

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HEARST ELEMENTARY SCHOOL

2020-21

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, 92120-460

E-mail Address: jjorgensen@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Hearst**

DUE: October 5, 2020

SITE CONTACT PERSON: **Jamie Jorgensen**

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

E-MAIL ADDRESS: **jjorgensen@sandi.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- 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:

- English Learner Advisory Committee (ELAC) Date of presentation: 10/05/2020 (SSC)
- 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: 10/5/2020
- Other (list): PTA, Foundation 9/24/2020 Date of presentation: 9/29/2020

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 10/05/2020

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

/Jamie Jorgensen/ 10/05/2020
Signature of School Principal / Date

Anthony Damon Co-Chair
Type/Print Name of SSC Chairperson

/Anthony Damon/ Co-Chair 10/05/2020
Signature of SSC Chairperson / Date

NA
Type/Print Name of ELAC Chairperson

NA
Signature of ELAC Chairperson / Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel 11/18/20
Signature of Area Superintendent / Date

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a comprehensive school site plan of a non-Title I school. 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 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.

The SPSA was discussed during an SSC meeting on 9/24/20. The SSC in consultation with SGT determined the goals for this year. At a second SSC, meeting the draft SPSA was presented to and approved by the SSC.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

For the 2020-2021 budget development, community and staff engagement included the following activities: SSC, SGT, Foundation and ELAC. Hearst roles over the ELAC responsibilities to SSC as we do not have enough English Learners to have an ELAC committee. SGT and SSC held a joint meeting to identify LCFF spending priorities. Budget allocations were shared with stakeholders at the meetings with opportunity for input. Specifically,

- September-October 2020 SSC developed the School Parent Compact and Parent Involvement Policy and reviewed the budget and goals.
- October 2020 the Annual Title I Parent Meeting was held.
- November 2019-May 2020 SSC reviewed data and progress towards SPSA goals with updates from ELAC when warranted.
- January- February 2020 SSC reviewed the 2020-2021 Budget. ELAC provided input on EL strategies and funding.
- February- May 2020 SSC reviewed the progress towards the SPSA goals through the Assessment and Evaluation identifying strategies and actions to strengthen.
- April 2020 SSC completed ELAC Responsibilities with input on goals
- September 2020 SSC developed the 2020-2021 SPSA

RESOURCE INEQUITIES

Student Performance Data

On the 2018-19 CAASPP, Hearst Elementary students exceeded the district and state percentages of students who met/exceeded standards in both ELA and Mathematics. Combining third-fifth grade, in ELA, 78.9% (232 students) met/exceeded standards. 63.7% (80 students) of third graders met/exceeded standards; 81.6% (76 students) of fourth graders met/exceeded standards; and 92.1% (76 students) in fifth grade met/exceeded standards. Combining third-fifth grade, in Mathematics, 84.5% (232 students) met/exceeded standards. 81.5% (81 students) of third graders met/exceeded standards; 81.3% (75 students) of fourth graders met/exceeded standards; and 90.8% (76 students) in fifth grade met/exceeded standards. Students with Disabilities 55.0% (20 students) and Economically Disadvantaged 70.8% (48 students) are our lowest performing subgroups in ELA and in Mathematics English Learners were at 50.0% (10 students).

In the 2018-19 school year, we only had nine English Learners who were tested. Due to this low number of students, percentages were not reported. We will continue to support our English Learners even though percentages were not reported.

To develop the goals for this plan, we used 2018-19 SBA data. To determine goal percentages, we used cohort data (e.g. to determine the goal for this year's fifth graders, we used 2018-19 fourth grade data).

Root Cause Analysis

Student performance data was analyzed and stakeholders reflected on the 2018-19 school year to identify the following possible root causes for student under performance. After listing possible causes, we grouped them into three different categories to better develop an action plan to support our students and to close the achievement gap. The categories are (1) Correcting mismatches between learner and classroom demands; (2) Reading comprehension; and (3) Safe, collaborative and inclusive culture.

Correcting Mismatches Between Learner and Classroom Demands

- Lesson plans do not take into account the individual support needs of individual learners
- Using a deficit model when discussing/problem solving underperforming students
- Increased number of students being referred for SST/IEPs
- Teachers struggle with articulating how to move students forward, intervention strategies have little variance

Reading Comprehension

- Students getting stuck in one F&P level; teachers need support to articulate HOW to move them forward
- Majority of lessons aren't purposefully planned to include instructional steps when students don't 'get it' the first time as well as anticipating individual student needs
- Teachers aren't embracing and utilizing the Critical Concepts at the desired level

- Teachers tend to use the same and broad sweeping, interventions for all students
- Many vulnerable readers do not receive multiple GR/small group instruction on a weekly basis
- Students are struggling with the language/comprehending math word problems

Safe, Collaborative and Inclusive Culture

- Some students have behaviors that are getting in the way of learning
- SWD and EL subgroups are underperforming
- Teachers tend to think of students with IEPs as a special ed problem to solve; lack ownership
- Our small population of ELs can go unnoticed/blend in; ELD not taught every day on a consistent basis
- Deficit thinking when discussing underperforming students
- Instruction is not differentiated to the degree that ensures all students supports as needed
- Student empowerment and natural peer supports needs to increase
- Para educators have varied degrees of expertise and effectiveness with SWD

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Jamie Jorgensen	Principal
2. Sarah Morris	Parent
3. Marilyn Olson	Parent
4. Ysabel Watts	Teacher
5. Kim Lunsford	Teacher
6. Stephen Minix	Parent
7. Kelley Zaino	Teacher
8. Laurie Flounders	ESA
9. Robert Howell	Parent
10. Anthony Damon	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our school continues to rank between 14th and 30th for school attendance each month each month out of 116 elementary schools. We rank 1st-5th each month in our cluster. We are effective in creating a welcoming environment for our students. They enjoy coming to school. From 2018 to 2019, our percentage of Chronically Absent students decreased from 5.1% to 4% as noted on the California Dashboard. We do not have CAASP data for 2020 so we are moving the goals forward.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The activities associated with this goal were faithfully executed until school switched to online learning. This year we adapted all our Social and Emotional Learning/No Place for Hate lessons online.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we intensified our commitment to Social and Emotional Learning and will continue to use the Second Step program and will continue to provide weekly lessons to address the social and Emotional learning. Our counselor will introduce NO Place For Hate this year.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Decrease the overall school wide Absenteeism rate	4.0%	3%	Attendance	Trimester
June 2021	Tk-5	Continue to work on having a positive culture	0.0%	0.0%	Suspension	Trimester

***Identified Need**

On the California Dashboard (2019), Hearst is in the green in Chronic Absenteeism. The overall school Chronic Absenteeism rate is 4.0% a decrease of 1.5%.

Chronic Absenteeism Rates subgroups that are not Blue or Green

Students with disabilities=7.5% a decline of 1.5%

English Learners=9.8% an increase of 1.2%

Hispanic 7.5 maintained at .4%

We are in yellow for Suspension Rates. Our suspension rate increased .6%.

Suspension Rates subgroups that are not Blue or Green

Hispanic-1.1% an increase of 1.1%

2 or more races 1.9% increase of 1.9%

Socioeconomically Disadvantage increase of 1.9%

Students with Disabilities increase of 1.9%

According to the 2019 California School Parent Survey (CSPS), the average parent involvement rate is at 68% (with the response of “strongly agree” in each of the indicators (see below). 173 parents completed the survey in a student population of 528 students (as of July 19, 2019).

Parent Involvement (indicators):

-School allows input and welcomes parents’ contributions=57%

-School encourages me to be an active partner with the school in educating my child=60%

-School actively seeks the input of parents before making important decisions=33%

-Parents feel welcome to participate at this school=68%

*Online Learning Implications

During online learning, we have put into place a variety of supports for students in the areas of mental health and emotional well-being. We are incorporating Social Emotional Learning into both our synchronous and asynchronous lessons that students receive from their teachers. We are also using the counselor to Support the physical and mental well-being of our students by including social emotional learning instruction through the Second Step curriculum lessons.

When we return to onsite learning, social emotional learning and support will be embedded into the instructional core.

Our Wellness Team will continue to meet during online learning via Zoom. We will continue to address concerns and brainstorm activities to strengthen the connection between school and students/families. We will take advantage of our district's Trauma Informed Care & Resilience Education training to support students as needed.

During online learning we will closely monitor student attendance and chronic absenteeism. We have developed a process to monitor daily student attendance, identify and support students/families who have low participation in online learning and those students who have chronic absenteeism. To track student attendance, classroom teachers are required to take attendance daily in PowerSchool. Parents of students who are absent are notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

We have created an Attendance Team consisting of the principal, school clerk and counselor who will monitor attendance and participation rate on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent. Attendance team and teachers have access to a document to log parent contacts, attempts to contact parents and supports provided.

