

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HEARST ELEMENTARY SCHOOL

2022-23

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: Waller, Barbara

Contact Person: Waller, Barbara

Position: Principal

Telephone Number: 619-583-5704

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

E-mail Address: bwaller@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: January 24, 2023

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Hearst Elementary PHONE: 619 8605400 FAX: 619 2879921
 SITE CONTACT PERSON: Barb Waller E-MAIL ADDRESS: bwaller@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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:

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: _____
 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: 9/15/22
 Other (list): _____ Date of presentation: _____

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/30/22

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.

Barb Waller
Type/Print Name of School Principal

Anthony Damon
Type/Print Name of SSC Chairperson

N/A
Type/Print Name of ELAC Representative

Monika Hazel
Type/Print Name of Area Superintendent

Barb Waller 9/30/22
Signature of School Principal / Date

[Signature] 10/3/22
Signature of SSC Chairperson / Date

Signature of ELAC Representative / Date

monika 10/6/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements for a non-Title I school. The staff and community at Hearst strive for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at Hearst work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to a high quality education that includes rigorous lessons that are standard-based. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to ensure that students are academically and socio-emotionally prepared for their next level of schooling by cultivating a safe, supportive, and collaborative learning environment for all stakeholders.

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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP GOAL 2: Access to Broad and Challenging Curriculum

LCAP GOAL 3: Accelerating Student Learning With High Expectations for All

LCAP GOAL 4: Quality Leadership, Teaching and Learning

LCAP GOAL 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

At Hearst Elementary, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-22, stakeholders were involved in the 2022-23 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SSC, SGT, Principal Coffee Chats, as well as staff meetings held throughout the year.

School wide Principal Coffee Chat was held over the summer before the first week of school, as well as UTK/Kindergarten Orientation, and Back to School Night the second week of school, for the 2022-23 school year.

- January 10th, 2022 - Staff met to analyze data and provided budget recommendations.
- January 11th, 2022 - Foundation Meeting
- January 20th, 2022 - PTA Meeting
- February 24th, 2022- SSC /SGT met to discuss the evaluation & assessment survey.

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- February 24th, 2022- SSC/ SGT reviewed and approved the 2022-23 budget.
- September 15th 2022 - SSC/SGT met to review data in preparation for 2022-23 SPSA
- September 15th, 2022 - SSC/SGT Review/Approval School Parent Compact & Parent and Family Engagement Policy
- September 15th, 2022 - SPSA Data presented to PTA
- September 30, 2022 - SSC/SGT met to approve/approved SPSA

RESOURCE INEQUITIES

Hearst's root cause analysis involved examining data from state and district data: DEMI Math, FAST Reading, CORE SEL, ELPAC, CAASPP, California Dashboard, California Healthy Kids Survey, Hoonuit, California Parent Survey and a review of the 2021-22 SPSA. We also examined site data from Fountas and Pinnell reading levels and attendance data including chronic absenteeism.

CAASPP Data	2019 ELA	2022 ELA		2019 Math	2022 Math
Whole School	79%	72%		85%	69%
3rd Grade	64%	72%		82%	69%
4th Grade	82%	70%		81%	62%
5th Grade	92%	80%		91%	75%

The 2018-19 3rd-5th grade students met or exceeded grade level standards at 79% in ELA and 85% in Math. Due to the COVID-19 pandemic there was no CAASPP state testing for the 2019-20 and 2020-21 school year. Testing resumed in the spring of 2021-22 school year. None of the students in this 3rd-5th grade group had previously taken the CAASPP. In 2022, students in 3rd-5th grade did not meet or exceed grade level standards, and scored at 72% in ELA and 69% in Math.

Over the 2018-19 through the 2021-22 school years, ELA in 3rd-5th grade decreased 7%. Over the 2018-19 through the 2021-22 school years, Math in 3rd-5th grade decreased by 16%.

The 2021-22 3rd grade student group met or exceeded grade level standards at 72% in ELA and 69% in math. The 2021-22 4th grade student group met or exceeded grade level standards at 70% in ELA and 62% in math. The 2021-22 5th grade student group met or exceeded grade level standards at 80% in ELA and 75% in math.

In 2021-22, 46% of students with disabilities met or exceeded standards in ELA, and 49% in Math. 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, Black youth, Hispanic students, and English Learners (Hearst has fewer than 10 EL students, and we cannot publicly report scores).

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CAASPP Data	2019 ELA	2022 ELA		2019 Math	2022 Math
Whole School	79%	72%		85%	69%
Students w/Disabilities	53%	46%		35%	49%
Black Youth	Not Avail	Not Avail		Not Avail	Not Avail
Hispanic Youth	75%	60%		79%	47%
English Learners	Not Avail	Not Avail		Not Avail	Not Avail

TK-2nd Grade Fountas and Pinnell Reading Assessments

Our 2021-22 end of year F&P (formally DRA) data assessments for grade TK-2nd show that 86% of our students are reading at or above grade level.

3rd-5th Grade FAST Reading Assessments

Our 2021-22 FAST reading assessment shows that 82% of students in grades 3-5 were proficient in reading at the end of the 2021-22 school year. The goal was 85% proficient, and we missed that goal by 3%

Subgroups

Black Youth

(Hearst has fewer than 10 Black students, and we cannot publicly report scores). We will continue to support our Black Youth even though percentages were not reported.

Students with Disabilities

While examining our Students with Disabilities 46% of students met or exceeded standards in ELA and 49% in Math. 61% of our students with disabilities in grades TK-2nd grade are reading at or above grade level.

Hispanic Students

While examining our Hispanic youth, 60% of students met or exceeded standards in ELA and 47% in Math. 71% of our Hispanic students in grades TK-2nd grade are reading at or above grade level.

English Learners

(Hearst has fewer than 10 EL students, and we cannot publicly report scores). We will continue to support our English Learners even though percentages were not reported.

As a result of this data analysis, there are inequities in the areas of both ELA and Math with regard to our Students with Disabilities and Hispanic Students. Resources last year were primarily focused on providing intervention support for underserved students through small group instruction, and supporting the development of collaborative PLCs and establishing a culture of data use through multiple measures as well as understanding how to create learning partnerships with specific students. This plan moving forward, will address the inequities by focusing on professional development in the areas of PLC systems/structures, data dives, focus students, and building core instructional practices. Administration and staff will monitor student achievement within these sub groups through focused walk-throughs, grade level PLCs, whole staff professional development and our RTI process. Additionally, a group of teachers will be participating in the evaluation process, and will focus on specific goals for supporting all students, including these subgroups, by supporting student progress towards meeting the standards and improving student achievement. The plan provides resources, specifically for these students.

