

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HEARST ELEMENTARY SCHOOL

2014-16

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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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.



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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Hearst
SITE CONTACT PERSON: Jamie Jorgensen
PHONE: (6) 583-5704 FAX: (6) 287-9221 E-MAIL ADDRESS: jorgensen@sandi.net

DUE March 13, 2015

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

- Quality Education Investment Act (QEIA)
 - Title 1 Schoolwide Programs (SWP)
 - Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) SSC has ELAC Responsibility Date of presentation: 10/9/14
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3/12/15
- 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: _____

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.

<u>Jamie Jorgensen</u> Type/Print Name of School Principal	<u>Jamie Jorgensen</u> Signature of School Principal	<u>3/13/15</u> Date
<u>Claire Utgaard</u> Type/Print Name of SSC Chairperson	<u>Claire Utgaard</u> Signature of SSC Chairperson	<u>3/13/15</u> Date
<u>Sofia Freire</u> Type/Print Name of Area Superintendent	<u>Sofia Freire</u> Signature of Area Superintendent	<u>3/17/15</u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY**Hearst Vision Statement****At Hearst We Believe...**

All members of the school community model behaviors and exhibit attitudes that promote courtesy, respect, and a positive learning environment. Teachers work together and support each other as partners in education.

The family is an integral part of each child's education. Each individual has unique qualities and experiences that enrich the school community.

All children will do their personal best when empowered.

All children experience academic and social success everyday.

All children are creative problem solvers who can work cooperatively toward shared goals.

All members of our school community create a safe, positive learning and working environment.

Students, staff, parents and community respect, value and encourage input into the decision-making process.

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

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

HEALTHTECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
375-1511	2

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. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

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.

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.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Jamie Jorgensen	Principal
2. Rema Gieger	Parent/Co-Chair
3. Susan Powell	Parent
4. Christine Kratt	Parent
5. Janet Gavaldon	Parent
6. Michelle Rodin or Tanya Okamura	Classified Representative
7. Brad Luhnow	Teacher
8. Valerie Manigold	Teacher
9. Sarah Sullivan	Teacher/Secretary
10. Claire Utgaard	Parent/Co-Chair

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 06/12/2016, 87 % of Hearst Elementary Students, Grades K-5 will meet or exceed proficient or advanced in DRA

Add a goal

Closing the Gap SMART Goal:

* By 06/12/2016, 58 % of Hearst Elementary English Learner, Students will meet or exceed proficient or advanced in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring:

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. The cycles are:

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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 2: Mathematics**Mathematics SMART Goal:**

* By 06/12/2016, 91.7 % of Hearst Elementary Students, Grades K-5 will meet or exceed proficient or advanced in Grade level assessment

Closing the Gap SMART Goal:

* By 06/12/2016, 75 % of Hearst Elementary English Learner, Students will meet or exceed proficient or advanced in Grade level assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):**Progress and Growth Monitoring:**

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. The cycles are:

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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 3: English Learner

English Learner SMART Goal:
 * By 06/12/2016, 58 % of Hearst Elementary English Learner, Students will meet or exceed proficient or advanced in English Language Arts in Interim Assessments

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring:

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. The cycles are:

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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 06/12/2016, 77 % of Hearst Elementary Grade 03, Students will be at level 38 in DRA

Closing the Gap SMART Goal:
 * By 06/12/2016, 60 % of Hearst Elementary Hispanic or Latino, Grade 03, Students will be at level 38 in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API
 AYP
 CAHSEE
 CELDT
 Other
 Interim Assessments
 End-Of-Course Exams

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring:

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. The cycles are:

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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 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
 * By 06/12/2016, 100 % of Hearst Elementary Parents/Guardians will level of access to school-related, PTA and Foundation information by listening to or reading the SSC minutes in Parent and Community Engagement

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:
 There will be multiple opportunities for Parent/Guardian engagement and participation on the school camps and at school/PTA and Foundation events throughout the academic year. All parents will have access to the weekly message which contains important and often timely information about the school and upcoming events.
 Cycle 1 (August-November)
 All Parent/Guardians sent multiple email and voice messages with the information about Back to School events and are encourage listening or reading the weekly message.
 Principal chats have been established throughout the year. School Messenger information presented.
 Back to school night where curriculum, expectations by classroom teachers, and opportunities for parents to sign up for committees and volunteering are offered.
 School and Hearst community meetings and events promoted via School Messenger.
 Cycle 2 (November-February)
 Principal chats continue
 School and community meetings and events promoted via School Messenger
 PTA dance
 Cycle 3 (February-April)
 Principal chats continue
 School and community meetings and events promoted via School Messenger.
 Foundation Auction where Hearst community comes together.
 Cycle 4 (April-June)

School and community meetings and events are promoted via School messenger.