The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

To support positive attendance, the principal and school clerk include positive reminders, data points, articles etc. in our weekly School Messenger.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Decrease the absenteeism rate	9.6%	5%	Attendance	Bi-weekly
June 2021	TK-5	English Learner	Decrease the absenteeism rate	9.8%	5%	Attendance	Bi-weekly
June 2021	TK-5	Hispanic or Latino	Decrease the absenteeism rate	7.5%	4%	Attendance	Bi-weekly
June 2021	TK-5	Students with Disabilities	Decrease the absenteeism rate	0%	0%	Suspension	Monthly

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June 2021	TK-5	English Learner	Maintain No suspensions	0%	0%	Suspension	Monthly
June 2021	TK-5	Black or African American	Maintain No suspensions	0%	0%	Suspension	Monthly
June 2021	TK-5	Asian	Decrease the suspension rate	1.9%	0%	Suspension	Monthly

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism and suspension**, specifically the following subgroups: English Learners, students with disabilities, African American and Hispanic students. For suspensions, our Asian group will be monitored.

***Strategy/Activity - Description**

The Attendance Team will monitor daily attendance. The Attendance Team will conduct weekly phone calls to ensure families receive the supports they need to get their children to school every day and on time. The counselor will continue to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. The counselor will also be an active member of the Wellness team as needed to support the positive school culture.

Classroom activities to support attendance:

Spell PERFECT ATTENDANCE

Teachers will put a letter in the window of the word PERFECT ATTENDANCE when all students are on time and here at school they get to add a letter to the window starting with the letter P. When the word PERFECT ATTENDANCE is complete the class gets an extra recess.

Monthly pencils given to students with Perfect Attendance

Classes with perfect attendance will be recognized at our Monday Morning Assembly and will receive a banner to hang on their door for the week.

***Additional Supports for this Strategy/Activity**

No Place For Hate

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit from a school that is welcoming and inclusive.

***Strategy/Activity - Description**

No Place For Hate

No Place for Hate is one of ADL's signature education incentives. ADL is a leading anti-hate organization.

What is No Place For Hate?

No Place for Hate is a framework for K-12 schools committed to creating and establishing change that leads to improved school climate. Participating schools are able to incorporate ADL's anti-bias and anti-bullying resources with their existing programming to form one powerful message that all students have a place to belong.

Our counselor will begin to implement this program this year. In May our whole school will be invited to participate in the No Place For Hate walk in San Diego.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to meet ELA/Math/ELD goals we use PLC's to strengthen teaching in all academic areas. Teachers work in grade level Professional Learning Communities weekly. The purpose of PLC's is to analyze achievement and identify areas of need. During PLCs we set aside time to discuss all of our struggling learners. We determine which interventions to use. We also analyze data to determine which students are not making expected progress.

Hearst' ELA plan for 2020-2021 is for students to have Access to a Strong Core Instructional Program. (Tier 1)

- All teachers will use the Lucy Calkins units of study for reading and writing.
- Teachers will provide balanced literacy instruction including daily guided reading
- Teachers will include Read aloud and other stories that represent and support Black students.
- Grades TK-2 will receive RAZ kids and online program.
- English learners will receive 30 minutes of ELD instruction daily.
- Staff will use multiple measures of assessment (i.e., IAB benchmarks, FAST Assessment, Teacher created assessments)

Teachers will participate in on site, cluster PD and District professional development to strengthen practice.

Strategic Support (Tier 2)

- Targeted small flexible group instruction will be used to address specific needs in literacy.
- Pals, Phonics for Reading and Rewards program will be used for students that do not pass the initial screener.
- Educational specialist will co-teach when schedules permit

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-Teachers will keep small group of targeted students on the rug after lesson to provide additional support to strengthen and clarify understanding prior to sending students to work independently.

Intensive Intervention (Tier 3)

- Teacher will collaborate with Ed specialist
- Ed specialist will provide small group instruction
- Counselor will provide monthly check in with at risk students.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This activity was faithfully implemented as planned until school switched to online learning. There is no CAASPP data for 2020 so the CAASPP goals are being moved forward.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to online learning teachers will meet weekly in their PLCs to plan for instruction. We have added a FAST Goal so that we can track student achievement while the CAASPP is on hold.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or exceed	78.9%	83.9%	CAASPP ELA	annually
June 2021	3	Meet or exceed	63.7%	68.7%	CAASPP ELA	annually
June 2021	4	Meet or exceed	81.6%	86.6%	CAASPP ELA	annually
June 2021	5	Meet or exceed	92.1%	97.1%	CAASPP ELA	annually
June 2021	3-5	Meet or Exceeds	Baseline	88%	FAST aReading	Twice a year

*Identified Need

Professional Learning Communities: Grade levels will meet weekly to plan and improve instruction. We recognize high expectations for all students requires continual improvement in curriculum, instruction, assessment and leadership practices and support systems. These improvements require effective continual improvements to expand educators' knowledge, skills and practices. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve our school goals.

The school's overall data for the 2019 school year indicates 78.9% of 3rd-5th grade students met or exceeded standards in ELA. This is a -4.4% drop from the 2018 school year. The Calif. Dashboard states that Hearst is 64.2 points above standard in ELA and 62.8 points above standard in Mathematics. Our 3rd grade went from 87.7% proficient in 2018 to 63.7% proficient in 2019. The data also indicates that there is an achievement gap with 3rd

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grade students between Males (54.8%) and Females.(73.7%) Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. We also need to monitor the 3rd grade students now in 4th grade.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of mismatches (Pin pointing what students know and instructing to students weaknesses. (teachers will participate in PLCs. strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team. Possible ideas would be to make sure our classroom libraries have books that interest boys along with making sure our read aloud choices interest boys also.

***Online Learning Implications**

During online learning, all teachers will continue to provide robust instruction in the area of English Language Arts. ELA lessons are incorporated into both synchronous and asynchronous learning.

For the 2020-21 school year, we have modified our assessment plan to accommodate both online and onsite learning. Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

We feel that during online learning, it is critical that summative assessments be used to assess mastery toward grade level standards to inform instruction and to be used in determining student grades. Multiple assessment opportunities are embedded throughout lessons that allow teachers to provide feedback and supports to students. Grading continues to be standards-based during online learning and onsite learning.

During online learning, teachers continue to have the flexibility to provide whole group, small group and individual instruction. Teachers participate in monthly professional development and are encouraged to participate in district provided trainings and workshops.

English Learners continue to be supported during online learning. Both Integrated and Designated English Language Development are provided for our ELs. Instruction includes strategies for differentiation and scaffolding for ELs.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Meeting Standards	55.0%	60.0%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Meeting Standards	*Baseline	60%	FAST aReading	Twice a year
June 2021	3-5	English Learner	Meeting Standards	*Baseline	80%	FAST aReading	Twice a year
June 2021	3-5	Black or African American	Meeting Standards	*Baseline	80%	FAST aReading	Twice a year

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students in the school will benefit from grade level professional Learning Community (PLC) meetings.

***Strategy/Activity - Description**

Professional Learning Communities: Grade levels will meet weekly to plan and improve instruction. We recognize high expectations for all students requires continual improvement in curriculum, instruction, assessment and leadership practices and support systems. These improvements require effective continual improvements to expand educators' knowledge, skills and practices. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve our school goals.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N014391	Prof&Curriclm Dev Vist Tchr		\$500.00	\$611.45	0143-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding for visiting teachers to release teachers to plan meaningful lessons.
N014392	Supplies		\$1,500.00	\$1,500.00	0143-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional funding for ELA instructional supplies.
N014394	Non Clsrm Tchr Hrly		\$1,500.00	\$1,834.35	0143-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding for teachers to give small group support to students not proficient

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to meet ELA/Math/ELD goals we use PLC's to strengthen teaching in all academic areas. Teachers work in grade level Professional Learning Communities weekly. The purpose of PLC's is to analyze achievement and identify areas of need. During PLCs we set aside time to discuss all of our struggling learners. We determine which interventions to use. We also analyze data to determine which students are not making expected progress. Hearst uses the NY Engaged curriculum for math. We also use the district provided online program ST math.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This activity was faithfully implemented as planned except for changes due to the transition to online learning. No CAASPP data was available for 2020 so we will carry over these goals.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to online learning teachers will meet weekly in their PLC's to plan for instruction. We have added a FAST Goal so that we can track student achievement while the CAASPP is on hold.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meeting Standards	84.5%	89.5%	CAASPP Math	Annually
June 2021	3	Meeting Standards	81.5%	86.5%	CAASPP Math	Annually
June 2021	4	Meeting Standards	81.3%	86.3%	CAASPP Math	Annually
June 2021	5	Meeting Standards	90.8%	95.8Z%	CAASPP Math	Annually
June 2021	3-5	Meeting Standards	Baseline	80%	FAST aMath	Twice a year

***Identified Need**

The school’s overall data for the 2019 school year indicates 84.5%% of 3rd-5th, grade students met or exceeded standards in Math. There was an increase of 0.2% in the area of Math from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our students with disabilities (45.0% proficient.) and English Learners (50.0%).

When examining the groups of students as they moved from 3rd to 4th grade students dropped in met or exceeded grade level standards. They went from 87.7% in 3rd grade to 81.3% in 4th grade. Students in 4th grade went from 77.6% to 90.8% increase in 5th grade. To support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in PLCs); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic-FAST and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team.