Student Performance Data

Student performance data was analyzed and stakeholders reflected on the 2021-22 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 need to take into account the individual support needs of individual learners
- Using a strengths based model when discussing/problem-solving underperforming students
- Ensuring that intervention strategies have variance

Reading Comprehension

- Ensuring that staff are able to articulate to students, how they move forward in their reading levels, and become more confident readers
- Lessons need to be purposefully planned to include instructional steps when students don't 'get it' the first time, as well as anticipating individual student needs and enrichment opportunities
- Critical Concepts need to be utilized at the desired level
- Differentiated interventions for all students
- Vulnerable readers need to 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:

- Our small population of ELs can go unnoticed/blend in; ELD not taught every day on a consistent basis
- Strength-based approach/thinking when discussing underperforming students

- Instruction needs 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. Barb Waller	Principal
2. Lynette Ehle	Parent
3. Marilyn Olson	Parent
4. Ysabel Watts	Classroom Teacher
5. Karen Jackson	Classroom Teacher
6. Peter Morris	Parent
7. Kelley Zaino	Teacher
8. Laurie Flounders	Other
9. Anthony Damon	Parent
10. Tonya Ziehm	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

We set goals in 2021 to decrease chronic absenteeism and suspension for the 2021-2022 school year based on CA Dashboard data. Ongoing pandemic conditions presented challenges to implementation and seemed to adversely affect student and staff attendance along with chronic absenteeism rates. Although we do not have CA Dashboard data for 2021-2022 we used district Hoonuit attendance data and CORE SEL survey data to determine that there was a need to continue to focus on providing a safe, collaborative and inclusive school culture and decreasing chronic absenteeism. We planned to do this by focusing on overall attendance, chronic absenteeism, social emotional needs of students and providing opportunities to collaborate with families.

The following strategies/actions were planned to support this goal:

- Counselor worked in collaboration with parents, principal office staff, and nurse and health technician to monitor attendance and 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 was also an active member of the Wellness team as needed to support a positive school culture.
- The counselor supported students' social and emotional well-being and needs in groups, individual counseling and classroom lessons using our Second Step curriculum
- Intensified our commitment to Social and Emotional Learning by adding morning meetings in every class and utilized the Second Step program to meet the needs of all Hearst students.

*Major Differences						
<p>Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).</p> <p>Although students returned to in-person learning for the entire 2021-22 school year, the district's mandated health and safety protocols continued to negatively affect student attendance.</p> <p>The residual effects of the ongoing pandemic along with continually changing and stringent guidelines, often caused strained relationships among student, parent and school staff. In addition, chronic absenteeism adversely affected students' ability to develop positive peer and school relationships.</p>						
*Changes						
<p>Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.</p> <p>While COVID pandemic conditions are still present, the health and safety guidelines are less restrictive and should increase student enrollment and attendance.</p> <p>Furthermore, we now have a Family Services Assistant, who will work alongside our counselor and attendance team to assist in supporting students and families with attendance issues.</p>						
*Identified Need						
<p>We looked at our chronic absenteeism (students with more than 18 attendance days of absences per year, not including contracts and major illnesses) and determined that there was 18%, or 85 students, in the school who fall into this category. This includes 21% of students with individualized education plans, 56% English language learners, 30% Hispanic students, and 8% black youth.</p> <p>We reviewed our overall attendance rate for the 2021-22 school year. Hearst had an attendance rate of 94.83%.</p> <p>We also looked at our suspension rate for the suspension rate during the 2021-22 school year. We had a total of 0% suspensions. We are going to keep a goal of 0% suspensions.</p> <p>California Healthy Kids Survey (CHKS) results consistently highlight Hearst students feel safe, welcome and engaged at school and Hearst consistently outperforms the State Average in all areas. One area that we would like to improve is in the area of "meaningful participation" where 50% of students reported feeling that the school encourages "meaningful participation".</p> <p>Lastly, we looked at improving a sense of belonging as measured on the district's CORE SEL Survey, given twice a year to all 4th and 5th grade students. Our goal is to have 90% of 4th/5th graders report that they feel that Hearst has a positive culture and climate.</p>						
*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Decrease the overall school wide Chronic Absenteeism rate	18%	5%	Attendance	Yearly

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June 2023	UTK-5	Maintain Current Zero Suspension Rate	0.0%	0.0%	Suspension	Yearly
June 2023	UTK-5	Increase Overall Attendance	94.83%	96%	Attendance	Yearly
June 2023	4th/5th	Increase Positive Culture/Climate as measured by the CORE SEL	76.5%	90%	Other (Describe in Objective)	2 x year
June 2023	5th	Increase student participation with the CHKS	35%	75%	CAL-SCHLS (CHKS)	Yearly
June 2023	5th	Increase % of students who report "meaningful participation" in school.	50%	60%	CAL-SCHLS (CHKS)	Yearly

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Students with Disabilities	Decrease the chronic absenteeism rate	21%	5%	Attendance	Annually
June 2023	UTK-5	English Learner	Decrease the chronic absenteeism rate	*Baseline	15%	Attendance	Annually
June 2023	UTK-5	Hispanic or Latino	Decrease the chronic absenteeism rate	30%	5%	Attendance	Annually
June 2023	UTK-5	Students with Disabilities	Maintain no suspensions	0%	0%	Attendance	Annually
June 2023	UTK-5	English Learner	Maintain No suspensions	0%	0%	Suspension	Annually
June 2023	UTK-5	Black or African American	Maintain No suspensions	0%	0%	Suspension	Annually
June 2023	UTK-5	Socioeconomically Disadvantaged	Decrease the chronic absenteeism rate	*Baseline	5%	Attendance	Annually

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June 2023	UTK-5	Black or African American	Decrease the chronic absenteeism rate	*Baseline	5%	Attendance	Annually
June 2023	UTK-5	Socioeconomically Disadvantaged	Maintain no suspensions	0%	0%	Suspension	Annually
June 2023	UTK-5	Hispanic or Latino	Maintain no suspensions	0%	0%	Suspension	Annually

Supporting Black Youth - Additional Goals

- ✓ 1. Hearst's Site Equity Team will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Hearst is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Hearst's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Hearst will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Hearst will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Hearst's Site Equity Team will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Hearst will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Hearst will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

No Place for Hate

*Students to be served by this Strategy/Activity

All students at Hearst will benefit from being a No Place for Hate school. The implementation of No Place for Hate will help in creating a school that is welcoming and inclusive for all staff, students and families.

