaller classes for students whose proficiency is below grade level.		Intervention Class Size Reduction 1000-1999: Certificated Personnel Salaries Title I 150000	
4.2 MTSS: Support through mentoring for LTEL students.		Extra Duty Hours to coach and counsel LTEL students toward academic and English language proficiency	
4.3 MTSS: Tutor Support and Class Size Reduction for Cougar Academy		3 College Tutors through CSUDH (Funded in 4.4)	
4.4 MTSS: Tutoring in core academic classes to support graduation, a-g completion, and C or better performance.		Employment of 25 Project Reach Tutors through CSUDH. (If funds allow, would like to fund up to 30.) 5000-5999: Services And Other Operating Expenditures Title I 257292.5	
4.5 MTSS: -PBIS support to guide social interaction and growth		Cougar Academy Intervention and	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Support Retreat	
4.6 MTSS: Increase Graduation:		Students who are 20 or more credits deficient will be refered during the R&P process	
4.67 MTSS: Decrease Attendance & Truancy		Conduct Saturday School to make-up absences for all students grades 9-12.	
MTSS: The school wide PBIS incentive program will be utilized to reinforce perfect attendance and positive social interaction		Reward students with perfect attendance on a monthly basis	
4.8 MTSS: Offer professional parent workshops and college field trips for parents		Parent College Trips 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 2000	
4.9 MTSS: Provide parents multiple opportunities to participate on campus activities		Provide volunteer opportunities in the classrooms and on the campus	
4.10 MTSS: Provide parents multiple opportunities to participate on campus activities		Encourage parents to participate on Title 1Advisory, SSC, ELAC, and DELAC, DSLT	
4.11 MTSS: Increase Communication with parents		Create newsletters and bulletins to inform parents about events on campus (soft copies are posted on the website) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 500	
4.12 MTSS:: Community Liaison		Full Time Classified Person; 10 month to support parents, be a	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		liaison, coordinate and give workshops, support school-home communication, staff the parent center, coordinate volunteers, etc. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 40,000	
4.13 MTSS: Light Snacks for Parent Meetings		Light Snacks for General and Title I Parent Meetings 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1000	

Analysis

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

Services to parents were increased during the 17/18 school year. Class size reductions and tutoring were implemented to support students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Surveys indicate positive responses from parents. We do not have evidence that class size reduction is effective. For the 18/19 school year the number of students needed remediation has doubled as students in remediation did not move out. Tutors were perceived as having positive impact of student outcomes though no data can substantiate this perception.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

All goals were revised in the current SPSA as a result of WASC and compliance monitoring.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

During the 2018-19 school year, HHS administration, instructional staff and stakeholders will establish an over-arching vision and priorities for the school that clearly delineates the relationship of the different programs between and amongst each other. (WASC CA 5)
a. The roles of stakeholders will be defined and delineated in relationship the school's vision and priorities.
b. All stakeholders will be engaged and part of the communication process to foster cohesion and connectivity and ensure fidelity and accountability for all to the priorities to ensure all student receive the services needed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5.1 School Vision: Work with instructional leadership team to create and implement a plan to revise the school vision and mission.		Develop plan with Instructional Leadership team for updating vision and mission.	
5.2 School Vision: Develop and implement a new organizational plan for positions and services in aligned with the new vision and mission.		Evaluate current organization chart relative to new vision and mission.	

Analysis

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

This goal is to be continued into the 18/19 School Year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$619,459
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$619,459

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	533336.43	0.00
Title I Part A: Parent Involvement	86122.40	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	533,336.43
Title I Part A: Parent Involvement	86,122.40

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	278,846.00
2000-2999: Classified Personnel Salaries	40,000.00
3000-3999: Employee Benefits	136,435.83
4000-4999: Books And Supplies	2,000.00
5000-5999: Services And Other Operating Expenditures	162,177.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	278,846.00
3000-3999: Employee Benefits	Title I	110,813.43
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	141,677.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	40,000.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	25,622.40
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	20,500.00

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:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Vanessa Landesfeind	Principal
Hank Coburn	Parent or Community Member
Martha Prieto	Parent or Community Member
Leithelle Williams	Parent or Community Member
Sherrie Thomas	Secondary Student
Javier Moreno	Secondary Student
Isaiah Baizar	Secondary Student
Douglas Galt	Classroom Teacher
Mario Romero	Classroom Teacher
Melanie McClaren	Classroom Teacher
Deborah Gonzalez	Classroom Teacher
Loretta Cota	Other School Staff

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on June 6, 2017.