***Online Learning Implications**

During online learning and when we return to site, all teachers will continue to provide robust instruction in the area of Mathematics. Math lessons are incorporated into both synchronous and asynchronous learning.

In the area of mathematics, our comprehensive assessment plan only needed small revisions for online learning. We will continue to use end of unit assessments but these will be done virtually during online learning. Assessments are and will continue to be used to assess mastery toward grade level standards and in determining student grades.

Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos.

During online learning, teachers will continue to have flexibility with their instruction to meet the needs of their students. This includes whole group, small group and individual instruction. Structures and digital tools to support student engagement and collaboration are incorporated into lessons. Multiple assessment opportunities are embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.

To promote a culture on-ongoing improvement, teachers participate in site professional development, are provided professional texts, work together in grade level teams and are encouraged to participate in district provided workshops and trainings.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Meeting Standards	45.0%	50.0%	CAASPP Math	Annually
June 2021	3-5	English Learner	Meeting Standards	50.0%	55.0%	CAASPP Math	Annually
June 2021	3-5	English Learner	Meeting Standards	* Baseline	55%	FAST aMath	Twice a year
June 2021	3-5	Students with Disabilities	Meeting Standards	*Baseline	50%	FAST aMath	Twice a year
June 2021	3-5	Black or African American	Meeting Standards	*Baseline	80%	FAST aMath	Twice a year

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit from grade level Professional Learning Community (PLC) meetings.

***Strategy/Activity - Description**

Professional Learning Communities: Grade levels will meet weekly to plan and improve instruction. We recognize high expectations for all students requires continual improvement in curriculum, instruction, assessment and leadership practices and support systems. These improvements require effective continual improvements to expand educators' knowledge, skills and practices. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve our school goals. In addition, our counselor will work directly with community partners, students and families to enhance the school's program and to increase family engagement, which will positively affect our school culture and academic progress.

[Edit description]

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N014360	Prof&Curriclm Dev Vist Tchr		\$500.00	\$611.45	0143-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding for visiting teachers
N01436L	Non Clsrm Tchr Hrly		\$1,500.00	\$1,834.35	0143-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding for teachers to support students that ate not proficient in Math.
N014393	Supplies		\$1,500.00	\$1,500.00	0143-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional funding to support Math

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were allocated to fund the following:

Hearst funded a retired teacher to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; they provide support for English Learners in acquiring English and accessing grade level content; They also collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

none

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are continuing to use our retired teacher to support our English Learners.

***Integrated English Language Development**

Hearst has a very small population of English Learners.
 Teachers with English Learners will teach 30 minutes of ELD instruction every day.
 Retired teacher will pull all EI students that are not Well Developed on ELPAC for 30 minutes 3 times a week. .

***Designated English Language Development**

Professional Development will include specific topics for Designated ELD. Teachers will meet in PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common formative assessments will be created based on standards/critical concepts. Setting Language goals and targets will be a common practice in all PLCs. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Each classroom with English Learners will dedicate at least 30 minutes of Designated ELD on the daily schedule.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meeting Standards	50.0%	55.0%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase reading to meeting standards using @Reading from the FAST program	*Baseline	70%	Other (Describe in Objective)	Twice a year
June 2021	3-5	English Learner	Increase math to meeting standards using @math from the FAST program	50%	55%	Other (Describe in Objective)	Twice a year
June 2021	3-5	English Learner	Meeting Standards	35.7%	40.7%	CAASPP ELA	Annually

***Identified Need**

Hearst does not have enough English Learners to have a functioning ELAC this year. We also do not have enough English Learners to get scores for them in ELA. WE have 17 English Learners for the 20-20 school year.
 Hearst uses the NY Engaged curriculum for math. We also use the district provided online program ST math. Teachers teach to whole group then those needing more support stay up on the rug to get further instruction. Both Resource Teachers were to support classroom teachers with strengthening tier 1 instruction in both ELA and Math; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students; and Support professional development

***Online Learning Implications**

During online learning, we will continue to support our English Learners in multiple ways. We will continue to use the Integrated Model approach to build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

Teachers will use the online professional development modules with iELD (integrated English Language). Teachers will be encouraged to attend district provided professional development to strengthen their practice.

Teachers will use formative assessment data to help determine next instructional steps and to ensure students are making progress.

The English Language Instructional Resource Teacher (ELI) will collaborate with the school principal and classroom teachers to analyze student data to inform instruction and student progress as well as to prepare information to present to EL families. This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or to advise

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	English Learner	reclassify	90%	100%	Summative ELPAC	Annually
June 2021	3-5	English Learner	Increase reading to meeting standards using @Reading from the FAST program	*Baseline	70%	Other (Describe in Objective)	Twice a year
June 2021	3-5	English Learner	Increase math to meeting standards using @math from the FAST program	50%	55%	Other (Describe in Objective)	Twice a year

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Professional Development will include specific topics for Designated ELD. Teachers will meet in PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common formative assessments will be created based on standards/critical concepts. Setting Language goals and targets will be a common practice in all PLCs. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Each classroom with English Learners will dedicate at least 30 minutes of Designated ELD on the daily schedule. Hearst provides a retired teacher to pull out ELLs and work with small groups at their English levels 3 time a week for 8 weeks.

Hearst Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

***Strategy/Activity - Description**

The Retired Pull out/push in teacher will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). She will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). She will continue to collaborate with administration and other support staff (Physical Education Coach, Education Specialists, Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk ELLs.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01435A	Supplies		\$630.90	\$630.90	0143-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional Supplies to support English Learners, Foster Youth and low income students
N01437H	PullOut/Push in Hrly		\$5,000.00	\$6,114.50	0143-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding a visiting teacher to push in and pull out for our EL's.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to meet SWD goals we use PLC's to strengthen teaching in all academic areas. Teachers work in grade level Professional Learning Communities weekly. The purpose of PLC's is to analyze achievement and identify areas of need. During PLCs we set aside time to discuss all of our struggling learners. We determine which interventions to use. We also analyze data to determine which students are not making expected progress. Educators have received professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). Educators will be encouraged to participate in other district provided trainings and workshops.

All students with IEP's have access to assistive technology support. Assistive technology is used to provide access to online learning as needed. Our integrated team consists of general education teachers, educational specialists, related services providers and Para educators. All staff will be working as a team to support all students to accelerate their learning

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Hearst Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

This activity was faithfully implemented as planned except for difference caused by transitioning to online learning. We have no CAASPP data from 2020 so the CAASPP goals are carried over from last year.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to online learning teachers will meet in their grade level meetings weekly. Because we have no CAASPP data for 2020 we have added a FAST goal so that we can track student progress while CAASPP is on hold.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or Exceed on ELA CAASPP	55.0%	60.0%	Other (Describe in Objective)	Annually
June 2021	3-5	Meet or Exceed on Math CAASPP	45.0%	50.0%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase math to meeting standards using @math from the FAST program	45%	50%	Other (Describe in Objective)	Twice a year
June 2021	3-5	Increase reading to meeting standards using @reading from the FAST program	55%	60%	Other (Describe in Objective)	Twice a year

*Identified Need

For our students with disabilities we analyzed the CAASPP scores in ELA and Math and they indicate a gain of 16.9% gain in ELA and an increase of 11.0% in math over the last year. We need to continue to work in PLC's and keep the momentum going in a positive direction.

*Online Learning Implications

During online learning, we feel that it is essential to monitor the progress of our students with disabilities and to make sure that their IEPs are being followed including providing services and supports.

Educators have received professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). Educators will be encouraged to participate in other district provided trainings and workshops.

As when students are onsite, all students with IEP's have access to assistive technology support. Assistive technology is used to provide access to online learning as needed.

Our integrated team consists of general education teachers, educational specialists, related services providers and Para educators. All staff will be working as a team to support all students to accelerate their learning

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase proficiency rate in EL measured by @reading from FAST	50%	60%	Other (Describe in Objective)	Twice a year
June 2021	3-5	Students with Disabilities	Increased proficiency rate in Math measured by @math from FAST	45%	50%	Other (Describe in Objective)	Twice a year

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Students with disabilities are being served.

*Strategy/Activity - Description

Professional Learning Communities: Grade levels will meet weekly to plan and improve instruction. We recognize high expectations for all students requires continual improvement in curriculum, instruction, assessment and leadership practices and support systems. These improvements require effective continual improvements to expand educators' knowledge, skills and practices. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve our school goals.

Teachers will continue to collaborate with administration and other support staff (Physical Education Coach, Education Specialists, Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs and provide direct instruction to potential at risk EL's.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black/African American Students	To maintain 0% of Black student suspensions	0%	0%	Suspensions (Classroom and School)	Monthly
June 2021	TK-5	Black/African American Students	Reduce the number of students receiving 1's or 2's on their report card in reading and math	80%	90%	Grades	Three times a year

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Hearst site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Hearst will develop and implement a site-specific system for tracking classroom referrals.
3. Hearst will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Hearst will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Hearst will develop and implement a site-specific system for tracking school police detainments.