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

All students at the school will benefit from this strategy/activity in the area of specifically the following subgroups: English Learners, students with disabilities, Black, and Hispanic students.

***Strategy/Activity - Description**

What is No Place for Hate®?
 No Place for Hate® is an organizing framework for K-12 schools committed to creating sustainable 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. Over 1,800 schools across the country participate in No Place for Hate® annually.

What is the goal of No Place for Hate®?
 The goal of No Place for Hate® is to inspire a national movement led by students and educators who are committed to using the power of positive peer influence to build inclusive and safe schools in which all students can thrive.

No Place for Hate® at Hearst
 At the beginning of the year all the students at Hearst will sign the No Place for Hate pledge, promising to be part of a friendly and inclusive community. We will have three activities throughout the year beginning with “Start with Hello” week in September and including another activity in both January and March. In May the entire school will be invited to participate in the No Place for Hate walk in San Diego.
 This goal addresses the needs based on the number and reasons for referrals/suspensions. Our students need to have more opportunities to understand how to be inclusive and respectful of diversity.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0143-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N01434H	Instructional materials such as posters, markers, stickers to promote No Place for Hate.

Attendance Support

***Students to be served by this Strategy/Activity**
 All students will benefit from a school that provides support and resources to assist families in getting their students to school, and on-time. Specifically, this activity will benefit our Students with Disabilities, and Hispanic. Subgroups, who struggle with Chronic Absenteeism.

***Strategy/Activity - Description**
 The Counselor will work with the Cluster Family Service Assistant to monitor attendance and conduct weekly phone calls to ensure families receive the supports they need to get their children to school every day and on time. This will allow students to maximize their learning time and academic progress in class.

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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 a positive school culture. The counselor will continue to support students' social and emotional well-being and needs in groups, individual counseling and classroom lessons using our Second Step curriculum.

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

Second Step Curriculum
Wellness Committee

Restorative Justice Practices

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

All students will benefit from a Restorative school culture and climate.

***Strategy/Activity - Description**

Hearst will begin training staff on Restorative Justice Practices (RJP) in the 2022-23 school year, and will be working in a partnership with the RJP department to support all students in handling conflict, building positive, trusting relationships, and building a positive culture and climate. In addition, in conjunction with the SDUSD RJP department, Hearst will be providing our families with workshops on RJP, to partner with our families in this change in mindset and approach to an environment rooted in empathy, and restoration.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0143-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N01434H	Instructional materials such as poster, markers, stickers for students to create posters to promote RJP.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

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Our goals for 2021-22 were to increase academic performance in both ELA and Math as measured by CAASP. Based on our 2021-22 ELA CAASPP Data 74% of students met or exceeded grade level standards a 5% decrease from the year before and 69% of students met or exceeded grade level in mathematics a 16% decrease since the last administration in 2019 and we did not meet our growth goals.

The following strategies were implemented to support our goals:

- monthly PLC's to strengthen teaching in all academic areas
- small group intervention for students below grade level K-5 provided by RVT
- daily guided reading groups for every student reading below grade level
- differentiated math groups

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Last school year (2021-22), students in grades 3-5 participated in CAASPP state testing for the first time since the 2018-19 school year.

Due to COVID illness and quarantines many strategies including monthly PLCs and small group instruction were inconsistently implemented.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

In order to meet ELA/Math/ELD goals, we will be implementing a Cycle of Professional Learning to strengthen teaching in all academic areas. Teachers will work in monthly grade level Professional Learning Communities. The purpose of the Professional Learning Communities is to analyze achievement and identify areas of need. We will then design lessons and assessments aligned to the CCSS.

During our PLCs we will set aside time to discuss our struggling students. We will determine which interventions to use, and plan intervention cycles. In addition, we will analyze data to determine which students are not making expected progress. We will also implement a thorough RTI process.

In addition to our monthly PLC meetings we will also have monthly professional development. This professional development will be planned by our Instructional Leadership Team to make sure that it is meeting the needs of all students and teachers.

There is no funding tied to this goal. Our school has no categorical money

***Identified Need - English Language Arts**

In the 2021-22 school year, the Hearst team was able to put into place some aspects of our plans, but were not able to see them through the end of 2021-22 due to complicated COVID logistics. Our goals for 2021-22 were to increase academic performance as measured by CAASPP. Based on our 2021-22 ELA CAASPP Data, we did not meet our goal.

Based on our 2021-22 ELA CAASPP Data 74% of students met or exceeded grade level standards a 5% decrease from the year before and 69% of students met or exceeded grade level in mathematics a 16% decrease since the last administration in 2019 and we did not meet our growth goals.

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*Goal 2 - English Language Arts							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5	Meet or exceed	74%	79%	CAASPP ELA	annually	
June 2023	3	Meet or exceed	72%	77%	CAASPP ELA	annually	
June 2023	4	Meet or exceed	70%	75%	CAASPP ELA	annually	
June 2023	5	Meet or exceed	80%	85%	CAASPP ELA	annually	
June 2023	K-2	Meet or Exceed	79%	84%	Fountas and Pinnel	3 x per year	
June 2023	3-5	Meet or Exceed	82%	87%	FAST aReading	3 x per year	
June 2023	3	Meet or Exceed	82%	87%	FAST aReading	3 x per year	
June 2023	4	Meet or Exceed	82%	87%	FAST aReading	3 x per year	
June 2023	5	Meet or Exceed	87%	92%	FAST aReading	3 x per year	
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Meet or exceed	*Baseline	77%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Meet or exceed	*Baseline	77%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Meet or exceed	46%	60%	CAASPP ELA	Annually
June 2023	3-5	Hispanic or Latino	Meet or exceed	60%	77%	CAASPP ELA	Annually
June 2023	K-2	English Learner	Meet or exceed	*Baseline	91%	Fountas and Pinnel	3 x per year
June 2023	K-2	Black or African American	Meet or exceed	*Baseline	91%	Fountas and Pinnel	3 x per year
June 2023	K-2	Students with Disabilities	Meet or exceed	61%	80%	Fountas and Pinnel	3 x per year
June 2023	K-2	Hispanic or Latino	Meet or exceed	71%	91%	Fountas and Pinnel	3 x per year
June 2023	3-5	English Learner	Meet or exceed	*Baseline	87%	FAST aReading	3 x per year
June 2023	3-5	Black or African American	Meet or exceed	*Baseline	87%	FAST aReading	3 x per year
June 2023	3-5	Students with Disabilities	Meet or exceed	45%	70%	FAST aReading	3 x per year
June 2023	3-5	Hispanic or Latino	Meet or exceed	72%	80%	FAST aReading	3 x per year

***Identified Need - Math**

The school's overall CAASPP data for the 21-22 school year indicates 69% of 3rd-5th grade students met or exceeded standards in Math. This represents a decrease of 16% in the area of Math from 2019 to 2022.