Spring Open House where student work is celebrated.

Overnight campout sponsored by PTA involving Kiwanis (our partner in Education) who provides the dinner and breakfast.

5th grade promotion

BUDGET: Resources Aligned to Area Goals**Core Program:** Edit the core program for your site

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.

Teachers will use graphic organizers to support student understanding.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, 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 district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

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 reteach 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)

Hearst Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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
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.

Local Control Funding Formula Goals
<p>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?</p>
<p>Intervention Support Goal: Push-in/pull out support is provided to increase the number of students meeting grade level standards as evidenced by district and site developed assessments.</p> <p>Identified Need: There are students at all grade levels that are not meeting grade level standards as evidence by DRA, district assessments and site developed assessments.</p> <p>Target Group: Students not meeting grade level standards.</p> <p>Monitoring: DRA scores and results of district and site developed assessments.</p> <p>Personnel Responsible: Principal, Classroom Teachers, push-in/pull out teachers.</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal: To increase access to grade level standards and improve learning, basic supplies are necessary.</p> <p>Identified Need: All students are in need of basic classroom supplies.</p> <p>Target Group: All students are in need of basic supplies for learning.</p> <p>Monitoring: Administrative approval of instructional request will be based on academic rationale provided.</p> <p>Personnel Responsible: Principal, Classroom Teachers</p>
<p>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?</p>
<p>Professional Development Goal: Professional development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.</p> <p>Identified Need:</p>

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

Target Group:

All students

Monitoring:

Monitoring progress is conducted through PLC's and regularly scheduled collaborative. Additional monitoring is conducted through the evaluation and observation processes by the administration.

Personnel Responsible:

Principal, Classroom Teachers

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly	-	\$5,400.00	0143-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	03, LCFF 1	We pay a retired teacher to complete our CELDT testing to ensure CELDT test is accurate and given correctly. This ensures our teachers have the maximum time to teach. We also pay a pull out teacher to work with our English Learners 30 minutes 3 times a week.
Supplies	-	\$600.00	0143-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 2	Materials are need for interventions, parent meetings and classroom use.
Software License	-	\$3,041.00	0143-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	We purchase RAZ kids and First in Math to help support all students at their academic level.
Postage Expense	-	\$200.00	0143-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	We send information to our English learner and GATE parents to inform them of district and school supports.
Prof&Curriclm Dev Vist Tchr	-	\$1,000.00	0143-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 3	We provide professional development opportunities to differentiate for teachers to get better at their craft.
Lease of Printer/Duplicator	-	\$500.00	0143-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	01, LCFF 1	Our English support pull out teacher needs to run off materials from the districts ELD Units of study.

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. Non-Title I Parent Involvement Policy Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum

APPENDIX A

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

(Provided by the School Site)



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

**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.

School-Parent Compact

Hearst distributes to parents of Non-Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Non-Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

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

Building Capacity for Involvement

Hearst staff engages Non-Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. 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.
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. 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 school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. 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 school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. *[Briefly describe or bullet how this happens at your school.]*
- The school provides support for parental involvement activities requested by Non-Title I parents. 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.

Accessibility

The Staff at Hearst provides opportunities for the participation of all Non-Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Our Hearst parents are notified annually of their individual students' assessment results by the Research Evaluation Department and Testing Department in their home language. 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 B

HOME/SCHOOL COMPACT

(Provided by the School Site)

HEARST ELEMENTARY SCHOOL

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 2014-2015.

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 17-21, 2014 and March 23-27, 2015.

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 C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

APPENDIX D

2014-15 SPSA ADDENDUM

Hearst

Area Goals for 2014-15 SY	
English Language Arts:	By 6/12/2015, 88.% of Hearst Elementary Students, Grades 1-5 will perform at proficient or advanced level on DRA
Mathematics	By 6/12/2015, 90.% of Hearst Elementary students, Grades K-5 will perform at proficient or advanced level in grade level assessments.By 6/12/2015, 75% of Hearst Elementary English Learner students will perform at proficient or advanced level in grade level assessment.
English Language Development	By 6/12/2015, 58% of Hearst Elementary English learner students will perform at proficient or advanced in English Language Arts level on DRA.
Graduation/Promotion Rate	By 6/12/2015, 75% of Hearst Elementary grade 03 students will achieve a level 38 or above on DRA. By 6/12/2015, 59.3% of Hearst Elementary Hispanic or Latino grade 3 students will achieve a level 38 or above on DRA.
Parent Involvement and Community Engagement	By 6/12/2015, 100% of Hearst Elementary parents/guardianswillachieve a level of access to school related, PTA and Foundation information by listening to or reading the weekly Sunday night school message.

Academic Program Description:	Please see the base program model in the following four pages.
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