6. The staff diversity goal at Hearst is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

At Hearst, the Black youth group has been traditionally very small. We might also have students identifying as Two Races or More so they are not specifically being linked to Black Youth achievement. In support of the current district wide initiative, we are going to start specifically looking at the students at our site who identify as Black Youth and track their academic success as measured by grades and performance on both site and state assessments (when available). We will also track their referrals and suspensions when that is applicable to on-site learning. After this year old data collection, we will be able to set goals for this specific group in the future.

We are not a school that suspends children. Our suspension rate is at 1.9%. We have not suspended any Black youth in the past year. We feel students need to be at school so we can support them around the decisions they make. The Wellness Team along with the counselor brainstorms ways we can help troubled students in a way that is nurturing, kind and educational.

***Online Learning Implications**

During online learning and when we return to site, we will focus on supporting black youth on our campus and in our community. The district will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts. We will continue to create a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. Teachers, the principal and other educators at our school will encourage black youth to become leaders through participating in opportunities including student council, the peacemaker program, safety patrol, etc. Office staff and the principal will ensure that black youths are represented in our home-to-school communication, photographs, Instagram, etc. The principal will also conduct student focus groups to hear from our black youth and other groups how things are going and to hear their ideas for improving our school and community.

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Black Youth students will benefit the increased effectiveness of teacher practice brought about through PLC's Also struggling students will benefit from the data monitoring that each grade level will be doing during their PLC time.

***Strategy/Activity - Description**

Professional Learning Communities: Grade levels will meet weekly to plan and improve instruction. We recognize high expectations for all students requires continual improvement in curriculum, instruction, assessment and leadership practices and support systems. These improvements require effective continual improvements to expand educators' knowledge, skills and practices. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve our school goals.

We will continue to create a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Teachers, the principal and other educators at our school will encourage black youth to become leaders through participating in opportunities including student council, the peacemaker program, safety patrol, etc.

Office staff and the principal will ensure that black youths are represented in our home-to-school communication, photographs, Instagram, etc.

The principal will also conduct student focus groups to hear from our black youth and other groups how things are going and to hear their ideas for improving our school and community.

The district will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

Hearst is fortunate to have a large active parent base. Families participate in school activities, participate on committees and groups and volunteer in classrooms. It surprised me to see only 68% of participants in the CAL-SCHLS parent survey. However only 183 parents out of 528 took the survey. This coming school year we will promote the survey with greater enthusiasm and frequency. Despite conducting SSC and SGT meetings, actively attending PTA Board and Association meetings as well as Foundation meetings where I seek the input of stakeholders during the decision making process, the lowest area on the survey was 'School actively seeks the input of parents before making big decisions.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All activities mentioned above were implemented.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to the overarching processes of parent involvement, although the specific activities change from year to year. When we changed to online, we did our best to continue online.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	SSC	To increase the percentage of parents who think that the school actively seeks the input of parents before making big decisions.	33%	50%	CAL - SCHLS (CSPS)
*Identified Need					
This was the lowest percentage on our CAL-SCHLS survey. The two goals are related and overlap. It is important to have parents know that they are valued and their opinions are taken into account during the decision making process.					
*Online Learning Implications					
<p>During online learning, we understood that we needed to begin the school year with building relationships with our students and families since we were not altogether at school. On Back to School Night, teachers set up a zoom meeting with their family members. During the meeting teachers shared about how online learning was going to work, technology support, and more.</p> <p>In addition, the district also held a Welcome Week for students, parents and educators. The Welcome Week included virtual lessons, training, and professional development. Family training includes Social and Emotional Learning (the introduction to SEL competencies, identification of emotions in self and others, expression of emotions), Wellness practices and Health and Safety recommendations. These training opportunities were held during the first week of school and were recorded to allow families to watch them throughout the school year via the District Website and Parent Leadership groups. To support students with their online learning, all students have received a district issued device to ensure access to curriculum while in a distance learning format. Along with student devices, internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process. This process empowered principals to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.</p> <p>To help keep families informed and connected to school, the principal holds Office Hours on Zoom for families one to two times a month, and is available by phone or email. We are also continuing to send home a weekly Sunday Night Update via School messenger.</p> <p>In the spirit of ongoing improvement, information may be shared with school staff, ELAC (English Learner Advisory Committee), SSC/SGT, PTA and/or Foundation in order for parents to consult, provide feedback and/ or advise</p>					

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	PTA	To increase the percent of parents who feel that the school allows input and welcomes parents' contributions as measured on the CAL-SCHLS (CSPS)	57%	70%	Meeting Attendance
Strategy/Activity 1					
*Families to be served by this Strategy/Activity					
All Families					
*Strategy/Activity - Description					
<p>To increase parent input on decisions, I will conduct attendance sheets, during family events and activities, parent conferences, Back to School Night, Open House, Family Reading Night and other opportunities as they become available. I will utilize multiple avenues to communicate the results. I will also include information about SSC and appropriate SGT decisions in my school-to-home communication to increase transparency and to make the information public.</p> <p><u>Family Communication</u> To continue to keep our families informed about decisions and school happenings, we will utilize the following:</p> <ul style="list-style-type: none"> -Daily Morning Opening - Automated phone calls/emails (School Messenger) - School Website, including a Calendar of events and activities - Marquee - Peach Jar (electronic flyers) - PTA's Facebook and App -Foundations Facebook -Our Wellness group will brainstorm ideas for engagement. 					

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to meet our goal of 69% of students reading at or above grade level on third grade DRA, we implemented an RTI program to support all of our struggling learners. This has been an effective strategy for determining the most effective way to support each student.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The only difference was that due to online learning in March our RTI was moved to online. Due to school closure in the spring of 2020, we were unable to test students on DRA at the end of the year.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Hearst Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Due to the school closure and moving to online learning only, we have moved our RTI meetings to Zoom. Our struggling students are making progress and we plan to continue to faithfully implement the program.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the SBA.	63.7%	69%	Grade 3 ELA Reading	Trimester

*Identified Need

The 2018-2019 3rd grade English Learners students met or exceeded grade level standards was at 50% (ELA) and Asian students were at 40% (ELA). Based on the data, we need to continue the focus to improve student achievement and close the achievement gap specifically with our English Learners and Asian students.

*Online Learning Implications

During online learning and onsite learning, the work of our counselor is to support the varying needs of students. This may be wide ranging and beyond the educational realm of the counselor. Our counselor ensures that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in the areas of student attendance, behavior, and graduation. She also provides resources to families and educators.

Additional attendance information is included in Goal 1.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	To increase the percentage of students reading at or above grade level as measured by the DRA.	50%	60%	Grade 3 ELA Reading	Trimester
June 2021	3	Students with Disabilities	To increase the percentage of students reading at	40%	50%	Grade 3 ELA Reading	Trimester

Hearst Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			or above grade level as measured by the DRA.				
June 2021	3	Black or African American	To increase the percentage of students reading at or above grade level as measured by the DRA.	80%	85%	Grade 3 ELA Reading	Trimester

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3 grade students

***Strategy/Activity - Description**

As part of our ongoing PLC and PD work the teachers at all, grade levels will engage in professional development around strengthening their guided reading practice. Through this professional development, we expect to see that our students are more prepared to be reading at or above grade level.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Implementation of SPSA- This SPSA was created using the current data and a root cause analysis. The following priorities, strategies and leadership actions will be implemented school wide at Hearst to meet or exceed the SPSA goals. The implementation of the priorities and strategies outlined in the SPSA will be monitored by the site principal and the SSC. The principal will work with all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following is in place:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Make sure Black students are represented in the curriculum we use.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All teachers are able to articulate student learning needs and can recognize if instruction is impacting learning.
- Mentors for Black Youth

Monitoring Student Learning and Providing Support

The site administrator and all teachers will take responsibility in monitoring student learning and providing appropriate support.

- Use the FAST and IAB benchmarks to monitor student success in Reading and Math
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs and Grade Level Inquiries) in designing effective lessons and targeted interventions based on student needs.

- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation

The site administrator will focus on creating a collaborative risk-taking environment for teachers and students. Through their work, the ILT will continue to support students as well as build teacher leaders.

The site administrator will:

- Provide mentors to Black Youth
- Use data from classroom observations and common assessments to inform professional learning opportunities.
- Identify teacher's instructional strengths and areas to grow to develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- Maintain the school's focus, common pedagogy, professional learning, and teacher collaboration across the campus.
- Promote positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- View work through an appreciative lens and focus on what is working at the school.
- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.
- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, and support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.
- Strengthen and fine-tune current instructional practices.
- Provide professional learning focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture).
- Ensure learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
- Reflect on our work as educators and equity for all students.
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

ONLINE LEARNING

System for Pupil Outreach and Reengagement: We have an attendance clerk whose only job is to follow up on absences and support students in getting online. We also have a full time ESA who has spent all of her time at the beginning of the year helping families be connected, distributing laptops, and troubleshooting technology issues. At this time, we have 100% of our students participating in online learning.