Students with Disabilities 2022 data indicates that 49% of this subgroup met or exceeded the standard for Math, compared to 2019, where 35% met or exceeded the Math standard. Showing an increase of 14%.

Hearst's Hispanic student scores in Math fell 32% from 2019, with only 47% of this subgroup meeting or exceeding the standards.

Black Youth: 10 or fewer students

English Learners: 10 or fewer students

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, and Hispanic students.

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 *DEMI in grades 3-5*, common formative assessments (for all UTK-5th grade students) and monitoring student progress together as a grade level team during Monthly PLCs.

We have an overall baseline percentage using the district's DEMI Math Assessment for grades 3-5 in the 21-22 school year. Our students in 3rd-5th grade earned the following baseline scores on the DEMI:

Knowledge: 89% Application: 87% Communication: 66%

In 22-23 our overall target for 3-5 grades is the following:

Knowledge: 94% Application: 92% Communication: 75%

We have a baseline percentage using the district's DEMI Math Assessment for student subgroups in grades 3-5 in the 21-22 school year. Our student subgroups in the 3rd-5th grade earned the following baseline scores on the DEMI:

Students w/Disabilities: Knowledge: 80% Application: 79% Communication: 41%

Hispanic Students: Knowledge: 80% Application: 77% Communication: 63%

Black Youth: 10 or fewer students

English Learners: 10 or fewer students

In 22-23 our target for our subgroups is the following with the main focus goal being COMMUNICATION:

Students w/Disabilities: (Knowledge: 85% Application: 84%) Communication: 50%

Hispanic Students: (Knowledge: 85% Application: 82%) Communication: 70%

Black Youth: (Knowledge: 85% Application: 84%) Communication: 70%

English Learners: (Knowledge: 85% Application: 84%) Communication: 70%

Hearst Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

We need to work to close the achievement gap with our Students w/Disabilities, Hispanic Students, English Learners, and Black Youth.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meet or exceed	69%	75%	CAASPP Math	Annually
June 2023	3	Meet or exceed	69%	75%	CAASPP Math	Annually
June 2023	4	Meet or exceed	62%	70%	CAASPP Math	Annually
June 2023	5	Meet or exceed	75%	80%	CAASPP Math	Annually
June 2023	3-5	Meet or exceed- Knowledge	89%	94%	DEMI	2 x annually
June 2023	3-5	Meet or exceed- Application	87%	92%	DEMI	2 x annually
June 2023	3-5	Meet or exceed- Communication	66%	75%	DEMI	2 x annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Meet or exceed	49%	55%	CAASPP Math	Annually
June 2023	3-5	English Learner	Meet or exceed	*Baseline	50%	CAASPP Math	Annually
June 2023	3-5	Hispanic or Latino	Meet or exceed	47%	55%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Meet or exceed	*Baseline	50%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Meet or exceed- Communication	41%	50%	DEMI	2 x annually
June 2023	3-5	English Learner	Meet or exceed- Communication	*Baseline	70%	DEMI	2 x annually
June 2023	3-5	Hispanic or Latino	Meet or exceed- Communication	63%	70%	DEMI	2 x annually
June 2023	3-5	Black or African American	Meet or exceed- Communication	*Baseline	70%	DEMI	2 x annually

*Identified Need - English Learners

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 on the CAASPP as a student group. We have 9 English Learners for the 22-23 school year.

Hearst Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Hearst uses the NY Engage curriculum for math. We also use the district provided online program ST math, as well as (district provided) Imagine Learning for our EL students specifically. Teachers teach to whole group then those needing more support gather in small groups for further instruction. All Ed Specialists 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, as well as participate in grade level PLCs on a rotating basis.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	Meeting Standards	*Baseline	30%	Reclassification Rates	Annually

***Identified Need - Graduation/Promotion Rate**

Based on our current reading data, our students are performing at high levels. We will continue to utilize online programs to supplement instruction. Staff will collaborate and engage in professional development and PLCs to strengthen Tier 1 instruction, engage in lesson studies and lesson design.

Staff will continue to administer common reading assessments (3 times a year).

To support underperforming students, we will focus on analysis of reading behaviors, developing lessons that are aligned with standards, and strengthening Tier 1 instruction and Tier 2 interventions.

Ed Specialists will continue to support and collaborate with classroom teachers to impact teacher practice. Ed Specialists will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students.

Administration will continue to support professional development in conjunction with the Hearst ILT (plan, organize, and facilitate).

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Meet or exceed standards	72%	77%	CAASPP ELA	Annually
June 2023	4	Meet or exceed standards	70%	75%	CAASPP ELA	Annually
June 2023	5	Meet or exceed standards	80%	85%	CAASPP ELA	Annually

Hearst Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Meet or exceed standards	*Baseline	77%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Meet or exceed standards	46%	60%	CAASPP ELA	Annually
June 2022	3-5	Black or African American	Meet or exceed standards	*Baseline	77%	CAASPP ELA	Annually
June 2023	3-5	Hispanic or Latino	Meet or exceed standards	60%	77%	CAASPP ELA	Annually

PLC

***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 (PLCs): Grade levels will meet at least monthly to look at data, analyze focus student progress, and plan/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.

