

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HEARST ELEMENTARY SCHOOL

2018-19

37-68338-6039739
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Jorgensen, Jamie

Contact Person: Jorgensen, Jamie

Position: Principal

Telephone Number: 619/583-5704

Address: 6230 Del Cerro Blvd, Hearst Elementary, San Diego, CA, 92120-4604,

E-mail Address: jjorgensen@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Hearst Elementary

SITE CONTACT PERSON: Jamie Jorgensen

PHONE: 619-583-5704 FAX: 619-287-9921

E-MAIL ADDRESS: jjorgensen@sandi.net

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

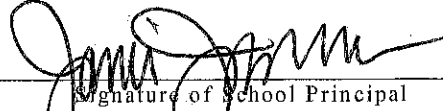
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|-------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>4/3/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>4/3/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/3/18

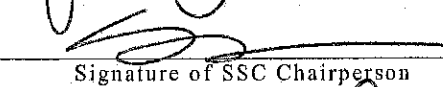
The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Jamie Jorgensen
Type/Print Name of School Principal


Signature of School Principal

4/3/18
Date

Steve Fines
Type/Print Name of SSC Chairperson


Signature of SSC Chairperson

3-April-18
Date

Monika Hazel
Type/Print Name of Area Superintendent


Signature of Area Superintendent

4-11/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION****Single Plan for Student Achievement: Introduction**

The Hearst Learning Community joyfully inspires all of its members to pursue excellence in teaching and learning in a child-centered atmosphere. Academic rigor is valued within an environment designed to support the growth of each individual. We share the vision of empowering learners to reach their full potential as capable, healthy citizens of strong character. Staff, students, and families embrace responsibility for building and maintaining a culture of respect in which diversity is celebrated.

Hearst students are learners! They:

- take risks, try new learning on, reflect on their progress, and never give up.
- ask lots of questions and use challenges to push thinking.
- connect new learning to past learning and experiences.
- make their own meaning by practicing and experimenting with what they have learned.
- understand that learning is hard work with great rewards.

Academic rigor is valued within an environment designed to support the growth of each individual. We share the vision of providing rich experiences focused on our Hearst Core Beliefs and empowering learners to reach their full potential as capable, healthy citizens of strong character. Staff, students, and families embrace responsibility for building and maintaining a culture of respect, structure, dedication, unity of purpose, and self-discipline.

Hearst Core Beliefs

- Modeling (providing clear models of the academic and social outcomes for students)
- Bell to bell teaching
- Providing opportunities for student conversations to build meaning
- High expectations for all learners
- Utilizing various instructional approaches based on student need
- Community building with all members of our Hearst Community
- Input from our School site Council, Site Governance Team, ILT (Instructional Leadership Team), PTA Board Members, Foundation Board members, and staff helped to tailor the development of our 2017-2018 SPSA. The ILT also guides our professional development plan that emphasizes grade level collaboration and planning to ensure that Common Core State Standards are met.

Student Performance Data

Last year on the 2016-2017 CAASPP Hearst students exceeded the district and state percentages of students who met/exceeded standards in both ELA and Mathematics. In ELA 80% (56 students) of third graders met/exceeded standards, and 77% (70 students) in fifth grade met/exceeded standards. Combining third-fifth grade, in ELA, 67% (139 students) met/exceeded standards. In Mathematics, 80% (56 students) of third graders

met/exceeded standards, and 80.4% (74 students) in fifth grade met/exceeded standards. Combining third-fifth grade in Mathematics, 78% (148 students) met/exceeded standards. Our Hispanics were our lowest performing subgroup. Only 67% of our Hispanics met/exceeded standards in ELA, and 70% of our Hispanics met/exceeded standards in Mathematics. We will continue to target our Hispanic subgroup to close the achievement gap while maintaining a focus upon improvement of all students at Hearst Elementary School. English Learners have been clustered by ELPAC scores for student placement so that teachers can target specific language acquisition needs when engaging in FELD (Focused English Language Development).