Staff Training and Relationship Building: Our teachers and staff participated in a weeklong Welcome Week series of professional development meeting designed to enhance online learning and engage students. We also had a PD with Doug Fisher, which focused on ways to build relationships with students and families. Building positive relationships online was the focus of the staff Welcome Back Meeting on August 26th

Ensuring equity and consistency from classroom to classroom when taking attendance in combined settings: Our teacher are meeting once a week with their grade level to ensure consistency across the grade level. Our teacher are providing a Guaranteed Viable Curriculum to all students.

Ensuring that processes are accessible to all parents and families: We are being very flexible with our families and making sure that everyone get materials from Distribution Day, even if it means that we use a different system for different families.

APPENDICES

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

APPENDIX A
BUDGET SUMMARY

Hearst ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 14,637.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 14,637.00
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 14,637.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 14,637.00

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Hearst Elementary	09800 LCFF Intervention Support		1159	PullOut/Push in Hrly		\$ 5,000.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ 1,000.00
			1957	Non Clsrm Tchr Hrly		\$ 3,000.00
			3000			\$ 2,006.10
			4301	Supplies		\$ 3,630.90
	09800 LCFF Intervention Support Total					\$ 14,637.00
Grand Total						\$ 14,637.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Hearst Elementary School
PARENT & FAMILY ENGAGEMENT POLICY 2020-21

Hearst Elementary has developed a written parent & family engagement policy with input from parents at PTA, Foundation, SSC and SGT.

It has distributed the policy to all parents and guardians.

A copy of the Parent Involvement Policy will be sent electronically during online learning for distribution to all parents.

This policy describes the means for carrying out the following Non-Title I parent and family engagement requirements pursuant to ESSA Section 1116(c). To involve parents the following practices have been established:

Involvement of Parents in the Non-Title I Program via Zoom

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy during SSC, SGT, PTA and Foundation Meetings.

The school provides parents of students with timely information about the schools programs through School Messenger and flyers sent home through classroom distribution.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at Back to School Night in the fall via Zoom.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. At the beginning of the school year, all parents are informed that they may contact their child's teacher to schedule an appointment to discuss their child's progress at school.

School-Parent Compact via Zoom

Hearst Elementary distributes to parents a Non-Title I 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.

- The school's responsibility to provide high-quality curriculum and instruction.
- 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.

Building Capacity for Involvement via Zoom

Hearst Elementary engages 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 parents with materials and training to help them work with their children to improve their children's achievement at Back to School Night, and Parent/Teacher Conferences.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners at staff meetings at the beginning of each year.

We have a high level of parent participation in the classroom. Parents are invited to take an active part in their child's education and are invited to participate in special events, field trips and to volunteer in their child's classroom.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand through our website, and School Messenger.

The school provides support for parental involvement activities requested by parents. Parental involvement activities that are requested by parents are brought to staff and discussed during meetings or SGT meetings and then presented during staff meetings.

Accessibility via Zoom

Hearst Elementary provides opportunities for the participation of all 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. We utilize a variety of ways to distribute information including our website, School Messenger, and fliers. Information is translated to meet the needs of our parents.

This policy was adopted by *Hearst Elementary* on 9-24-20 and will be in effect for the period of the 2020-21 school year.

The school will distribute the policy to all parents of students on, or before Oct. 16, 2020

/Jamie Jorgensen/

Signature of Authorized Official here

APPENDIX C

SCHOOL PARENT COMPACT



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

HEARST ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Hearst Elementary distributes to parents and family members a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

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.

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

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

Student Responsibilities via Zoom:

Read or be read to, at least twenty minutes per day, five days per week.

Contributing to a positive learning environment on campus.

Come to class on time, prepared to work.

Complete all assignments to the best of my ability.

Show respect for people and property.

Spend time at home completing homework, reading, and studying. Ask for help when needed.

Respect the rights of others to learn without disruption.

Parent Responsibilities via Zoom:

- Monitor my child's television/computer use and homework completion.
- Provide a regular time, place and supervision for homework completion.
- Attend at least one parent/guardian/teacher/student conference each year to discuss my child's school progress .
- Participate in decisions related to the education of my child.
- Read to my child daily for twenty minutes, five days per week.
- Communicate the importance of education to my child.
- Provide a caring environment, including adequate food and rest.
- Help my child to meet his/her responsibilities and get my child to school on time each day.
- Provide positive use of extracurricular time.

School Responsibilities via Zoom:

- Ensure that our school provides high-quality curriculum and instruction in a safe and supportive learning environment that enables all students to meet or exceed student performance standards.
 - Create a welcoming environment for students, families, and community members.
 - Provide two-way communication between home and school in order for parents/guardians to have reasonable access for discussing matters relating to their son/daughter.
 - Schedule parent/guardian/teacher/student conferences.
 - Provide a safe and positive atmosphere for learning.
 - Explain and model assignments so that students have a clear understanding.
 - Provide a process for on-going planning, reviewing, and improving school activities and programs.
 - Solicit feedback from students, families, and staff about school programs, policies, and activities; respond in a timely manner to such feedback.
 - Supply clear evaluations of student progress to students and parents.
 - Notify parents/guardians of any problems and concerns in a timely manner.
 - Reinforce the partnership between parent/guardian, student and staff by recognizing outstanding practices of individuals and/or groups.
- This Compact was adopted by the *Hearst Elementary* on 9-24-20, and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: Oct 16, 2020.

/Jamie Jorgensen/ 9-24-2020

Signature of Authorized Official

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

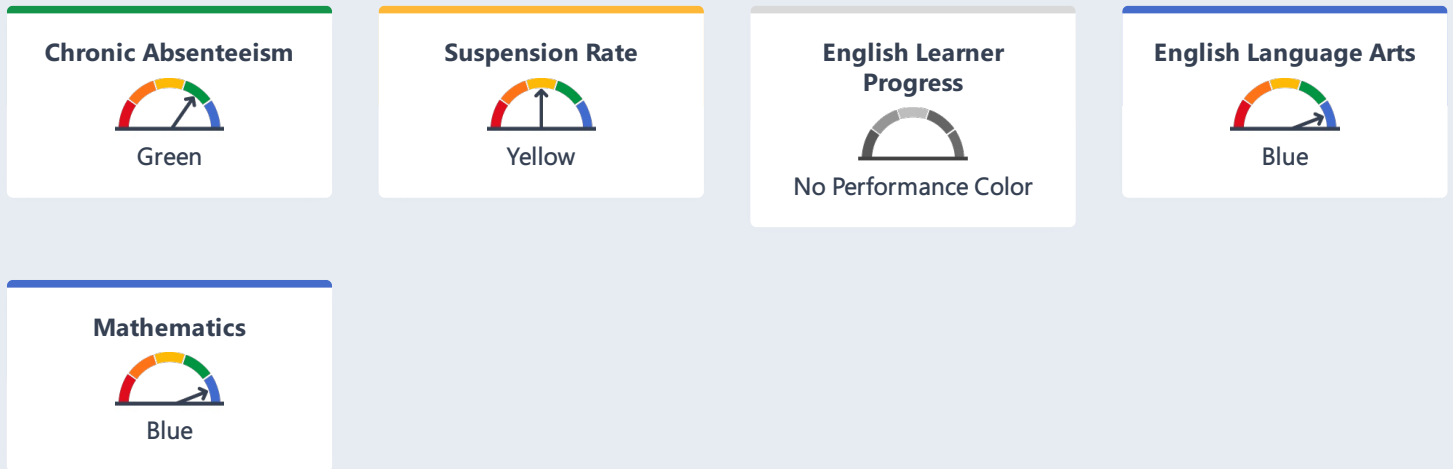
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Hearst Elementary

Explore the performance of Hearst Elementary under California's Accountability System.

