

# Hawthorne Elementary School

825 Shotwell St., San Francisco, CA 94110, Phone (415) 695-5765

Judith M. Kell, Principal

## 1989-1990 School Accountability Report Card

San Francisco Unified School District

Spring, 1990

### District Mission

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

**Goals** In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.

**Objectives and Site Plans** For each goal there are a number of measurable objectives. Every school develops a school site plan to achieve each objective.

**Philosophical Tenets** In order to achieve these objectives, the Board has adopted the following set of philosophical tenets. Each staff member working in the District is expected to accept and act in accordance with these tenets:

- All individuals can learn.
- Each individual learns best in a particular way.
- Learning has both cognitive and affective dimensions.
- Parents want their children to attain their fullest potential as learners and to succeed academically.
- All individuals are both potential learners and potential teachers.
- All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- All individuals want to learn and to be recognized for their achievements.
- Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching.
- All individuals are entitled to be treated with respect and dignity.
- All individuals learn in many different ways and at varying rates.
- If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action.

### School Description

Hawthorne Elementary School, in the heart of San Francisco's Mission District, has a student population rich in cultural and linguistic diversity. Named a California Distinguished School by the State Department of Education in 1989, the Hawthorne success story hinges on a comprehensive curriculum offered within the framework of a unique series of cross-grade student

groupings in the areas of reading/language arts, mathematics, and oral language known as Hawthorne's Language Acquisition Program (L.A.P.). An energetic and caring staff, supportive and concerned parents, and an outstanding school learning environment are the backbone of Hawthorne's students' success!

Grade Span:	PK-5	Student Enrollment:	576	LEP/NEP*:	54.7 %
Building (sq.ft.):	55,506	Average Daily Attendance:	99.5 %	Special Education:	8.2 %
Yr of Construction:	1926/74	Optional Enrollment Requests:	35.4 %	EDY**:	72.4 %

603-4/16/90 by ICC

\*LEP/NEP: Limited English Proficient or Non English Proficient  
\*\*EDY: Educationally Disadvantaged Youth

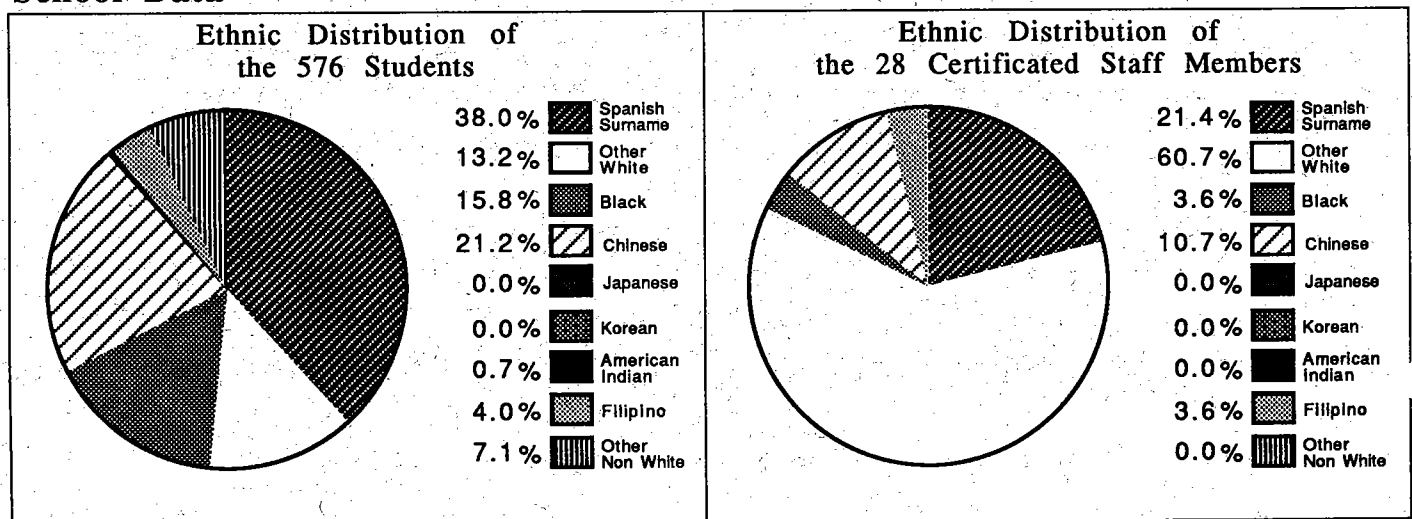
## Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. At Hawthorne, a student advisor supports students with selective interventions on a daily basis. A speech therapy and resource specialist program is offered as well. A Reading Specialist on site works with global planning, assessments and monitoring, in addition to working directly with students. In addition, a one-day-weekly social worker obtained through grant funding is at the site. A library program and computer lab program are managed by full-time personnel.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1988-89 was 99.1% and the dropout rate was 3.6%. At Hawthorne, attendance for the year was 99.5%, excused absences were 5.7%, unexcused absences were 0.5% and the dropout rate was 1.0%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Student attendance is carefully monitored on a daily basis with computer-aided tracking and a system providing for phone calls to the homes of absentees, such calls being made either in English or the appropriate language.

