

Hawthorne Elementary School

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

Ms. Judith M. Kell, Principal

1990-1991 School Accountability Report Card

San Francisco Unified School District

Fall, 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. In order to achieve each goal, schools will develop, implement, and evaluate plans:

- to insure that every counselor will meet with his or her counselees at least once every school year. (Secondary schools only)
- to insure that its 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.
- to reduce the percentage of its students which score two years below the Grade Equivalency on the Total Battery Score compared to the percentage of students in the same category on the 1990-91 CTBS.
- to insure that the 1990-91 average growth in grade equivalency for each ethnic group will be the same or higher than the 1989-90 average growth.
- to increase 1990-91 in-class attendance over the 1989-90 level. (Secondary schools only)
- to reduce its 1990-91 dropout rate from its 1989-90 level.
- together with parent leaders from established site committees and organizations to increase parent participation during the 1990-91 school year.
- which provide interventions which result in the reduction of the number of suspensions and expulsions.
- to improve the appearance of the school site.
- to insure that when filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

Philosophical Tenets In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of the philosophical school tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

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:	553	LEP/NEP*:	59.3%
Building (sq.ft.):	55,506	Average Daily Attendance:	99.5%	Special Education:	7.4%
Yr of Construction:	1926/74	Optional Enrollment Requests:	37.3%	EDY**:	45.8%

603-11/1/90 by ICC

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

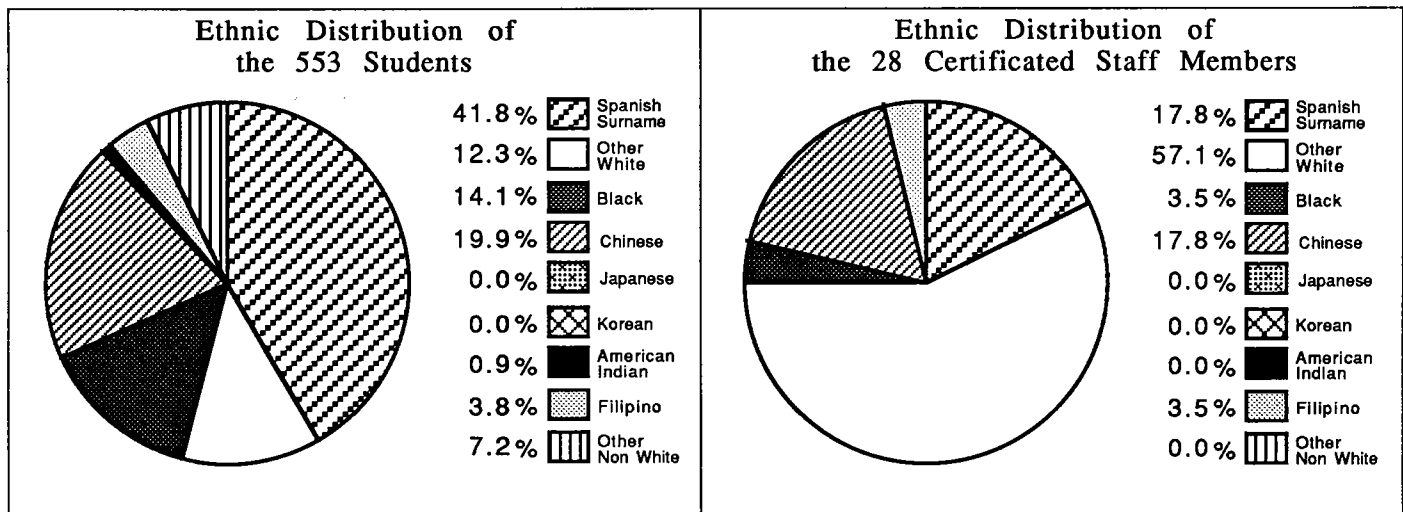
Counseling and Student Support Services

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 1989-90 was 98.9% and the dropout rate was 1.6%. At Hawthorne, attendance for the year was 99.5%, excused absences were 5.8%, unexcused absences were 0.5% and the dropout rate was 0.6%. 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 3,739 teachers in the District, only 13 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	31.4	28	26.7	28.3
1	26.0	24	26.4	26.3
2	26.0	24	26.0	27.3
3	30.0	25	27.3	26.8
4	32.4	30	28.8	29.3
5	32.4	30	28.5	32.7

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.

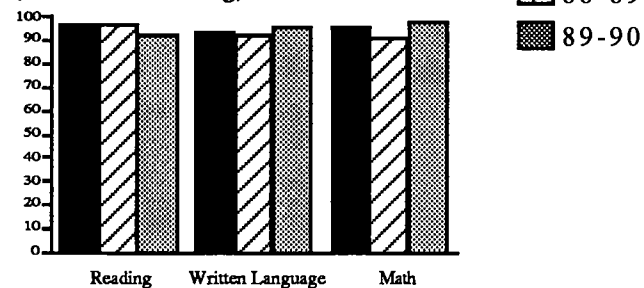
Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Hawthorne, no students were 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.

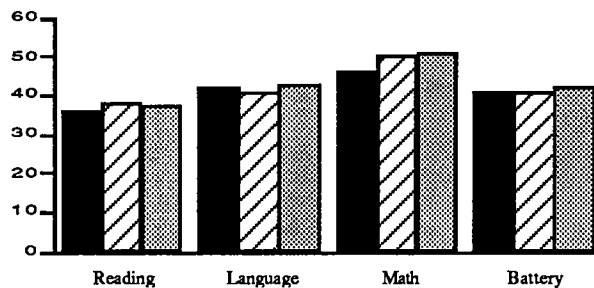
Student Achievement

CAP Scores - 3rd Grade

(Relative Ranking)



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



LEP/NEP = 59.3%

Special Education = 7.4%

EDY = 45.8%

GATE & High Potential = 2.5%

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 1990-91, the District has allocated \$1,129,196 at Hawthorne from the general fund. Additionally, the District is supervising the expenditure of \$573,028 in special grant funds for a total of \$1,702,224 to operate the school for a year. This works out to \$3,078 per student per year.

In the District, the starting salary for teachers is \$31,767, the mid-range is \$50,821 and the highest is \$57,320. At the elementary school level, the average salary for principals is \$72,162. The superintendent's salary is \$132,130 (all salaries include benefits). Districtwide, 61.6% of the general fund goes to teachers' salaries/benefits and 6.2% goes to administrative salaries/benefits.

Substitute Teachers

During the Spring of the 1989-90 school year, the Hawthorne teacher attendance rate was 94.5%. Substitute teachers covered 100.0% of the absences.

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 past school year (1989-90), the amount of State and District funds allocated for each student was \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. The allocated amount is determined in November of each year. 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 dẫn và các nghĩa vụ 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