Attested:

Principal, Vanessa Landesfeind on
SSC Chairperson, Martha Prieto on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

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

Expected Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Hawthorne High School
Title 1 School-Student-Parent Compact (2018-2019)

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

Hawthorne High School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the state's student academic achievement standards as follows:

- All classes will have a syllabus outlining academic expectations
- All classes will have a daily learning target posted
- All classes will be student centered and engaging
- Research based instructional strategies will be in evidence in every classroom
- Assessment will be based on the knowledge level acquired by each student
- Students will have ability to make up work at the discretion of every teacher
- Counselors will support students to develop and meet four-year and post-secondary plans in CCGI.
- Parent teacher conference will be held when needed to maintain an effective communication with the parent.
- The school will provide parents with a formal progress report every five weeks
- The school will provide parents an online portal in which they can view their child academic progress and attendance on a daily basis
- Parents will be provided the opportunity to observe their child in any classroom
- Parents will be provided the opportunity to volunteer at HHS
- A community liaison will be utilized to facilitate parent involvement
- Annual College Career Readiness events will involve the whole school

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Attend every class every day on time and prepared to learn
- Complete all class work, projects, and homework assignment on time
- Monitor attendance and grades through PowerSchool
- Advocate for ourselves
- Take classes at each grade level that will fulfill a-g requirements at or above grade level
- Work with counselors to develop and meet four-year and post-secondary plans in CCGI
- Maintain a focus on the credits needed for graduation (220) including repeating courses in a timely manner
- Take advantage of tutoring and other opportunities to support academic success.
- Be socially responsible and empathetic towards others
- Demonstrate good digital citizenship by using social and digital media responsibly
- Show respect for self, school, and the community
- Help create an environment that is positive and productive for the community
- Participate in extra-curricular activities
- Respect school safety rules and follow directives from staff
- Understand the meaning of the graduation profile
- Follow the LEAPS guidelines.
- Bring and utilize Chromebooks
- Actively participate in College Career Readiness events

We, as parents/guardians, will support our student's learning in the following ways:

- Ensuring that our students attend every class every day on time and prepared to learn at 8:00 am
- Making sure that homework is completed (utilize student planners to check assignments)
- Monitoring attendance and grades through a parent online portal (PowerSchool)
- Attending parent education presentations whenever possible
- Encouraging good digital citizenship and limiting screen time through responsible digital and social media use
- Participating, as appropriate, in decisions relating to my student's education
- Working with counselors to develop and meet four-year and post-secondary plans in CCGI
- Encouraging my student to take advantage of tutoring to support academic success.
- Promoting positive use of extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being on the PTO, School Site Council, English Learner Advisory Council, or other school advisory or policy groups
- Volunteering in my child's school
- Respecting school safety rules

_____   _____   _____ _____

School   Student   Parent   Date

Hawthorne Parental Involvement Policy

Hawthorne High School Title I

Parent Involvement Policy

Hawthorne High School is a schoolwide Title I program and has developed a parent involvement policy with input from parents. The school hosts meetings and parent education programs in order to keep parents informed about all aspects of the Hawthorne High School Community. Parents have been given the opportunity at these meetings to provide feedback to school leaders about steps that can be taken to increase parent involvement, improve communication between all stakeholders, and further increase student performance. In addition, parents are represented on the school's Hawthorne High School's School Site Council which is responsible for working together to develop programs to improve student performance. Hawthorne High School's policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Hawthorne High School does the following:

Convenes meetings to inform all parents of Title I requirements and their rights to be involved in the Title I program

- A meeting is held during the first month of the school year to review this information.
- The meeting is conducted in both English and Spanish; all handouts are in both languages.
- Parents are informed of this meeting through letters mailed to home addresses, as well as autodialers and phone calls made by school personnel

Offers a flexible number of meetings

- Hawthorne's administration parent meetings throughout the school year, mornings and evening to offer multiple attendance opportunities.
- These meetings are conducted in both English and Spanish; all handouts are in both languages.
- Parents are informed of these meetings through letters mailed to home addresses, as well as phone calls made my school personnel.