- Education Specialists will co-plan with teachers in the effort to calibrate and align instruction with the expectations of the California Core State Standards and the students' Individualized Educational Program. This will include data analysis to inform instruction and to align provided support and differentiated instructional support.
- Education Specialists and principal will encourage paraprofessionals to attend district provided trainings.
- Para educators will meet with the Ed Specialist and principal several times throughout the school year to discuss both operational and instructional items to strengthen their practice and support of students.
- At the beginning of the year, Ed Specialists met with all teachers that have students with disabilities on their rosters for an "IEP Dive" (highlighting goal, reviewing accommodations/modifications, BIP, etc.).
- Student progress will be monitored at the end of each reporting period by analyzing their FAST reading assessments or the Fountas and Pinnell Benchmark assessment (depending on grade level).
- Instructional supplies may be purchased which can be utilized to target the specific needs of students with disabilities.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01435G	Prof&Curriclm Dev Vist Tchr		\$1,000.00	\$1,238.10	0143-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		VT to cover classrooms while teachers meet to analyze data, create common assessments, and plan curriculum.
*Additional Supports for this Strategy/Activity									
We will continue to monitor student progress and needs during PLC's and grade level work.									
Supporting English Learners									
*Students to be served by this Strategy/Activity									
English Learners not meeting grade level standards.									
*Strategy/Activity - Description									
<p>Professional Development will include specific topics for Designated ELD. Teachers will meet in PLCs to analyze data (with an emphasis on focus students, students with disabilities, Black youth, Hispanic students, 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 daily.</p> <p>A pull out/push in teacher will support classroom teachers with Tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). They 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, Black youth, Hispanic students, and students with disabilities). They will collaborate with administration and other support staff (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.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01434H	Supplies		\$1,590.00	\$1,590.00	0143-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster		Instructional supplies such as notebooks, flash cards, easel pads, guided reading books, etc.

Hearst Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

							Youth, Low- Income English Learners		
N014357	PullOut/Push in Hrly		\$4,000.00	\$4,952.40	0143-09800-00- 1159-1000-1110- 01000-0000	LCFF Intervention Support			VT will work with small groups of ELLs in the area of reading and language development. Will also be administering ELPAC testing.

Supporting Students W/Disabilities

*Students to be served by this Strategy/Activity

Students with disabilities are being served.

*Strategy/Activity - Description

Professional Learning Communities: Grade levels will meet at least monthly to analyze student assessment data, look at how our focus students are progressing, and plan/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 (Education Specialists, Counselor, School Psychologist, Speech Pathologist, 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 SWD's.

*Additional Supports for this Strategy/Activity

We will continue to monitor student progress and needs during PLC's and grade level work.

Supporting Black Youth

*Students to be served by this Strategy/Activity

Black students will benefit from the increased effectiveness of teacher practice brought about through effective PLC's and our equity focus. 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 at least monthly 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.

Hearst Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Teachers, the counselor, psychologist, principal and other educators at our school will encourage black youth to become leaders through participating in opportunities including student council, 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.

Supporting 3rd Grade Students

*Students to be served by this Strategy/Activity

All 3rd grade students will be served by this strategy but we will mainly focus on EL's and SWD's.

*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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01434G	Classroom Teacher Hrly		\$4,000.00	\$4,952.40	0143-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Before/After school tutoring for students in 3rd grade to increase reading achievement: reading strategies-comprehension, fluency, inference.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Our goal for the 2021-22 school year was to increase parent participation and engagement with the classroom and school site.

Hearst Elementary is historically fortunate to have a large active parent base. Families participate in school activities, participate on committees and groups, and volunteer in classrooms.

Our Hearst PTA and Hearst Foundation continue to support the school by planning events to develop a strong sense of community and belonging, provide grants to grade levels so that each and every student in the grade level receive a similar benefit, lead and organize Art Corps Lessons in the classrooms, fund World music, and support school initiatives throughout the year in a variety of ways.

Currently, parents provide input and feedback in casual conversations, emails to staff and/or administration, on the annual CHKS survey, and in our various committee meetings and Principal Chats. Our goal is to provide multiple opportunities in a variety of ways for our parents to actively participate in our school community. We want to develop multiple methods for parents to provide input and feedback across the school year.

An analysis of the California School Parent Survey (CSPS) has provided us with areas to focus our improvement efforts for the upcoming 2022-23 school year including ensuring parents feel welcome on campus and seeking input from parents.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

All activities mentioned above were implemented.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

No changes will be made to the overarching processes of parent involvement. However, our goal is to implement new strategies throughout the year, and to actively reflect on practices, to be able to pivot and add new and dynamic ways of communicating and seeking input.

***Identified Need**

Only 63% of parents STRONGLY AGREE or AGREE that the school actively seeks input when making decisions. In all other related areas, we had a much higher percentage of STRONGLY AGREE or AGREE.

It is important that parents understand and know that their opinions are valued and a part of the school's decision-making process.

Additionally only 66% of families report STRONGLY AGREE or AGREE that parents feel welcome to participate. It is important that our parent community feel welcome at their neighborhood school.

It is also important to ensure that we are able to garner a larger number of family responses to the CSPS in general. In the 21-22 CSPS only 87 respondents gave us their opinions, which accounted for approximately 19% of the family population at Hearst.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the % of all parents who think that the school actively seeks the input of parents before making big decisions STRONGLY AGREE or AGREE	63%	75%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the % of all parents who feel welcome to participate in school and report STRONGLY AGREE or AGREE	66%	76%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the % of parents that complete the CSPS in 22-23	19%	25%	Other - Describe in Objective

Communication With Educational Partners
*Families to be served by this Strategy/Activity
All Families
*Strategy/Activity - Description
<p>In order to increase participation, we will improve communication by:</p> <ol style="list-style-type: none"> 1. Announcing the meetings and school initiatives on our social media, school website, Hearst PTA, and Foundation communications 2. Use School Messenger to remind parents of upcoming meetings in both the Friday Updates and as reminders 3. Advertise important meetings on the marquee <p><u>Family Communication</u></p> <p>To continue to keep our families informed about decisions and school happenings, we will utilize the following:</p> <ul style="list-style-type: none"> - Automated phone calls/emails (School Messenger) - Principal Friday Updates via School Messenger - Social Media, including Facebook, Instagram and Twitter - School Website - Marquee - Peach Jar (electronic flyers) - PTA's Facebook and App - Foundation's Facebook - Our Wellness group will brainstorm ideas for engagement.
Educational Partner Surveys
*Families to be served by this Strategy/Activity
All families will be served by this activity/strategy
*Strategy/Activity - Description
<p>To increase parent input on decisions, I will conduct mini-surveys before school-sponsored family events and activities, parent conferences, Open House and other opportunities as they become available. I will also create a short survey for parents to provide general input to our committees, staff and administration. I will utilize multiple avenues to communicate the results of the mini surveys. 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>

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 Elementary 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)	\$ 12,733

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)	\$ 12,733
[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): \$ 12,733

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 12,733

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Hearst Elementary	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$4,000.00
Hearst Elementary			1159 PullOut/Push in Hrly	PullOut/Push in Hrly	0	\$4,000.00
Hearst Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$1,000.00
Hearst Elementary			3000 Benefits		0	\$2,142.90
Hearst Elementary			4301 Supplies	Supplies	0	\$1,590.00
Hearst Elementary		(blank) Total			0	\$12,732.90
Hearst Elementary	09800 LCFF Intervention Support Total				0	\$12,732.90

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Hearst Elementary

Parent and Family Engagement Policy 2022-23

Hearst Elementary (Hearst) has developed a written parent and family engagement policy with input from parents. Hearst has developed a written parent and family engagement policy with input from parents. The Hearst School Site Council (SSC) committee, composed of teachers, school staff members, and parents, developed the parent involvement policy. This policy has been distributed to all parents and guardians through the School Messenger system.