SCHOOL VISION AND REALITY

The mission of Hearst Elementary is to ensure that every child receives a meaningful and strong education. We are committed to communicating with and engaging parents as partners in their children's education. It is our vision to create a true learning community of learners at Hearst; a place where all stakeholders are hungry for learning and demand for themselves best practices that include purposeful instruction that creates high levels of student engagement in lessons and tasks that are aligned to common core state standards; an environment that supports and enriches teaching and learning with a foundation in high expectations for all; and instructional practice that encompasses the Five Dimensions (Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student learning and Classroom Environment and Culture) and thirteen sub dimensions of Teaching and Learning; a school filled with happy eager learners where all adults encourage and support each and every student. When walking on campus we want all to feel a calm, orderly atmosphere that has a vibrant sense of purposefulness just under the surface. We want students and teachers to be poised, confident and motivated; to have all staff members working with intensity, professionalism while maintaining high expectations. We want all stakeholders to treat each other with respect that includes respect for diverse perspectives, equity and inclusively; and to have a clear understanding that our common purpose is to support children both socially and academically. At Hearst it is our vision that instruction and assessments are aligned to Common Core State Standards and students are cognitively engaged in purposeful rigorous tasks. Instructional decisions are based upon the analysis of ongoing and regular assessments.

Analysis of our current reality reveals that all stakeholders are developing toward the ideal state. It is often said by parents, students, staff, community members and visitors that Hearst has a warm friendly atmosphere that can be felt on campus. In the 2018-2019 school year, we will continue to focus on both of Lucy Calkins' Reading and Writing Units. Teachers continue to need coaching and support to shift the 'productive struggle' and 'thinking work' to the students. Support will be provided to teachers in modified day professional development, during ILT and PLCs as well as professional development with other schools in our cluster and district provided trainings/workshops.

Our SPSA fulfills this goal by providing a culturally-relevant environment that emphasizes learning and high expectations for all students. The School Site Council at Hearst, with input from all stakeholders, based on the 2017-2018 SPSA with an enrollment of 500 students will monitor the SPSA to produce results. Our SPSA also places special emphasis on providing support from a part-time teacher for our English Learners and Target students to develop their reading skills and increased academics for our students that are not proficient.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

The Essential Program Components (EPC) support academic student achievement in English/reading/language arts (ELA) and mathematics as measured through the grade-span Academic Program Survey (APS). The EPCs are designed to meet the needs of all students, including English learners (ELs) and students with disabilities, using standards-aligned (1997-adopted content standards or Common Core State Standards [CCSS]) basic core, intervention, and English Language Development (ELD) materials; appropriate instructional time and pacing schedules; professional development for teachers and administrators; assignment of fully credentialed, highly qualified teachers; ongoing instructional support using data obtained from a student achievement monitoring system; teacher collaboration; and fiscal support.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

- Teachers will participate in monthly professional development

- Teachers will participate in professional development with teachers in other elementary schools in the cluster
 - Purchasing of professional texts for teachers
 - Purchasing of instructional materials and supplies
 - Pull out teacher to assess all English Learners on the CELDT
 - Visiting Teachers to allow teachers to work in PLCs (Professional Learning Communities)
 - Visiting Teachers to allow teachers to attend district provided trainings as well as local workshops/trainings/conferences
- Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Multiple groups provided input this year to develop Hearst's budget and SPSA this year. The following groups did the following items:

School Site Council and Site Governance Team:

- October 2017, January 2018, February 2018 and March 2018- all meetings included updates on current school budget, current student needs determined by looking at performance data, including subgroup data and projecting to the coming school year how we can continue to better support our students to close achievement gaps.
- February 2018- Single Plan for Student Achievement Assessment and Evaluation Survey and SPSA input
- March, 2018- to review DRAFT SPSA including budget
- April, 2018 and May 2018- future meetings

PTA Board Meetings:

- September 2017, October 2017, November 2017, December, 2017, January , March 2018, April 2018, and May 2018 principal's report included brief update on budget and student performance data. Always solicit ideas for continual improvement and what they would like to see in the coming months and the following school year.
- February 2018- Survey for Parent/Community Involvement
- March 2018, April 2018 and May 2018 future meetings

School Activity Team Meetings:

- October 2017, January 2018, and February 2018- discuss all school activities, including but not limited to: recess, programs, and events. Discuss effectiveness, resources, safety and productivity of the activities.