## School Data



## Teacher Assignment

Out of 3,772 teachers in the District, only 51 are teaching out of their credentialed areas. At Hawthorne, all teachers are teaching in the areas in which they are credentialed. At Hawthorne, a creative grouping of children into fluid and flexible groups for targeted instruction utilizes each teacher's expertise for maximum teaching effectiveness and student success.

## Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.6	28	28.3	30.3
1	26.0	24	26.5	28.8
2	26.0	24	26.1	29.0
3	32.6	25	26.9	27.5
4	32.6	30	27.7	25.3
5	32.6	30	28.6	27.3

## Teacher, Staff Training, and Curriculum Improvement Programs

As part of the District's Development Plan, the Department of Instructional Improvement and Staff Development provides professional development opportunities to enable new and experienced teachers to implement the District's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. At Hawthorne site-based staff development has been the norm.

Forty-plus hours of professional development has given the entire Hawthorne staff district certification in language development. Staff retreats serve as the foundation for goal-setting and planning in terms of curricular alignment and improvement. Four mentor teachers on staff, university personnel, and the Principal deliver site-specific professional development.

## Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated every year. Tenured teachers are evaluated every other year.

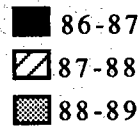
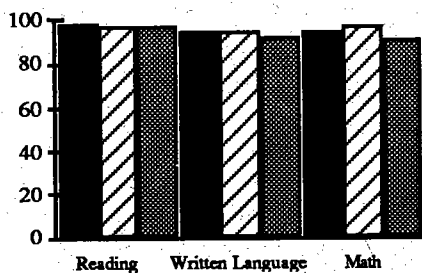
The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

## Student Behavior

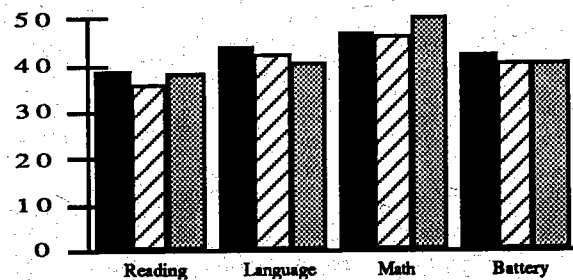
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Hawthorne, 1 student was suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: A schoolwide positive discipline program jointly developed by school site staff and parents is firmly in place. A Conflict Resolution Program is helping teach problem solving skills.

## Student Achievement

**CAP Scores - 3rd Grade**  
(Relative Ranking)



**CTBS (Combined [K-5] Normal Curve Equivalents)**



LEP/NEP = 54.7%      Special Education = 8.2%      EDY = 72.4%      GATE & High Potential = 2.1%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards. In addition to standardized tests, student progress is frequently and effectively monitored by teacher-developed informal assessment standards which include portfolio evaluation. Unique instructional groupings of students are flexible and fluid and depend on frequent monitoring and assessment techniques coordinated on a schoolwide basis. The effectiveness of frequent monitoring and instructional groupings which are unique has been reflected in the statewide assessment program. Hawthorne proudly flies the California Distinguished School flag and has been featured in several outstanding professional journals and books, the most recent being California Tomorrow's BRIDGES. Hawthorne stands at the top quartile of all comparison score bands in the CAP.