It has distributed the policy to all parents and guardians via the School Messenger system.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

SSC (School Site Council) meets to review and develop programs to support implementation of parent policies.

During annual Back to School Night, Principal Updates, Social Media, PTA Meetings, Foundation Meetings, and Principal Chats during the first month of school, and regularly throughout the year, parents are informed on ways they can participate in their child's education and be involved at Hearst.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

At Hearst, we are committed to providing a flexible number of meetings to engage parents in order to increase student achievement. We have a variety of opportunities for parents to become involved

in the education of our students. We also have several committees to encourage involvement such as SSC, SGT, Hearst Parent Teacher Association (PTA), and the Hearst Foundation.

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. How does the school involve parents?

At Hearst, we have monthly meetings scheduled for parents to be involved with committees such as the SSC, SGT, Foundation, and PTA. Topics during the meetings include (but are not limited to):

- Discussing student assessment data and student progress
- Evaluating instructional programs
- Reviewing Single Plan for Student Achievement
- Improving communication between school and home
- Understanding the school site and district budgets
- evaluating the effectiveness of the school's parent involvement policy to increase parent involvement

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

- Hearst School Website and Hearst PTA Website
- School Messenger System
- All-School Monthly Morning Meetings
- Henry Cluster Meetings
- Parent Tours
- Back to School Night and Open House
- Social Media (Facebook and Instagram)

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. How does the school provide the information?

- SSC, SGT
- Back to School Nights
- Parent/Teacher Conferences
- Parent Tours
- Report Cards (3 times per year)

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- Parent/Teacher Conferences
- Student Study Team Meetings
- 504 Meetings
- Individualized Educational Plan Meetings
- SSC/SGT

The school engages parents in meaningful interactions with the school. The Compact 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 assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- The school's responsibility is to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum: Annual parent-teacher conferences; reports on student progress; access to staff; opportunities to observe classroom activities as allowed by health and safety policies

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Back to School Night
- Parent/Teacher Conferences
- School Messenger System
- School Website
- Parent Workshops

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

- We encourage staff members to build positive relationships with parents in order to best support our students.
- We encourage parent volunteers
- Staff members and parents communicate via e-mail, video conferencing, and phone and in-person conferences
- Review of District Vision 2020 (https://sandiegounified.org/about/vision_2020_mission) and Parent Involvement Standards (https://staff.sandiegounified.org/departments/family_engagement)

The school coordinates and integrates parental involvement programs with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- UTK/Kindergarten Student Orientation Meetings
- Back to School Night
- Schoolwide Programs for Parent Involvement
- Parent Tours
- Parent Workshops

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.

Methods (including, but not limited to):

- Social Media
- School Messenger System
- Digital/Paper Flyers
- Materials in languages upon request

- Translators for individualized meetings as necessary

The school provides support for parental involvement activities requested by parents.

- Teacher representatives at PTA meetings and Foundation meetings
- Facilities rentals or usage
- Communication of messages to parents through School Messenger
- Parent workshops
- Ongoing communication and collaboration with the principal

The school 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).

- Materials in languages other than English, upon request as available
- Translators at individualized meetings as necessary

This policy was adopted by the Hearst SSC on September 30, 2022, and will be in effect for the period of the 2022-23 school year.

The school will distribute the policy to all parents of students on, or before: October 26, 2022

Barb Waller, Principal

September 30, 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

School-Parent Compact 2022-23
Hearst Elementary

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following:

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

Hearst is committed to the following:

- 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 (within Health & Safety Guidelines).

How does the school address this?

Hearst Faculty will:

* Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards as follows:

* Foster a nurturing, learning environment where all students feel safe to share their ideas and take risks; a learning environment that has rigorous academic standards and high expectations for all children to succeed.

* The Hearst Elementary School (mission philosophy): Hearst students will develop the ability to use their knowledge to think critically and become self-directed, thoughtful, responsible, and successful global citizens who understand the world around them. The rigorous and well-rounded English program will prepare Hearst students for the challenges of the 21st century.

* Hearst Elementary School recognizes that parents, teachers, and community members function as genuine partners in the education of all children. A variety of programs encourage collaboration in service of educational development to empower each and every child at Hearst to achieve their highest expectations. We respect diversity, and promote the development of each child as a lifelong learner and a global citizen. Students are challenged to strive for excellence in a supportive, nurturing and interactive environment.

* To create global citizens, we believe we must provide students with opportunities to solve problems in innovative (outside the box) ways. Thus, students will become problem solvers who think critically.

* We provide programs to meet the needs of every student. We have rigorous programs for all, and supportive Special Education programs for students with IEPs. Our students also have many opportunities to discover their talents. Students in upper grades, 4 and 5, participate in the SDUSD VAPA department instrumental music program, and students in grades UTK-3 participate in the parent-funded World Music Program.

* Hearst has a Library Media Center. Our Library Media Center is staffed with a librarian who provides story time as well as lessons on effectively using the library for research. Our library is supplied with novels, dictionaries, encyclopedias and online resources.

* Hearst will have parental involvement at the site including, but not limited to, School Site Council, Site Governance Team, Hearst Foundation, Art Corps, and PTA. Hearst is fortunate to have a very active Parent Teacher Association (PTA), and Foundation. The PTA and Foundation provide additional funding to purchase instructional materials, resources, and enrichment opportunities. Our School Site Council and Site Governance Team provide guidance to the principal in budgetary decisions as it relates to student achievement and school facilities, staffing, maintenance and operations.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.

Hold parent/teacher conferences during which this compact will be discussed as it relates to Hearst and the individual student's achievement.

- * All parents are offered a parent-teacher conference in the first reporting period. Additionally, minimum days for parent-teacher conferences are calendared in the spring after the second reporting period.

2. Frequent reports to parents on their children's progress.

- * All parents are offered a parent-teacher conference in the first reporting period. Additionally, minimum days for parent-teacher conferences are calendared in the spring after the second reporting period.