Staff Meetings:

- August 2017, September 2017, October 2017, November 2017, January 2018 and February 2018- discussed student needs/supports needed, needed instructional materials, priorities for spending monies and looking forward to what is needed for the 2016-2017 school year.
- February 2018- Single Plan for Student Achievement Assessment and Evaluation Survey
- March 2018- scheduled presentation of the DRAFT 2016-2017 school budget, input and discussion for changes/additions

- April 2018 scheduled presentation of the proposed 2016-2017 school budget grid; input and agreed upon revisions
- May 2018- future meeting

PLCS and ILT Meetings:

- Discussion at each meeting included student performance data and closing the achievement gap as well as needed materials/resources for the coming months and school year. This information was used to help construct the 2018-2019 SPSA and budget.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 85% (approx. 60 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 82% (approx. 74 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: Hispanic/Latino students

By June 2019, 73.4% (approx. 13 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 71.7% (approx. 16 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Speaking

By June 2019, 87% (approx. 58 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 83% (approx. 76 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Econ Disadv.

By June 2019, 60% (approx. 7 3rd graders) will meet or exceed standards in ELA on the SBAC exam

By June 2019, 49% (approx. 8 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 25% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroups: Gifted

By June 2019, 95% (approx. 27 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 91% (Approx. 54 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Not Gifted

By June 2019, 78% (approx. 31 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 66% (approx. 22 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and ARI achievement 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 85% (approx. 60 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 85% (approx. 78 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: White students

By June 2019, 82% (approx. 25 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 90% (approx. 35 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Gifted

By June 2019, 98% (approx. 29 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 96% (approx. 57 5th graders) will meet or exceed standards on the SBAC exam.

Subgroup: Not Gifted

By June 2019, 75% (approx. 30 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 65% (approx. 21 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Speaking

By June 2019, 82% (approx. 25 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 85% (approx. 77 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 73% (approx. 14 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 76% (approx. 18 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 35% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Econ Disadv.

By June 2019, 69% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 55% (approx. 9 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's coaching cycles focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to three learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 85% (approx. 60 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 82% (approx. 75 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI ___ times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 375 families) will receive information regarding academic and citizenship progress of their children.

Targeted Population:

All parents/Guardians, particularly those with children who enroll at Hearst through NCLB, Program Improvement School Choice (PISC) and Enrollment Options programs.

What data did you use to form these goals?:

School Messenger reports show trends over time in the number of subscribers who open the weekly message.

Enrollment statistics

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers will meet 4 times per year to analyze student progress using site developed criteria. Families are contacted a minimum of 2 times a year based on progress.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of schoolwide assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen practice.

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and re-teach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students

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- Support by Support staff to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

How will you monitor these strategies/activities?:

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review Interim assessments, SBAC and ELPAC data with staff, ILT, SSC

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

How will you monitor these strategies/activities?:

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review Interim assessments, SBAC and ELPAC data with staff, ILT, SSC

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.

How will you monitor these strategies/activities?:

- * Attendance at cluster and site professional development
- * Grade level team meetings/PLC
- * Continue monitoring of student progress by administration, ILT and teachers

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

How will you monitor these strategies/activities?:

- *Phone calls home
- *SARB letters
- *Counselor interventions such as individual and group meetings
- *Student Study Team meeting with teachers, parents, support staff...etc.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new curriculum.

How will you monitor these strategies/activities?:

- *Sign in sheets from principal/parent meetings
- *Communication through School Messenger, E-Blast, flyers and the school website
- *Foundation meetings
- *SSC meetings
- *ELAC meetings
- *Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Provide visiting teachers to allow teachers time to collaborate as well as attend workshops, trainings, and conferences, and other professional development. Instructional materials will be purchased to support student learning for all students including English Learners and students who are performing below grade level expectations.

Identified Need::

To provide support to Hispanic students and students performing below grade level expectations.

Target Group::

Hispanic and students not meeting grade level standards.

Monitoring::

Interim assessments, ELPAC, DRA, CAASPP

Personnel Responsible::

Principal, Classroom Teachers, push-in/pull out teachers.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Providing visiting teachers to allow teachers time to collaborate as well as attend professional development. Materials will be purchase to support student learning.