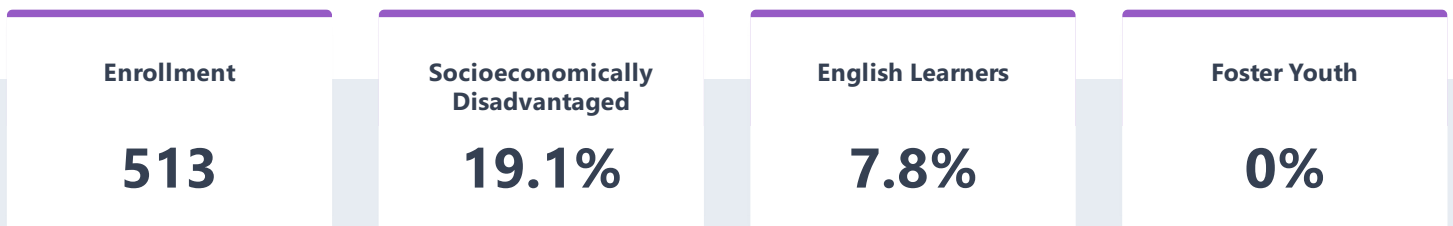


School Details

NAME Hearst Elementary	ADDRESS 6230 Del Cerro Boulevard San Diego, CA 92120-4604	WEBSITE http://www.sandi.net/he...	GRADES SERVED K-5
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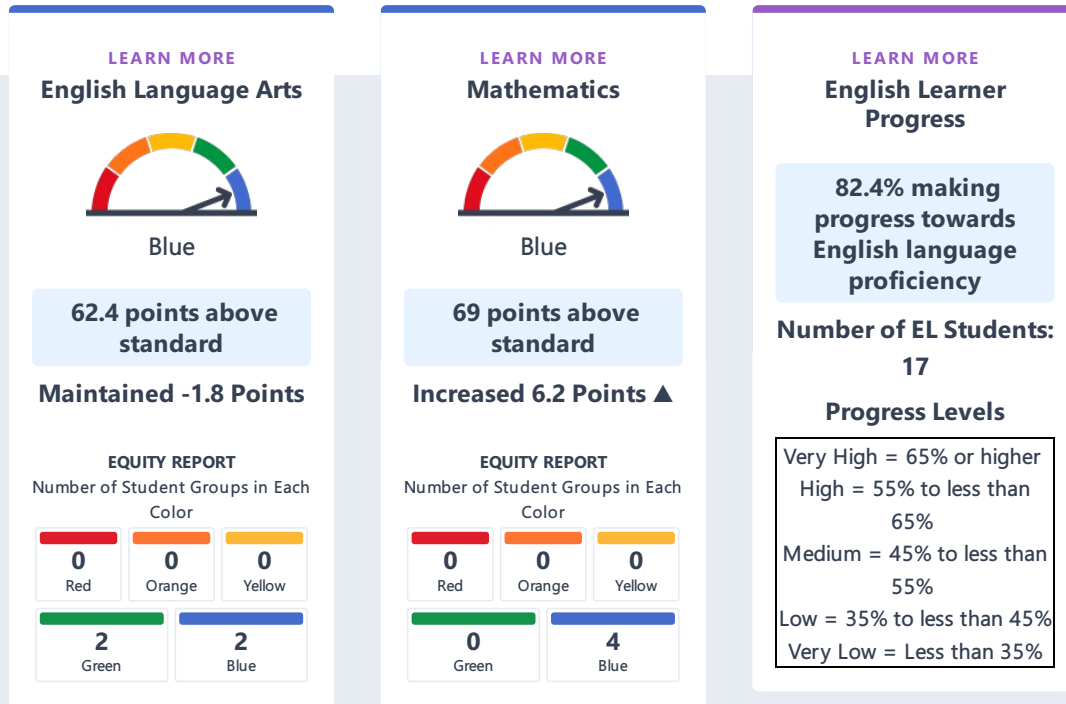
Student Population

Explore information about this school's student population.



Academic Performance

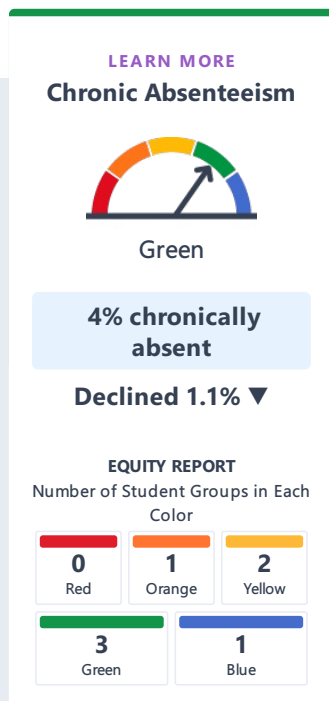
View Student Assessment Results and other aspects of school performance.



HEARST ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Yellow

0.6% suspended at least once

Increased 0.6% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	4 Orange	0 Yellow
0 Green	3 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

62.4 points above standard

Maintained -1.8 Points

Number of Students: 229

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Socioeconomically Disadvantaged

White



Blue

English Learners

Hispanic



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

71.5 points above standard

Declined 7.8 Points ▼

Number of Students: 29

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

74.6 points above standard

Declined 5.6 Points ▼

Number of Students: 25

Students with Disabilities



No Performance Color

0.6 points below standard

Increased 20.7 Points ▲

Number of Students: 20

Socioeconomically Disadvantaged



Green

35 points above standard

Declined 4.8 Points ▼

Number of Students: 47

White



Green

62.7 points above standard

Declined 3.3 Points ▼

Number of Students: 113

English Learners



Blue

45.9 points above standard

Maintained 2.5 Points

Number of Students: 30

Hispanic



Blue

50.8 points above standard

Maintained 2.1 Points

Number of Students: 54

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 50.9 points above standard

64.2 points above standard

62.4 points above standard

English Language Arts Data Comparisons: English Learners

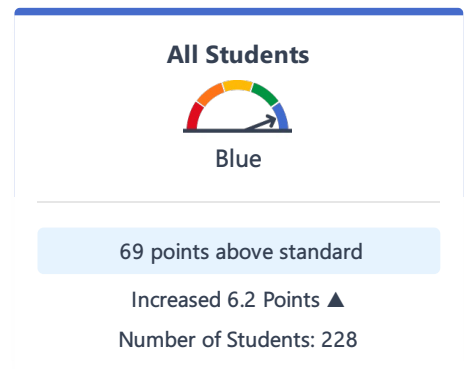
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
No Data	65.6 points above standard	61.5 points above standard
No Data	Maintained -2.4 Points	Maintained -0.2 Points
Number of Students: 9	Number of Students: 21	Number of Students: 189

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

<p>Red</p> <p>No Students</p>	<p>Orange</p> <p>No Students</p>	<p>Yellow</p> <p>No Students</p>
<p>Green</p> <p>No Students</p>	<p>Blue</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>White</p>	<p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>Filipino</p> <p>Homeless</p> <p>Two or More Races</p>

**African American**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian

No Performance Color

87.7 points above standard

Maintained -2.4 Points

Number of Students: 29

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

91.4 points above standard

Declined 5 Points ▼

Number of Students: 25

Students with Disabilities

No Performance Color

3.2 points above standard

Increased 20.5 Points ▲

Number of Students: 20

English Learners

Blue

62 points above standard

Increased 13.4 Points ▲

Number of Students: 30

Hispanic

Blue

46.8 points above standard

Increased 11.1 Points ▲

Number of Students: 54

Socioeconomically Disadvantaged

Blue

47.3 points above standard

Increased 19.9 Points ▲

Number of Students: 47

White

Blue

70.6 points above standard

Increased 6.8 Points ▲

Number of Students: 112

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students

59.9 points above standard

62.8 points above standard

69 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

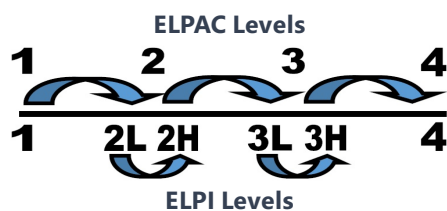
Current English Learners	Reclassified English Learners	English Only
No Data	84.3 points above standard	67.3 points above standard
No Data	Increased 17.1 Points ▲	Increased 6.7 Points ▲
Number of Students: 9	Number of Students: 21	Number of Students: 188

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

82.4% making progress towards English language proficiency

Number of EL Students: 17

Performance Level

Very High

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	5.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	11.7%
ELs who Maintained ELPI Level 4	11.7%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Green