- * Individual Parent/Teacher Meetings (upon request)

- * Student Study Team Meetings - these meetings are interventions to support students who are struggling academically and behaviorally (upon request)

- * 504 Meetings - these meetings support students with an identified disability (upon request)

- * Individualized Educational Education Program Meetings - these meetings support students with special needs (annually or upon request).

- * ISHP (Individual Student Health Plan Meetings - these meetings support individual health concerns with students, and provide a plan to ensure safety while at school

- * Provide parents with reports on their student's progress as needed.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Provide parents opportunities to volunteer and participate in their students' classes and to observe classroom activities, as follows:

- * All classroom volunteers, parent chaperones must have a negative TB test, show proof of COVID-19 vaccination (or show proof of weekly negative test), and pass a security clearance. Please contact the main office for more information.

- * Room parents serve as parent representatives for classrooms to coordinate the flow of information between the teacher and the parents.

- * Hearst welcomes all parents to visit our classes. If you are interested in visiting our classes, please contact your child's teachers to make an appointment to visit your student's classes at least 24 hours in advance

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- Provide parents reasonable access to staff.

- * Hearst has a voicemail system and an email system where parents can leave voicemails or send email correspondence to their student's teacher and/or other staff members. All staff members will return correspondence as soon as possible and no later than three business days during the work week.

- * On the Hearst website, hearst.sandiegounified.org, information is available.

- * Parents can also contact the administration in order to support their student academically, socially and emotionally (after first contacting the student's teacher, and making a good faith effort to resolve the problem).
- *Distribute information via School Messenger, in the student's home language.
- * Distribute written information to parents.
- * Provide information in the main office.
- * Provide translation services as needed.

This Compact was adopted by the Hearst SSC on September 30, 2022, and will be in effect for the period of the 2022-23 school year.

The school will distribute the Compact electronically to all parents and family members of students participating on, or before: 10/26/2022.

Barb Waller, Principal
September 30, 2022

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	257	77.0	244	75.8	228	83.3	232	78.9	226	73.9	-3.1	-5.0	258	74.4	245	78.4	229	84.3	232	84.5	226	68.6	-5.8	-15.9
Female	120	79.2	123	81.3	116	82.8	115	82.6	116	75.9	-3.3	-6.7	121	66.9	123	74.0	117	84.6	115	84.3	116	64.7	-2.2	-19.6
Male	137	75.2	121	70.2	112	83.9	117	75.2	110	71.8	-3.4	-3.4	137	81.0	122	82.8	112	83.9	117	84.6	110	72.7	-8.3	-11.9
African American	7	-	7	-	8	-	6	-	6	-	-	-	7	-	7	-	8	-	6	-	6	-	-	-
Asian	5	-	6	-	6	-	30	73.3	21	90.5	-	17.2	7	-	7	-	7	-	31	83.9	21	90.5	-	6.6
Filipino	2	-	3	-	2	-	1	-	1	-	-	-	2	-	3	-	2	-	1	-	1	-	-	-
Hispanic	65	72.3	64	67.2	55	76.4	56	75.0	45	60.0	-12.3	-15.0	64	67.2	64	70.3	55	70.9	56	78.6	45	46.7	-20.5	-31.9
Native American	4	-	2	-	2	-	0	-	0	-	-	-	4	-	2	-	2	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	131	77.9	116	77.6	115	84.3	114	80.7	123	74.8	-3.1	-5.9	131	75.6	116	78.4	115	84.3	113	85.0	123	73.2	-2.4	-11.8
Multiracial	25	80.0	27	81.5	21	90.5	25	80.0	30	80.0	0.0	0.0	25	80.0	27	88.9	21	100.0	25	100.0	30	73.3	-6.7	-26.7
English Learner	18	50.0	7	-	10	50.0	9	-	6	-	-	-	20	50.0	8	-	11	54.5	10	50.0	6	-	-	-
English-Speaking	239	79.1	237	77.6	218	84.9	223	79.4	220	74.5	-4.6	-4.9	238	76.5	237	79.7	218	85.8	222	86.0	220	69.5	-7.0	-16.5
Reclassified†	7	-	20	75.0	19	94.7	21	81.0	17	88.2	-	7.2	7	-	20	70.0	19	84.2	21	90.5	17	82.4	-	-8.1
Initially Eng. Speaking	232	79.3	217	77.9	199	83.9	202	79.2	203	73.4	-5.9	-5.8	231	76.6	217	80.6	199	85.9	201	85.6	203	68.5	-8.1	-17.1
Econ. Disadv.*	67	65.7	44	52.3	49	75.5	48	70.8	45	68.9	3.2	-1.9	68	60.3	44	54.5	50	68.0	48	70.8	45	57.8	-2.5	-13.0
Non-Econ. Disadv.	190	81.1	200	81.0	179	85.5	184	81.0	181	75.1	-6.0	-5.9	190	79.5	201	83.6	179	88.8	184	88.0	181	71.3	-8.2	-16.7
Gifted	158	86.7	131	86.3	104	92.3	114	85.1	27	92.6	5.9	7.5	159	84.9	131	89.3	104	92.3	113	97.3	27	92.6	7.7	-4.7
Not Gifted	99	61.6	113	63.7	124	75.8	118	72.9	199	71.4	9.8	-1.5	99	57.6	114	65.8	125	77.6	119	72.3	199	65.3	7.7	-7.0
With Disabilities	19	42.1	23	26.1	21	38.1	17	52.9	37	48.6	6.5	-4.3	19	36.8	23	30.4	21	33.3	17	35.3	37	51.4	14.6	16.1
WO Disabilities	238	79.8	221	81.0	207	87.9	215	80.9	189	78.8	-1.0	-2.1	239	77.4	222	83.3	208	89.4	215	88.4	189	72.0	-5.4	-16.4
Homeless	0	-	1	-	2	-	5	-	0	-	-	-	0	-	1	-	2	-	5	-	0	-	-	-
Foster	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
Military	5	-	6	-	9	-	9	-	16	62.5	-	-	5	-	6	-	9	-	9	-	12	58.3	-	-