Identified Need::

Provide support to Hispanic and students performing below grade level expectations.

Target Group::

Hispanics and students performing below grade level expectations.

Monitoring::

Interim,ELPAC, DRA, CAASPP

Personnel Responsible::

Principal, Classroom Teachers

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.

Identified Need::

Teachers benefit from additional PD time to analyze student achievement and collaboratively plan instruction.

Target Group::

Els and students performing below grade level expectations.

Monitoring::

Monitoring progress is conducted through PLC's and regularly scheduled collaborative. Interims, ELPAC, DRA, CAASPP

Personnel Responsible::

Principal, Classroom Teachers

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$5,400.00	\$6,501.06	0143-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Provide individual and group intervention support for struggling students needing assistance.
Supplies		\$5,757.34	\$5,757.34	0143-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies to assist the delivery of intervention and instruction for all students.
Non Clsrn Tchr Hrly		\$3,000.00	\$3,611.70	0143-09800-00-1957-3160-0001-01000-0000	LCFF Intervention Support	03, LCFF 1, LCFF 2	Teacher to support ELPAC.
Software License		\$100.00	\$100.00	0143-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1	Intervention supports for struggling students with the purchase of software such as RAZ Kids
Postage Expense		\$200.00	\$200.00	0143-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	05, LCFF 1, LCFF 2	Provide postage to increase home school communication to provide parents and family members with educational supports for students.
Prof&Curriclm Dev Vist Tchr		\$1,000.00	\$1,203.90	0143-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Lead teachers to develop curriculum to share with others in grade level.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hearst
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	269	71.0	257	77.0	244	75.8	4.8	-1.2	269	75.8	258	74.4	245	78.4	2.6	4.0
Female	125	75.2	120	79.2	123	81.3	6.1	2.1	125	70.4	121	66.9	123	74.0	3.6	7.1
Male	144	67.4	137	75.2	121	70.2	2.8	-5.0	144	80.6	137	81.0	122	82.8	2.2	1.8
African American	7	-	7	-	7	-	-	-	7	-	7	-	7	-	-	-
Asian	9	-	5	-	6	-	-	-	9	-	7	-	7	-	-	-
Filipino	1	-	2	-	3	-	-	-	1	-	2	-	3	-	-	-
Hispanic	66	62.1	65	72.3	64	67.2	5.1	-5.1	67	70.1	64	67.2	64	70.3	0.2	3.1
Indochinese	14	78.6	18	77.8	19	89.5	10.9	11.7	14	92.9	18	83.3	19	78.9	-14.0	-4.4
Native American	1	-	4	-	2	-	-	-	1	-	4	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	144	77.8	131	77.9	116	77.6	-0.2	-0.3	143	78.3	131	75.6	116	78.4	0.1	2.8
Multiracial	27	63.0	25	80.0	27	81.5	18.5	1.5	27	70.4	25	80.0	27	88.9	18.5	8.9
English Learner	15	26.7	18	50.0	7	-	-	-	15	33.3	20	50.0	8	-	-	-