Involves parents all students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy.

- At meetings, the principal reviews the school's performance data with parents, and encourages them to make suggestions as to steps that can be taken to improve that data.
- Parents are provided with their student's testing results at the quarterly parent meetings as it becomes available.   Data includes SBAC scores, AP results, ELPAC levels, and PSAT data.
- The Single School Plan for Student Achievement is shared with parents at these meetings, and feedback is solicited.
- The Title 1 Parent Involvement Policy and Parent Involvement Compact is shared with parents at these meetings, and feedback is solicited.

Provides parents with timely information about Title I programs

- Each parent meeting provides information to parents about important Title I programs, as well as information about how those programs can help their students achieve at higher levels.

- At most meetings, representatives from these programs are present to answer questions and address concerns from parents

Provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

- The principal and her staff routinely review the expectations that the school, district, state, and federal government have for all students.
- At these meetings, parents are provided information about the curriculum that is being taught in each academic department.
- Parents are presented with specific information about the various tests the school is give: ELPAC, SBAC, PSAT, and AP exams.
- Assessment data is shared with parents at these meetings, and parents are provided with resources that are available to help their students reach proficiency.

Provides parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

- Meetings for all parents are held at Hawthorne High School.
- Parents are represented on the School Site Council and other organizations such as ELAC
- Counselors meet with every student at least once per year.
- Administrators, department leaders, and academy coordinators hold meetings throughout the year to provide parents with detailed information about how their students can improve in school.

Building Capacity for Involvement

Hawthorne High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement.   To help reach these goals, the school does the following:

Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Parent meetings are held to review this information.
- Parents are presented with their student's performance data at these meetings as the data becomes available.
- Information about the school's instructional program and curriculum are presented to parents throughout the year.
- Parents are trained how to use the PowerSchool Parent Portal to stay informed of their student's progress throughout the school year.
- Parents are provided with resources available at Hawthorne High School to help their student achieve at a higher level.

Provides materials and training to help Title I parents work with their children to improve their children's achievement.

- Parents are given information about how to contact their teachers via phone, email, or appointment.
- Parents are provided with information about the various support services that are available at Hawthorne High School.

- Representatives from support programs are usually present at the Title I meetings to promote their programs to parents and students who need them.
- School staff provides workshops throughout the year to help parents support their students.

3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.

- School administration works with teachers throughout the year on improving school-home communication.
- Tools such as School Messenger and email are available for teachers to communicate with parents more frequently.
- Translation for parent meetings is readily available.
- Staff is trained   periodically on effective techniques to build parent involvement.

Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities that encourage and support parents in more fully participating in the education of their student.

- Parent representation is welcome on school improvement committees.
- All school groups such as academies, athletic teams, and the like are required to involve parents in their programs.
- All clubs are encouraged to involved parents when possible.

Distributes to Tile 1 parent's information related to school and parent programs, meetings, and other activities in a form and language that the parents can understand.

- All items mailed home are sent in both English and Spanish.
- All parent meetings are conducted in both English and Spanish.
- Phone calls home through School Messenger are made in the parent's home language.
- Translation is available for all parent conferences.

Provides support for parental involvement activities requested by Title I parents.

- Such requests are acted upon by the school administration in a timely manner.
- Utilization of PIQE (Parent Institute for Quality Education), Factor, and other parent education programs to inform parents   about the educational process Hawthorne High School
- Outside agencies such as the South Bay Work Investment Board are often used to assist with providing additional activities of interest to parents.

Accessibility

Hawthorne High School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language that parents can understand.

- All items mailed home are sent in both English and Spanish.
- All items available on the schools web page: http://www.Hawthorne.org/
- All parent meetings are conducted in both English and Spanish.
- Phone calls home through School Messenger are made in the parent's home language.
- Translation is available for all parent conferences.

- Hawthorne High School is easily accessible to parents who require wheelchair access to its facilities.
- Parents are encouraged to access Powerschool, Canvas for Parents, and CCGI to gain more information to support their students.
- Hawthorne facilitates parent shadows and walk throughs for parents who want to see the workings of the school first hand.