4% chronically absent

Declined 1.1% ▼

Number of Students: 519

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

English Learners



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

Asian

Students with Disabilities

White



Blue

Two or More Races



No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American



No Performance Color

6.7% chronically absent

Maintained 0%

Number of Students: 15

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

English Learners



Orange

9.8% chronically absent

Increased 1.2% ▲

Number of Students: 41

Hispanic



Yellow

7.5% chronically absent

Maintained -0.4%

Number of Students: 93

Socioeconomically Disadvantaged



Yellow

12.6% chronically absent

Declined 1.5% ▼

Number of Students: 103

Asian



Green

3.4% chronically absent

Declined 3.6% ▼

Number of Students: 59

Students with Disabilities



Green

7.5% chronically absent

Declined 2.1% ▼

Number of Students: 53

White



Green

3.4% chronically absent

Declined 1% ▼

Number of Students: 297

Two or More Races



Blue

1.9% chronically absent

Maintained -0.1%

Number of Students: 53

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Yellow

0.6% suspended at least once

Increased 0.6% ▲

Number of Students: 521

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

No Students



Green

No Students



Blue

Asian

English Learners

White



No Performance Color

African American

American Indian

Filipino

Homeless



African American



No Performance Color

6.7% suspended at least once

Increased 6.7% ▲

Number of Students: 15

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Hispanic



Orange

1.1% suspended at least once

Increased 1.1% ▲

Number of Students: 93

Two or More Races



Orange

1.9% suspended at least once

Increased 1.9% ▲

Number of Students: 53

Socioeconomically Disadvantaged



Orange

1.9% suspended at least once

Increased 1.9% ▲

Number of Students: 103

Students with Disabilities



Orange

1.9% suspended at least once

Increased 1.9% ▲

Number of Students: 53

Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 59

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 41

White



Blue

0% suspended at least once

Maintained 0%

Number of Students: 299



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	269	71.0	257	77.0	244	75.8	228	83.3	232	78.9	7.9	-4.4	269	75.8	258	74.4	245	78.4	229	84.3	232	84.5	8.7	0.2
Female	125	75.2	120	79.2	123	81.3	116	82.8	115	82.6	7.4	-0.2	125	70.4	121	66.9	123	74.0	117	84.6	115	84.3	13.9	-0.3
Male	144	67.4	137	75.2	121	70.2	112	83.9	117	75.2	7.8	-8.7	144	80.6	137	81.0	122	82.8	112	83.9	117	84.6	4.0	0.7
African American	7	-	7	-	7	-	8	-	6	-	-	-	7	-	7	-	7	-	8	-	6	-	-	-
Asian**	9	-	5	-	6	-	6	-	30	73.3	-	-	9	-	7	-	7	-	7	-	31	83.9	-	-
Filipino	1	-	2	-	3	-	2	-	1	-	-	-	1	-	2	-	3	-	2	-	1	-	-	-
Hispanic	66	62.1	65	72.3	64	67.2	55	76.4	56	75.0	12.9	-1.4	67	70.1	64	67.2	64	70.3	55	70.9	56	78.6	8.5	7.7
Indochinese**	14	78.6	18	77.8	19	89.5	19	84.2	-	-	-	-	14	92.9	18	83.3	19	78.9	19	94.7	-	-	-	-
Native American	1	-	4	-	2	-	2	-	0	-	-	-	1	-	4	-	2	-	2	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	144	77.8	131	77.9	116	77.6	115	84.3	114	80.7	2.9	-3.6	143	78.3	131	75.6	116	78.4	115	84.3	113	85.0	6.7	0.7
Multiracial	27	63.0	25	80.0	27	81.5	21	90.5	25	80.0	17.0	-10.5	27	70.4	25	80.0	27	88.9	21	100.0	25	100.0	29.6	0.0
English Learner	15	26.7	18	50.0	7	-	10	50.0	9	-	-	-	15	33.3	20	50.0	8	-	11	54.5	10	50.0	16.7	-4.5
English-Speaking	254	73.6	239	79.1	237	77.6	218	84.9	223	79.4	5.8	-5.5	254	78.3	238	76.5	237	79.7	218	85.8	222	86.0	7.7	0.2
Reclassified†	12	75.0	7	-	20	75.0	19	94.7	21	81.0	6.0	-13.7	12	83.3	7	-	20	70.0	19	84.2	21	90.5	7.2	6.3
Initially Eng. Speaking	242	73.6	232	79.3	217	77.9	199	83.9	202	79.2	5.6	-4.7	242	78.1	231	76.6	217	80.6	199	85.9	201	85.6	7.5	-0.3
Econ. Disadv.*	47	48.9	67	65.7	44	52.3	49	75.5	48	70.8	21.9	-4.7	47	55.3	68	60.3	44	54.5	50	68.0	48	70.8	15.5	2.8
Non-Econ. Disadv.	222	75.7	190	81.1	200	81.0	179	85.5	184	81.0	5.3	-4.5	222	80.2	190	79.5	201	83.6	179	88.8	184	88.0	7.8	-0.8
Gifted	155	82.6	158	86.7	131	86.3	104	92.3	114	85.1	2.5	-7.2	156	87.2	159	84.9	131	89.3	104	92.3	113	97.3	10.1	5.0
Not Gifted	114	55.3	99	61.6	113	63.7	124	75.8	118	72.9	17.6	-2.9	113	60.2	99	57.6	114	65.8	125	77.6	119	72.3	12.1	-5.3
With Disabilities	20	30.0	19	42.1	23	26.1	21	38.1	17	52.9	22.9	14.8	20	35.0	19	36.8	23	30.4	21	33.3	17	35.3	0.3	2.0
WO Disabilities	249	74.3	238	79.8	221	81.0	207	87.9	215	80.9	6.6	-7.0	249	79.1	239	77.4	222	83.3	208	89.4	215	88.4	9.3	-1.0
Homeless	1	-	0	-	1	-	2	-	5	-	-	-	1	-	0	-	1	-	2	-	5	-	-	-
Foster	0	-	1	-	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Military	7	-	5	-	6	-	9	-	9	-	-	-	7	-	5	-	6	-	9	-	9	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	91	60.4	82	79.3	70	80.0	73	87.7	80	63.7	3.3	-24.0	91	74.7	84	85.7	70	80.0	73	84.9	81	81.5	6.8	-3.4
Female	41	61.0	43	72.1	40	90.0	34	85.3	38	73.7	12.7	-11.6	41	70.7	44	79.5	40	80.0	34	85.3	39	74.4	3.7	-10.9
Male	50	60.0	39	87.2	30	66.7	39	89.7	42	54.8	-5.2	-34.9	50	78.0	40	92.5	30	80.0	39	84.6	42	88.1	10.1	3.5
African American	3	-	2	-	2	-	1	-	2	-	-	-	3	-	2	-	2	-	1	-	2	-	-	-
Asian**	2	-	0	-	2	-	2	-	10	40.0	-	-	2	-	2	-	2	-	2	-	11	63.6	-	-
Filipino	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Hispanic	24	45.8	20	70.0	19	68.4	18	83.3	19	68.4	22.6	-14.9	25	56.0	20	75.0	19	68.4	18	66.7	19	89.5	33.5	22.8
Indochinese**	6	-	6	-	7	-	5	-	-	-	-	-	6	-	6	-	7	-	5	-	-	-	-	-
Native American	0	-	3	-	0	-	0	-	0	-	-	-	0	-	3	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	42	73.8	45	77.8	31	77.4	39	89.7	41	65.9	-7.9	-23.8	41	82.9	45	86.7	31	77.4	39	87.2	41	78.0	-4.9	-9.2
Multiracial	13	53.8	5	-	8	-	8	-	8	-	-	-	13	76.9	5	-	8	-	8	-	8	-	-	-
English Learner	9	-	7	-	3	-	5	-	1	-	-	-	9	-	9	-	3	-	5	-	2	-	-	-
English-Speaking	82	64.6	75	82.7	67	82.1	68	88.2	79	64.6	0.0	-23.6	82	79.3	75	89.3	67	82.1	68	86.8	79	82.3	3.0	-4.5
Reclassified†	2	-	1	-	5	-	4	-	8	-	-	-	2	-	1	-	5	-	4	-	8	-	-	-
Initially Eng. Speaking	80	63.8	74	82.4	62	80.6	64	87.5	71	66.2	2.4	-21.3	80	78.8	74	89.2	62	82.3	64	85.9	71	83.1	4.3	-2.8
Econ. Disadv.*	15	26.7	19	73.7	11	54.5	17	82.4	14	57.1	30.4	-25.3	15	53.3	21	66.7	11	63.6	17	76.5	14	71.4	18.1	-5.1
Non-Econ. Disadv.	76	67.1	63	81.0	59	84.7	56	89.3	66	65.2	-1.9	-24.1	76	78.9	63	92.1	59	83.1	56	87.5	67	83.6	4.7	-3.9
Gifted	55	70.9	46	91.3	30	90.0	35	94.3	37	73.0	2.1	-21.3	56	87.5	47	93.6	30	93.3	35	94.3	37	100.0	12.5	5.7
Not Gifted	36	44.4	36	63.9	40	72.5	38	81.6	43	55.8	11.4	-25.8	35	54.3	37	75.7	40	70.0	38	76.3	44	65.9	11.6	-10.4
With Disabilities	7	-	4	-	8	-	3	-	5	-	-	-	7	-	4	-	8	-	3	-	5	-	-	-
WO Disabilities	84	63.1	78	82.1	62	85.5	70	88.6	75	65.3	2.2	-23.3	84	78.6	80	87.5	62	87.1	70	87.1	76	85.5	6.9	-1.6
Homeless	1	-	0	-	1	-	1	-	1	-	-	-	1	-	0	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	3	-	5	-	3	-	-	-	4	-	2	-	3	-	5	-	3	-	-	-