English-Speaking	254	73.6	239	79.1	237	77.6	4.0	-1.5	254	78.3	238	76.5	237	79.7	1.4	3.2
Reclassified†	12	75.0	7	-	20	75.0	0.0	-	12	83.3	7	-	20	70.0	-13.3	-
Initially Eng. Speaking	242	73.6	232	79.3	217	77.9	4.3	-1.4	242	78.1	231	76.6	217	80.6	2.5	4.0
Econ. Disadv.*	47	48.9	67	65.7	44	52.3	3.4	-13.4	47	55.3	68	60.3	44	54.5	-0.8	-5.8
Non-Econ. Disadv.	222	75.7	190	81.1	200	81.0	5.3	-0.1	222	80.2	190	79.5	201	83.6	3.4	4.1
Gifted	155	82.6	158	86.7	131	86.3	3.7	-0.4	156	87.2	159	84.9	131	89.3	2.1	4.4
Not Gifted	114	55.3	99	61.6	113	63.7	8.4	2.1	113	60.2	99	57.6	114	65.8	5.6	8.2
With Disabilities	20	30.0	19	42.1	23	26.1	-3.9	-16.0	20	35.0	19	36.8	23	30.4	-4.6	-6.4
WO Disabilities	249	74.3	238	79.8	221	81.0	6.7	1.2	249	79.1	239	77.4	222	83.3	4.2	5.9
Homeless	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Foster	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Military	7	-	5	-	6	-	-	-	7	-	5	-	6	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hearst
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	91	60.4	82	79.3	70	80.0	19.6	0.7	91	74.7	84	85.7	70	80.0	5.3	-5.7
Female	41	61.0	43	72.1	40	90.0	29.0	17.9	41	70.7	44	79.5	40	80.0	9.3	0.5
Male	50	60.0	39	87.2	30	66.7	6.7	-20.5	50	78.0	40	92.5	30	80.0	2.0	-12.5
African American	3	-	2	-	2	-	-	-	3	-	2	-	2	-	-	-
Asian	2	-	0	-	2	-	-	-	2	-	2	-	2	-	-	-
Filipino	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Hispanic	24	45.8	20	70.0	19	68.4	22.6	-1.6	25	56.0	20	75.0	19	68.4	12.4	-6.6
Indochinese	6	-	6	-	7	-	-	-	6	-	6	-	7	-	-	-
Native American	0	-	3	-	0	-	-	-	0	-	3	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	42	73.8	45	77.8	31	77.4	3.6	-0.4	41	82.9	45	86.7	31	77.4	-5.5	-9.3
Multiracial	13	53.8	5	-	8	-	-	-	13	76.9	5	-	8	-	-	-
English Learner	9	-	7	-	3	-	-	-	9	-	9	-	3	-	-	-
English-Speaking	82	64.6	75	82.7	67	82.1	17.5	-0.6	82	79.3	75	89.3	67	82.1	2.8	-7.2
Reclassified†	2	-	1	-	5	-	-	-	2	-	1	-	5	-	-	-
Initially Eng. Speaking	80	63.8	74	82.4	62	80.6	16.8	-1.8	80	78.8	74	89.2	62	82.3	3.5	-6.9
Econ. Disadv.*	15	26.7	19	73.7	11	54.5	27.8	-19.2	15	53.3	21	66.7	11	63.6	10.3	-3.1
Non-Econ. Disadv.	76	67.1	63	81.0	59	84.7	17.6	3.7	76	78.9	63	92.1	59	83.1	4.2	-9.0
Gifted	55	70.9	46	91.3	30	90.0	19.1	-1.3	56	87.5	47	93.6	30	93.3	5.8	-0.3
Not Gifted	36	44.4	36	63.9	40	72.5	28.1	8.6	35	54.3	37	75.7	40	70.0	15.7	-5.7
With Disabilities	7	-	4	-	8	-	-	-	7	-	4	-	8	-	-	-
WO Disabilities	84	63.1	78	82.1	62	85.5	22.4	3.4	84	78.6	80	87.5	62	87.1	8.5	-0.4
Homeless	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	3	-	-	-	4	-	2	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hearst
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	87	77.0	89	71.9	82	70.7	-6.3	-1.2	87	80.5	88	67.0	83	74.7	-5.8	7.7
Female	40	80.0	39	76.9	43	69.8	-10.2	-7.1	40	75.0	39	59.0	43	67.4	-7.6	8.4