## Quality of School Instruction and Leadership

The quality of instruction at Hawthorne is high because of an enthusiastic, dedicated staff who are professionally aware. Hawthorne staff members pride themselves with the uniquely high amount of site-based decision making which takes place within the school setting. Teachers develop plans to work collaboratively on everything from budget issues to curricular decisions. The Principal is a leader of leaders at the site. Necessary groupings for effective instruction are in place and students are learning. Collaborative planning time is generated by the administrator.

## Expenditures and Services Offered

In 1989-90, the District spent \$1,180,853 at Hawthorne. Additionally, the District supervised the expenditure of \$613,685 in special grant funds for a total of \$1,794,538 to operate the school for a year. This works out to \$3,116 per student per year. Categorical funds are spent primarily on instructional aides for work within classrooms. These funds also generate the salaries of a Reading Specialist and 1/2 time Computer Lab Manager. Consent Decree Funds generate part of the salary of the Assistant Principal and staff the Computer Lab and the Library. \$4,000 in S.F. Ed Fund Grants supplement our program.

## Substitute Teachers

During the fall of 1989, the Hawthorne teacher attendance rate was 98.4%. Substitute teachers covered 93.5% of the absences. The other 6.5% were covered by the Principal or Assistant Principal. Reading and Mathematics and Oral Language groupings are always "covered" by either administrator so that student learning is not interrupted.

## Textbooks and Instructional Materials

Each subject area of the core curriculum is revised on a seven year cycle with the development of a district curriculum guide and the adoption of a textbook program. The curriculum cycle also includes staff training, program implementation, and program monitoring activities.

### School Site Textbook/Material Allocations

For the 1989-90 school year, the amount of State and District funds allocated for each student is \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. Basic textbook selection is consistent with District-mandated materials. In addition, 5% of special funded project monies is spent on materials earmarked for special needs students. A large library collection funded by District and grant monies exists for all students. Computer lab access is available to all students, and software is chosen with all students' needs in mind.

## School Facilities and Safety

### Recent Improvements:

Our Computer Lab has come into the new decade! The addition of the V-Lan Networking System has served to unify the 16 computers which we have in the lab. We are also very proud of the beautiful mural which adorns the Shotwell Street site of our building.

### Planned Improvements:

A larger library is planned. In the future we hope to have the library enlarged to two-room status so that a planned media center can be included within this all-important part of our school.

### Needed Improvements:

The window frames on all of the windows at the site are rotting. To keep our new mural from ruin, we need to have rain gutters installed. The playground is also badly in need of resurfacing.

## Parent Involvement

Hawthorne staff is fortunate to be able to count on assistance from parents in three communities. Teachers and the Principal go into the Hayes Valley, Chinatown and Mission District "home" communities to conduct English/native language meetings and talk with parents in terms of their role as the first and most important teacher of their children. A weekly PARENT BULLETIN is published in three languages. A federal EVEN START GRANT targets K-2 parents and students learning together for student success. Parents are always welcome at Hawthorne to visit classes and volunteer at our school.

*Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.*

*Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa pagpapaliwanag ng mga dokumentong ito sa Pilipino.*

*Xin gọi điện thoại cho nhà trường để biết ngày hướng dân và các nghĩa về tài liệu này bằng tiếng Việt.*

*請打電話向學校詢問有關訓練程序日期之中文說明文件。*

If you need any further information about our school or if you wish to ask anything about this report card, please feel free to call us. We will be happy to help you in any way we can.

### San Francisco Unified School District

135 Van Ness Avenue  
San Francisco, CA 94102

Attn: Hawthorne Elementary School

NON PROFIT ORG.

U.S. POSTAGE

**PAID**

San Francisco, CA

Permit NO. 3966