

Hawthorne Elementary School

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Dr. Ronald Sousa, Principal

1991-1992 School Accountability Report Card

San Francisco Unified School District

Fall, 1991

District Mission and Goals

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. 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.

The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✓), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

Philosophical Tenets

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

Teacher/Staff Training, and Curriculum Improvement Programs

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training 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. Hawthorne school is in stage 2 of district-making Restructuring (site based decision making) and has had 4 series of inservices to implement the restructuring process.

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!

As a result of Hawthorne's Restructuring process, the school community recently participated in a schoolwide retreat. Among topics presented were conflict management and shared decision making. Additionally, Hawthorne School's mission statement was developed, utilizing the consensus process. The statement is as follows: "Hawthorne is a diverse community of life-long learners which integrates academic skills with personal growth and enables all to reach full potential as globally responsible individuals."

Grade Span:	PK-5	Student Enrollment:	547	LEP/NEP*:	48.8%
Building (sq.ft.):	55,506	Average Daily Attendance:	99.4%	Special Education:	6.6%
Yr of Construction:	1926/74	Optional Enrollment Requests:	39.1%	EDY**:	48.1%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	78	GATE:	3.1%

603-11/1/91 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, 2 student advisors support 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 is at the site. A library program and computer lab program are managed by full-time personnel.

Teacher Assignment

Out of 3,103 certificated teachers in the District's schools, none are teaching out of their credentialed areas. 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.

Student Attendance and Dropout Rate

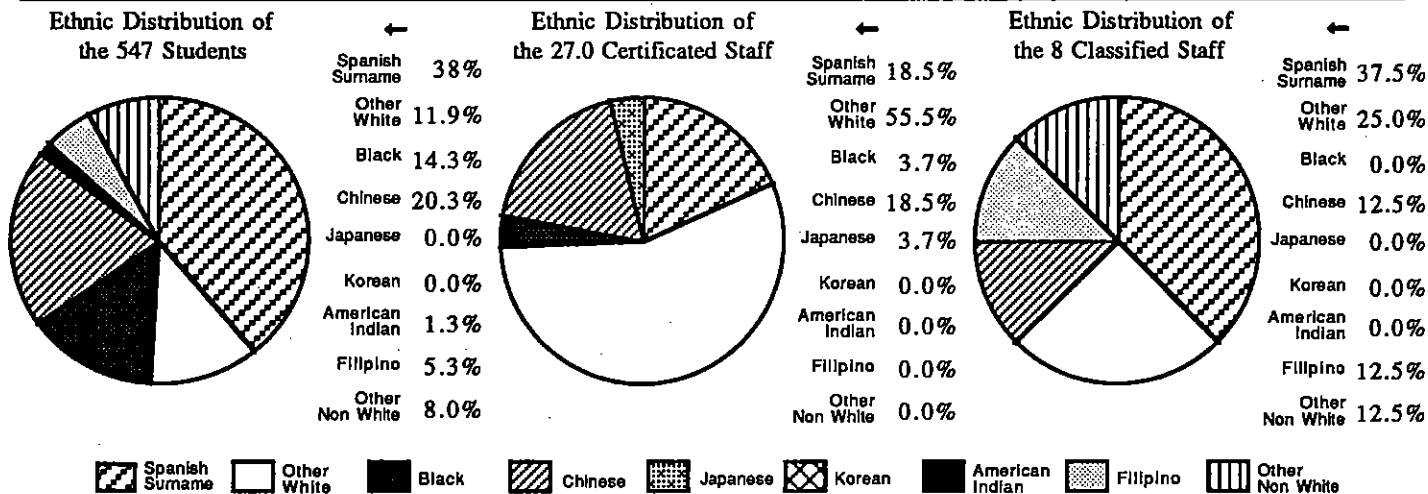
The District's K-5 average attendance for 1990-91 was 99.0% and the dropout rate was 1.6%. At Hawthorne, attendance for the year was 99.4%, excused absences were 5.5%, unexcused absences were 0.6% and the dropout rate was 1.0%. An important District objective is to reduce dropout rates. Dropouts are 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.

Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	27.7	27.0
1	26.0	24	26.3	22.6
2	26.0	24	26.0	28.0
3	29.8	25	27.5	25.0
4	32.2	30	27.3	24.2
5	32.2	30	29.0	34.3

Ethnic Diversity



Objective 4a: 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.

Hawthorne is committed to matching the students' ethnic diversity when recruiting staff members. The current staff does reflect our student population and we continue to maintain this goal.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

The evaluation processes are determined through 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

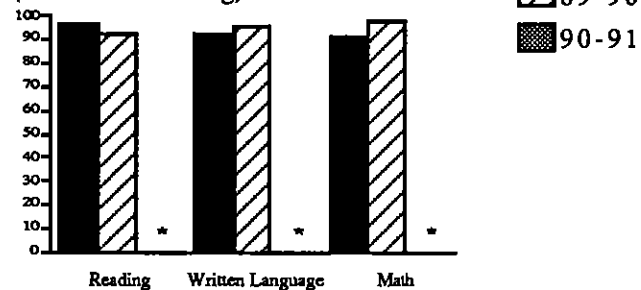
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Hawthorne, 2 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to 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.

Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.

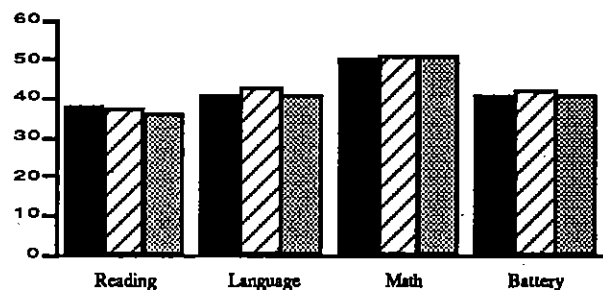
Student Achievement

CAP Scores - 3rd Grade

(Relative Ranking)



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



LEP/NEP = 48.8% Special Education = 6.6% EDY = 48.1% GATE & High Potential = 3.1%

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. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested. * Not administered

Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.

Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.

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

1989-90 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	25,131	25,715
Mid-range Teacher Salary	37,672	39,831
Highest Teacher Salary	46,240	44,960
Principal's Average Salary	61,700	59,843
Superintendent Salary	105,022	110,000
* Districts over 25,000 ADA		

Substitute Teachers

During the Spring of the 1990-91 school year, the Hawthorne teacher attendance rate was 99%. When no substitutes are available, Certificated Resource Staff are assigned to cover regular classrooms. In rare cases students are divided between other classes.

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is \$1.7 million. Currently the average cost of a textbook is \$30. 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

Current Conditions:

Our Computer Lab has come into the new decade! The addition of the Velan 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. The school yard is now in the process of being resurfaced, and complete remodeling of student bathrooms has begun.

Planned Improvements:

New windows with venetian blinds are to be installed within the school year.

Needed Improvements:

Furniture
Faculty bathrooms

Objective 3b: The appearance of the school site will be improved



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 PreK-2 parents and students learning together for student success. Parents are always welcome at Hawthorne to visit classes and volunteer at our school.

Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.



If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.

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 paggapaliwanag 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。

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