Male	47	74.5	50	68.0	39	71.8	-2.7	3.8	47	85.1	49	73.5	40	82.5	-2.6	9.0
African American	2	-	3	-	2	-	-	-	2	-	3	-	2	-	-	-
Asian	2	-	3	-	1	-	-	-	2	-	3	-	2	-	-	-
Filipino	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Hispanic	23	87.0	23	56.5	21	66.7	-20.3	10.2	23	87.0	22	54.5	21	71.4	-15.6	16.9
Indochinese	6	-	6	-	6	-	-	-	6	-	6	-	6	-	-	-
Native American	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	49	71.4	38	76.3	46	71.7	0.3	-4.6	49	79.6	38	73.7	46	73.9	-5.7	0.2
Multiracial	4	-	15	80.0	3	-	-	-	4	-	15	73.3	3	-	-	-
English Learner	4	-	6	-	3	-	-	-	4	-	6	-	4	-	-	-
English-Speaking	83	78.3	83	73.5	79	73.4	-4.9	-0.1	83	81.9	82	69.5	79	77.2	-4.7	7.7
Reclassified†	3	-	3	-	6	-	-	-	3	-	3	-	6	-	-	-
Initially Eng. Speaking	80	77.5	80	73.8	73	74.0	-3.5	0.2	80	81.3	79	69.6	73	78.1	-3.2	8.5
Econ. Disadv.*	16	62.5	26	61.5	15	60.0	-2.5	-1.5	16	62.5	25	48.0	15	53.3	-9.2	5.3
Non-Econ. Disadv.	71	80.3	63	76.2	67	73.1	-7.2	-3.1	71	84.5	63	74.6	68	79.4	-5.1	4.8
Gifted	45	91.1	55	85.5	42	83.3	-7.8	-2.2	45	93.3	55	81.8	42	83.3	-10.0	1.5
Not Gifted	42	61.9	34	50.0	40	57.5	-4.4	7.5	42	66.7	33	42.4	41	65.9	-0.8	23.5
With Disabilities	7	-	7	-	5	-	-	-	7	-	7	-	5	-	-	-
WO Disabilities	80	78.8	82	73.2	77	74.0	-4.8	0.8	80	82.5	81	69.1	78	76.9	-5.6	7.8
Homeless	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hearst
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	91	75.8	86	80.2	92	77.2	1.4	-3.0	91	72.5	86	70.9	92	80.4	7.9	9.5
Female	44	84.1	38	89.5	40	85.0	0.9	-4.5	44	65.9	38	60.5	40	75.0	9.1	14.5
Male	47	68.1	48	72.9	52	71.2	3.1	-1.7	47	78.7	48	79.2	52	84.6	5.9	5.4
African American	2	-	2	-	3	-	-	-	2	-	2	-	3	-	-	-
Asian	5	-	2	-	3	-	-	-	5	-	2	-	3	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	19	52.6	22	90.9	24	66.7	14.1	-24.2	19	68.4	22	72.7	24	70.8	2.4	-1.9
Indochinese	2	-	6	-	6	-	-	-	2	-	6	-	6	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	53	86.8	48	79.2	39	84.6	-2.2	5.4	53	73.6	48	66.7	39	84.6	11.0	17.9
Multiracial	10	70.0	5	-	16	75.0	5.0	-	10	70.0	5	-	16	87.5	17.5	-
English Learner	2	-	5	-	1	-	-	-	2	-	5	-	1	-	-	-
English-Speaking	89	77.5	81	81.5	91	78.0	0.5	-3.5	89	74.2	81	71.6	91	80.2	6.0	8.6
Reclassified†	7	-	3	-	9	-	-	-	7	-	3	-	9	-	-	-
Initially Eng. Speaking	82	79.3	78	82.1	82	79.3	0.0	-2.8	82	74.4	78	71.8	82	81.7	7.3	9.9
Econ. Disadv.*	16	56.3	22	63.6	18	44.4	-11.9	-19.2	16	50.0	22	68.2	18	50.0	0.0	-18.2
Non-Econ. Disadv.	75	80.0	64	85.9	74	85.1	5.1	-0.8	75	77.3	64	71.9	74	87.8	10.5	15.9
Gifted	55	87.3	57	84.2	59	86.4	-0.9	2.2	55	81.8	57	80.7	59	91.5	9.7	10.8
Not Gifted	36	58.3	29	72.4	33	60.6	2.3	-11.8	36	58.3	29	51.7	33	60.6	2.3	8.9
With Disabilities	6	-	8	-	10	20.0	-	-	6	-	8	-	10	30.0	-	-
WO Disabilities	85	81.2	78	84.6	82	84.1	2.9	-0.5	85	76.5	78	75.6	82	86.6	10.1	11.0
Homeless	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

**PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

APPENDIX E

HEARST ELEMENTARY SCHOOL NON-TITLE 1 PARENT INVOLVEMENT POLICY

At Hearst Elementary School, we are committed to provide a flexible number of meetings to engage parents in order to increase student achievement. In order to build the bridge between home and school, we have a variety of opportunities for parents to become involved within their students' education. We have monthly meetings such as School Site Council (SSC), Hearst- Foundation, and Parent Teacher Association (PTA). Topics covered during the meetings will include but are not limited to:

- Improving communication between school and home
- Providing strategies for parents to assist students with projects and homework
- Discussing current student assessment data and student progress
- Providing information about school and district resources for student academic improvement
- Evaluating the effectiveness of the school's parent involvement policy to increase parent involvement
- Evaluating the instructional program at Hearst Elementary School
- Conferring with teachers
- Reviewing the Single Plan for Student Achievement (SPSA)
- Understanding the Hearst Elementary and district budgets
- Incorporating more parent volunteers at school and/or in the classroom
- Finding fundraisers to help support Hearst Elementary School

Parental input from the parent meetings will be shared with the SSC to provide an organized, ongoing, timely way of involving parents in the planning, review and decision making for improvement of the Hearst instructional program.

The Hearst Principal, in weekly phone and email messages (School Messenger) and updated monthly information on our website provide useful information regarding how to support our elementary school students. In both manners, as well as on our marquee, we announce all pertinent meetings and events that are happening around campus so parents have this useful information.

We encourage parents to visit the Hearst Elementary School website at <http://www.sandi.net/hearst> for important dates and information.

During parent meetings, opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration. Parents have the opportunity to submit items to the general secretary to be placed on the agenda.

Our Hearst parents are notified annually of their individual students' assessment results by the Research Evaluation Department and Testing Department. We encourage parents to contact their child's teacher or administration if they need assistance in understanding and analyzing their students' progress on the California Standards Tests.

APPENDIX C

HOME/SCHOOL COMPACT

APPENDIX E

HOME/SCHOOL COMPACT

Hearst Elementary and the parents of the students participating in activities, services, and programs funded by, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during school year 2018-2019.

School Responsibilities

Hearst Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's Common Core Standards as follows:

Teachers use high quality curriculum and instruction in the classroom. Teachers use a variety of materials that meet the needs of their students. Hearst has purchased an extensive classroom library for each classroom, which cover many genres and levels. We also use pacing guides and units of study provided by the school district. Every teacher has a copy of our common core standards and all are held accountable to ensure all students meet or exceed the standards.

Our classrooms promote social development and group responsibility. We establish a climate that promotes fairness and respect by recognizing students during monthly assemblies and Monday morning assemblies. We ensure a physical environment that engages all students.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Conferences will be held November 13-16, 2018 and March 18-22, 2019.

3. Provide parents with frequent reports on their child's progress.

Teachers will keep parents informed about their child's progress using a variety of techniques:

- Phone call (School Messenger)
- E-mail
- Teacher Websites
- School website
- Contracts

4. Provide parents reasonable access to staff.

Parents are always welcome on campus. We encourage parents to make an appointment with the teacher to ensure that learning will not be interrupted. Teachers are also available before and after school.

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

Hearst provides many opportunities for parents to volunteer. We encourage participation in the following ways:

- Be members of ELAC, PTA, SSC/SGT and Foundation
- Volunteer in Classrooms
- Fall Festival
- Book Fair
- Campus Beautiful
- Red Ribbon Week
- Fundraisers
- Field trips

Parent Responsibilities:

We, as parents, will support our child’s learning by:

Monitoring attendance.

Making sure that homework is completed.

Volunteering in my child’s classroom.

Participating, as appropriate, in decisions relating to my child’s education.

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 advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee or other school advisory groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards.

Do my homework every day and ask for help when I need it.