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title I Parent Meeting/SSC Meeting. This Parent Involvement Policy was adopted by Hawthorne High School on December 3, 2018 and will be in effect for the period of the school year. The school will distribute this policy to all parents June 13, 2019. It will be made available to the local community on or before June 13, 2019. Hawthorne high School's notification to parents of this policy will be in an understandable and uniform format and, to the extent required by law, provided to parents in a language they can understand.

Hawthorne High School Site Council Bylaws

Article I
Duties of the SSC

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

A. Analyze and evaluate the academic achievement of all students in the school.

B. Annually review and revise the Single Plan for Student Achievement (SPSA) and establish a site budget that is consistent with the Education Code. When necessary, make modifications in the plan and establish new school site needs and priorities.
   - Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees and the school instructional leadership team.

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

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

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

   - Make modifications to the SPSA whenever the need arises.

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

   - Annually evaluate the progress made toward school goals to raise the academic achievement of all students.

   - Carry out all other duties assigned to the SSC by the district governing

C. Take other actions as required by the Education Code and district policy such as:
   - Assist in securing the support and services of parents, teachers, staff, and students.

   - Promote a better understanding of the school educational programs.

   - Develop an awareness of the citizenry to the overall needs of the school and district.

Article II
Members

Section A: Composition

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

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

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

Section B: Term of Office

SSC members shall be elected for 2 year terms. One half of all school site council members will be elected on alternating years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Election of New Members

Election of new members shall take place during early fall of each school year. Notices and nomination forms in the major languages represented at the school will be sent to all parents, teachers, staff and students to solicit nominations, including self-nominations for available vacancies. Nominees will be elected in descending order according to the criteria of highest number of votes. An election will not be necessary if the number of nominations do not exceed the number of openings on the council. A run-off vote will be taken as soon as feasible to break any ties. The results shall be recorded in the SSC minutes and the ballots retained for the record in the event of a dispute.

Section D: Voting Rights

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

Section E: Termination of Membership

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

A member shall no longer hold membership should he or she cease to be a resident of the school or no longer meets the membership requirements under which he or she was selected (i.e., a parent becomes employed by the district).

Membership shall automatically terminate for any member who is absent from all regular meetings for a period of **(3)** consecutive meetings.

Section F: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Approved by SSC 12/12/2017

Section G: Vacancy

In the event of a midterm vacancy, a schoolwide election will be held to fill the seat according to the procedures in Article II, Section B.

Section H: Code of Conduct

Each elected member of the SSC shall adhere to this code of conduct:

- Participate in annual training
- Attend noticed meetings regularly.
- Follow state law and guidance and CVUHSD Board policy in the development of the site plan.
- Follow the SSC bylaws.
- Assess consensus of the people who elected them with a method that has been discussed at an SSC meeting in the development of the site plan.
- Conduct all SSC business in a courteous and professional manner.

Article III
Officers

Section A: Officers

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

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

The vice-chairperson shall:
- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Notify all members of schedule meeting 72 hours in advance

The secretary shall:
- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to other persons deemed necessary by the chairperson and/or SSC
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Perform other such duties as are assigned by the chairperson or the SSC

The Parliamentarian shall:
- Be the official time keeper of the meeting
- Maintain Robert's Rule of Order (ensure that all communication is properly stated and is aligned with the SSC agenda)

Approved by SSC 12/12/2017

Section B: Election and Terms of Office

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

Section C: Removal of Officers

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

Section D: Vacancy

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

Article IV
Committees

Section A: Subcommittees

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

Section B: Other Standing and Special Committees

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

Section C: Membership

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

Section D: Terms of Office

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

Section E: Rules

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

Section F: Quorum

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

Section A: Meetings

The SSC shall meet regularly per the establish SSC Calendar. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

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

Section C: Notice of Meetings

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

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

Section D: Quorum

Seven (7) voting members shall constitute a quorum. One voting member from each group represented: Teachers, students, other school staff members, and parent or community members must be attendance and no decision may otherwise attributed to the SSC.

Section E: Conduct of Meetings

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

Section F: Meetings Open to the Public

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

Article VI
Amendments

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

Approved by SSC 12/12/2017