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

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2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	87	77.0	89	71.9	82	70.7	76	77.6	76	81.6	4.6	4.0	87	80.5	88	67.0	83	74.7	77	83.1	75	81.3	0.8	-1.8
Female	40	80.0	39	76.9	43	69.8	43	79.1	34	76.5	-3.5	-2.6	40	75.0	39	59.0	43	67.4	44	86.4	33	87.9	12.9	1.5
Male	47	74.5	50	68.0	39	71.8	33	75.8	42	85.7	11.2	9.9	47	85.1	49	73.5	40	82.5	33	78.8	42	76.2	-8.9	-2.6
African American	2	-	3	-	2	-	4	-	1	-	-	-	2	-	3	-	2	-	4	-	1	-	-	-
Asian**	2	-	3	-	1	-	3	-	7	-	-	-	2	-	3	-	2	-	4	-	7	-	-	-
Filipino	0	-	1	-	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Hispanic	23	87.0	23	56.5	21	66.7	17	70.6	20	75.0	-12.0	4.4	23	87.0	22	54.5	21	71.4	17	70.6	20	60.0	-27.0	-10.6
Indochinese**	6	-	6	-	6	-	8	-	-	-	-	-	6	-	6	-	6	-	8	-	-	-	-	-
Native American	1	-	0	-	2	-	0	-	0	-	-	-	1	-	0	-	2	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	49	71.4	38	76.3	46	71.7	33	69.7	40	85.0	13.6	15.3	49	79.6	38	73.7	46	73.9	33	78.8	39	87.2	7.6	8.4
Multiracial	4	-	15	80.0	3	-	10	100.0	8	-	-	-	4	-	15	73.3	3	-	10	100.0	8	-	-	-
English Learner	4	-	6	-	3	-	3	-	6	-	-	-	4	-	6	-	4	-	4	-	6	-	-	-
English-Speaking	83	78.3	83	73.5	79	73.4	73	79.5	70	81.4	3.1	1.9	83	81.9	82	69.5	79	77.2	73	84.9	69	85.5	3.6	0.6
Reclassified†	3	-	3	-	6	-	7	-	4	-	-	-	3	-	3	-	6	-	7	-	4	-	-	-
Initially Eng. Speaking	80	77.5	80	73.8	73	74.0	66	77.3	66	80.3	2.8	3.0	80	81.3	79	69.6	73	78.1	66	83.3	65	84.6	3.3	1.3
Econ. Disadv.*	16	62.5	26	61.5	15	60.0	18	72.2	19	73.7	11.2	1.5	16	62.5	25	48.0	15	53.3	19	73.7	19	57.9	-4.6	-15.8
Non-Econ. Disadv.	71	80.3	63	76.2	67	73.1	58	79.3	57	84.2	3.9	4.9	71	84.5	63	74.6	68	79.4	58	86.2	56	89.3	4.8	3.1
Gifted	45	91.1	55	85.5	42	83.3	33	90.9	38	81.6	-9.5	-9.3	45	93.3	55	81.8	42	83.3	33	90.9	37	94.6	1.3	3.7
Not Gifted	42	61.9	34	50.0	40	57.5	43	67.4	38	81.6	19.7	14.2	42	66.7	33	42.4	41	65.9	44	77.3	38	68.4	1.7	-8.9
With Disabilities	7	-	7	-	5	-	9	-	7	-	-	-	7	-	7	-	5	-	9	-	7	-	-	-
WO Disabilities	80	78.8	82	73.2	77	74.0	67	85.1	69	84.1	5.3	-1.0	80	82.5	81	69.1	78	76.9	68	91.2	68	86.8	4.3	-4.4
Homeless	0	-	0	-	1	-	1	-	2	-	-	-	0	-	0	-	1	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	2	-	4	-	3	-	-	-	1	-	2	-	2	-	4	-	3	-	-	-

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

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** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	91	75.8	86	80.2	92	77.2	79	84.8	76	92.1	16.3	7.3	91	72.5	86	70.9	92	80.4	79	84.8	76	90.8	18.3	6.0
Female	44	84.1	38	89.5	40	85.0	39	84.6	43	95.3	11.2	10.7	44	65.9	38	60.5	40	75.0	39	82.1	43	90.7	24.8	8.6
Male	47	68.1	48	72.9	52	71.2	40	85.0	33	87.9	19.8	2.9	47	78.7	48	79.2	52	84.6	40	87.5	33	90.9	12.2	3.4
African American	2	-	2	-	3	-	3	-	3	-	-	-	2	-	2	-	3	-	3	-	3	-	-	-
Asian**	5	-	2	-	3	-	1	-	13	92.3	-	-	5	-	2	-	3	-	1	-	13	100.0	-	-
Filipino	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Hispanic	19	52.6	22	90.9	24	66.7	20	75.0	17	82.4	29.8	7.4	19	68.4	22	72.7	24	70.8	20	75.0	17	88.2	19.8	13.2
Indochinese**	2	-	6	-	6	-	6	-	-	-	-	-	2	-	6	-	6	-	6	-	-	-	-	-
Native American	0	-	1	-	0	-	2	-	0	-	-	-	0	-	1	-	0	-	2	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	53	86.8	48	79.2	39	84.6	43	90.7	33	93.9	7.1	3.2	53	73.6	48	66.7	39	84.6	43	86.0	33	90.9	17.3	4.9
Multiracial	10	70.0	5	-	16	75.0	3	-	9	-	-	-	10	70.0	5	-	16	87.5	3	-	9	-	-	-
English Learner	2	-	5	-	1	-	2	-	2	-	-	-	2	-	5	-	1	-	2	-	2	-	-	-
English-Speaking	89	77.5	81	81.5	91	78.0	77	87.0	74	93.2	15.7	6.2	89	74.2	81	71.6	91	80.2	77	85.7	74	90.5	16.3	4.8
Reclassified†	7	-	3	-	9	-	8	-	9	-	-	-	7	-	3	-	9	-	8	-	9	-	-	-
Initially Eng. Speaking	82	79.3	78	82.1	82	79.3	69	87.0	65	92.3	13.0	5.3	82	74.4	78	71.8	82	81.7	69	88.4	65	89.2	14.8	0.8
Econ. Disadv.*	16	56.3	22	63.6	18	44.4	14	71.4	15	80.0	23.7	8.6	16	50.0	22	68.2	18	50.0	14	50.0	15	86.7	36.7	36.7
Non-Econ. Disadv.	75	80.0	64	85.9	74	85.1	65	87.7	61	95.1	15.1	7.4	75	77.3	64	71.9	74	87.8	65	92.3	61	91.8	14.5	-0.5
Gifted	55	87.3	57	84.2	59	86.4	36	91.7	39	100.0	12.7	8.3	55	81.8	57	80.7	59	91.5	36	91.7	39	97.4	15.6	5.7
Not Gifted	36	58.3	29	72.4	33	60.6	43	79.1	37	83.8	25.5	4.7	36	58.3	29	51.7	33	60.6	43	79.1	37	83.8	25.5	4.7
With Disabilities	6	-	8	-	10	20.0	9	-	5	-	-	-	6	-	8	-	10	30.0	9	-	5	-	-	-
WO Disabilities	85	81.2	78	84.6	82	84.1	70	90.0	71	94.4	13.2	4.4	85	76.5	78	75.6	82	86.6	70	90.0	71	93.0	16.5	3.0
Homeless	0	-	0	-	1	-	2	-	2	-	-	-	0	-	0	-	1	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	1	-	0	-	3	-	-	-	2	-	1	-	1	-	0	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: HEARST ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The counselor will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. The counselor will conduct weekly phone calls to ensure families receive the supports they need to get their children to school every day and on time. The counselor will also be an active member of the Wellness team as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Postage Expense		\$100.00	09800-5920	Important notices are sent home in US mail	Parent receive important notices in a timely manner	NA	Continue with this process

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Our RSP and Mild/Mod teacher will continue to support and collaborate with classroom teachers to impact teacher effectiveness. They will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students. Hearst funds a pull out/push in teacher to work with English Learners and targeted students. The principal will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, our counselor will work directly with community partners, students and families of to enhance the school’s program and to increase family engagement which will positively affect our school culture and academic progress..

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
PullOut/Push in Hrly		\$6,101.00	09800-1159	Provide group intervention support for struggling students.	Students are showing improvement in Reading and language due to this support	Hard to get to all students in need due to budget constraints	Review schedule to include more kids.
Software License		\$10.00	09800-5841	Intervention supports for struggling students with the purchase of software such as Raz Kids.	Programs support Tier 1 supplemental support aligned to reading behaviors and standards. Tier 2 intervention for by assigned reading at a child’s specific level to be accessed at home and school.	Kids do this independently so it’s hard to see where they are having difficulties.	None

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Our RSP and Mild/Mod teacher will continue to support and collaborate with classroom teachers to impact teacher effectiveness. They will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students. Teachers will plan in PLC's together. The principal will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, our counselor will work directly with community partners, students and families to enhance the school's program and to increase family engagement which will positively affect our school culture and academic progress.

[Edit description]

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof & Curriclm Dev Vist Tchr		\$1,220.20	09800-1192	Monies to fund visiting teachers to release teachers for professional development	Teachers are able to attend trainings to increase their skills and improve their craft of teaching	NA	None

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

The Retired Pull out/push in teacher will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). She will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). She will continue to collaborate with administration and other support staff (Physical Education Coach, Education Specialists, Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk EL's.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrn Tchr Hrly		\$3,660.60	09800-1957	Teacher to support ELPAC	Our site is in compliance with testing and monitoring of English Learners	NA	Continue funding to ensure English Learners are assessed and our site is in compliance

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

The Retired Pull out/push in teacher will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). She will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). She will continue to collaborate with administration and other support staff (Physical Education Coach, Education Specialists, Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk EL's.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$488.08	09800-1157	Provide individual and group intervention support for struggling students	Students get additional support from Teacher when needed.	NA	None

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Retired Resource Teacher (RRT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RRT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). RT will also continue to support professional development (plan, organize, and facilitate) in ELA. In addition, RT will work directly with community partners, students and families to increase family engagement which will positively impact attendance, school culture and academic progress.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$5,080.12	09800-4301	Instructional supplies to assist the delivery of intervention and instruction for unduplicated students.	This is supporting closing the achievement gap	NA	None

Note/Reminders (optional):

What are my leadership strategies in service of the goals?