Read at least 30 minutes every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

I will abide by the Hearst Pledge:

*I will act in such a way that
I will be proud of myself and
others will be proud of me, too.
I came to school to learn
and I will learn.
I will have a great day!*

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Hearst Elementary	09800	1157	Classroom Teacher Hrly			\$ 5,400.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 1,000.00
		1957	Non Clsrm Tchr Hrly			\$ 3,000.00
		3000	Employee Benefits			\$ 1,916.66
		4301	Supplies			\$ 5,757.34
		5841	Software License			\$ 100.00
		5920	Postage Expense			\$ 200.00
	09800 Total					\$ 17,374.00

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Hearst Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Notes from surveys included: Our Professional Development meetings are full with ideas for maximizing instructional time; pacing guides are available on district website. We provide a pull-out teacher to provide interventions for English Learners. We have a full time RSP teacher and a 2 day a week mild to Mod teacher. Along with our school psychologist they regularly consult with teachers to discuss instructional strategies to support students performing below grade level expectations.</p> <p>In the area of technology, surveys indicated that students are in need of keyboarding skills. We allocated monies for software and will investigate programs to support students in this area. Parents and primary teachers are finding that RazKids is supporting students in the area of reading but they would like something similar to support students with math (web-based so that it can be accessed at home as well as school). The district is funding ST Math for this year.</p> <p>Parents also expressed that they feel that GATE and high achieving students could use additional enrichment opportunities and funding from the district.</p>
CLOSING THE ACHIEVEMENT GAP	<p>Hispanics are our lowest performing subgroup in both ELA and Math. We surpassed our reclassification goal at the end of last year. We placed our English Learners so that they were grouped according to their ELPA Speaking and Listening scores so that teachers at each grade level can target SELD at their specific point of need to strengthen their English acquisition.</p> <p>Our students with disabilities receive appropriate accommodations and modifications.</p>
PROFESSIONAL DEVELOPMENT	<p>We continue to focus on implementing Lucy Calkins reading and writing units. The district provided professional development for teachers in grades 3-5 cluster. They have met other teachers at their same grade level and have enjoyed working together.</p>

	<p>Notes on the survey indicated that the 2 ½ days for PLCs last year was just right. As a result we have allocated monies for visiting teachers to release teachers for PLCs in addition to what we are planning to receive from the district. We will continue implementing our collaboration PD model next year.</p> <p>Professional texts will continue to be purchased for teachers and some monies have been allocated for teachers to attend local conferences/trainings/workshops for professional growth.</p>
GRADUATION/PROMOTION	<p>On the 2016-17 CAASPP in ELA, 80% of third graders met or exceeded the achievement standard and 80% in Mathematics. Even though they outperformed the district as a whole in ELA and in Math, we have room for growth. We will continue to target our third graders to ensure student progress.</p>
PARENT ENGAGEMENT	<p>We have worked hard to continue to build our parent involvement at Hearst. Surveys indicated that parents feel informed of school events and activities. In regards to school to home communication, survey's indicated that families appreciate our weekly parent phone call, the PTA's App, PeachJar and School Messenger. Surveys did indicate that our school website has improved greatly due to a parent who updates it on a regular basis.</p> <p>Staff feels like we met our goal last year for parent involvement. We will publicize the goal next year to build participation.</p> <p>Surveys indicated that families feel that parents are involved in school decisions. Parents actively participate on our SSC and SGT and both has an open door policy. The principal is easily accessed following our Monday Morning Assembly. We have an active PTA and Foundation board. The principal seeks input regarding school decisions/policies/etc. during PTA and Foundation board meetings.</p> <p>We have a high participation rate for Back to School Night, Open House and Parent-Teacher Conferences. The PTA holds many activities and events that have high participation rates including the Fall Festival, Family Dances, overnight campout and others. Survey data indicates that we need to continue building our participation rate for our Hispanic families and our special education families.</p> <p>Surveys indicate that parents are in great support of our partnerships. We received</p>

	<p>many positive responses about our partnership with Allied Gardens Kiwanis. This group helps us on many occasions such as helping us serve food at school BBQ's and cooking hot dogs and hamburgers during our Family campout. They also recognize 9 5th grade students throughout the year for extraordinary accomplishments in academics and behavior.</p> <p>Dr. Douglas Grossmark is on campus frequently and runs K Kids as well as other community and charitable events.</p> <p>We have a need for translation services to translate our school to home parent communication. At the beginning of the year and periodically throughout the year we will send a document to parents in Spanish inviting them to contact the school if ever they have questions about school to home communication. School to home communication is send electronically so that they can use on-line apps to translate the documents.</p>
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