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	82	79.3	70	80.0	73	87.7	0	-	87	72.4	-6.9	-	84	85.7	70	80.0	73	84.9	81	81.5	87	69.0	-16.7	-12.5
Female	43	72.1	40	90.0	34	85.3	0	-	48	72.9	0.8	-	44	79.5	40	80.0	34	85.3	39	74.4	48	66.7	-12.8	-7.7
Male	39	87.2	30	66.7	39	89.7	0	-	39	71.8	-15.4	-	40	92.5	30	80.0	39	84.6	42	88.1	39	71.8	-20.7	-16.3
African American	2	-	2	-	1	-	0	-	4	-	-	-	2	-	2	-	1	-	2	-	4	-	-	-
Asian	0	-	2	-	2	-	0	-	6	-	-	-	2	-	2	-	2	-	11	63.6	6	-	-	-
Filipino	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Hispanic	20	70.0	19	68.4	18	83.3	0	-	13	61.5	-8.5	-	20	75.0	19	68.4	18	66.7	19	89.5	13	38.5	-36.5	-51.0
Native American	3	-	0	-	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	45	77.8	31	77.4	39	89.7	0	-	51	74.5	-3.3	-	45	86.7	31	77.4	39	87.2	41	78.0	51	70.6	-16.1	-7.4
Multiracial	5	-	8	-	8	-	0	-	13	76.9	-	-	5	-	8	-	8	-	8	-	13	92.3	-	-
English Learner	7	-	3	-	5	-	0	-	3	-	-	-	9	-	3	-	5	-	2	-	3	-	-	-
English-Speaking	75	82.7	67	82.1	68	88.2	0	-	84	72.6	-10.1	-	75	89.3	67	82.1	68	86.8	79	82.3	84	70.2	-19.1	-12.1
Reclassified†	1	-	5	-	4	-	0	-	5	-	-	-	1	-	5	-	4	-	8	-	5	-	-	-
Initially Eng. Speaking	74	82.4	62	80.6	64	87.5	0	-	79	72.2	-10.2	-	74	89.2	62	82.3	64	85.9	71	83.1	79	69.6	-19.6	-13.5
Econ. Disadv.*	19	73.7	11	54.5	17	82.4	0	-	14	50.0	-23.7	-	21	66.7	11	63.6	17	76.5	14	71.4	14	42.9	-23.8	-28.5
Non-Econ. Disadv.	63	81.0	59	84.7	56	89.3	0	-	73	76.7	-4.3	-	63	92.1	59	83.1	56	87.5	67	83.6	73	74.0	-18.1	-9.6
Gifted	46	91.3	30	90.0	35	94.3	0	-	27	92.6	1.3	-	47	93.6	30	93.3	35	94.3	37	100.0	27	92.6	-1.0	-7.4
Not Gifted	36	63.9	40	72.5	38	81.6	0	-	87	72.4	8.5	-	37	75.7	40	70.0	38	76.3	44	65.9	87	69.0	-6.7	3.1
With Disabilities	4	-	8	-	3	-	0	-	12	41.7	-	-	4	-	8	-	3	-	5	-	12	50.0	-	-
WO Disabilities	78	82.1	62	85.5	70	88.6	0	-	75	77.3	-4.8	-	80	87.5	62	87.1	70	87.1	76	85.5	75	72.0	-15.5	-13.5
Homeless	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	5	-	0	-	8	-	-	-	2	-	3	-	5	-	3	-	6	-	-	-

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

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	89	71.9	82	70.7	76	77.6	0	-	70	70.0	-1.9	-	88	67.0	83	74.7	77	83.1	75	81.3	70	61.4	-5.6	-19.9
Female	39	76.9	43	69.8	43	79.1	0	-	34	76.5	-0.4	-	39	59.0	43	67.4	44	86.4	33	87.9	34	58.8	-0.2	-29.1
Male	50	68.0	39	71.8	33	75.8	0	-	36	63.9	-4.1	-	49	73.5	40	82.5	33	78.8	42	76.2	36	63.9	-9.6	-12.3
African American	3	-	2	-	4	-	0	-	0	-	-	-	3	-	2	-	4	-	1	-	0	-	-	-
Asian	3	-	1	-	3	-	0	-	8	-	-	-	3	-	2	-	4	-	7	-	8	-	-	-
Filipino	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Hispanic	23	56.5	21	66.7	17	70.6	0	-	16	43.8	-12.7	-	22	54.5	21	71.4	17	70.6	20	60.0	16	37.5	-17.0	-22.5
Native American	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	38	76.3	46	71.7	33	69.7	0	-	36	72.2	-4.1	-	38	73.7	46	73.9	33	78.8	39	87.2	36	66.7	-7.0	-20.5
Multiracial	15	80.0	3	-	10	100.0	0	-	10	80.0	0.0	-	15	73.3	3	-	10	100.0	8	-	10	50.0	-23.3	-
English Learner	6	-	3	-	3	-	0	-	3	-	-	-	6	-	4	-	4	-	6	-	3	-	-	-
English-Speaking	83	73.5	79	73.4	73	79.5	0	-	67	71.6	-1.9	-	82	69.5	79	77.2	73	84.9	69	85.5	67	62.7	-6.8	-22.8
Reclassified†	3	-	6	-	7	-	0	-	7	-	-	-	3	-	6	-	7	-	4	-	7	-	-	-
Initially Eng. Speaking	80	73.8	73	74.0	66	77.3	0	-	60	68.3	-5.5	-	79	69.6	73	78.1	66	83.3	65	84.6	60	58.3	-11.3	-26.3
Econ. Disadv.*	26	61.5	15	60.0	18	72.2	0	-	11	72.7	11.2	-	25	48.0	15	53.3	19	73.7	19	57.9	11	63.6	15.6	5.7
Non-Econ. Disadv.	63	76.2	67	73.1	58	79.3	0	-	59	69.5	-6.7	-	63	74.6	68	79.4	58	86.2	56	89.3	59	61.0	-13.6	-28.3
Gifted	55	85.5	42	83.3	33	90.9	0	-	27	92.6	7.1	-	55	81.8	42	83.3	33	90.9	37	94.6	27	92.6	10.8	-2.0
Not Gifted	34	50.0	40	57.5	43	67.4	0	-	70	70.0	20.0	-	33	42.4	41	65.9	44	77.3	38	68.4	70	61.4	19.0	-7.0
With Disabilities	7	-	5	-	9	-	0	-	14	42.9	-	-	7	-	5	-	9	-	7	-	14	35.7	-	-
WO Disabilities	82	73.2	77	74.0	67	85.1	0	-	56	76.8	3.6	-	81	69.1	78	76.9	68	91.2	68	86.8	56	67.9	-1.2	-18.9
Homeless	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	4	-	0	-	3	-	-	-	2	-	2	-	4	-	3	-	2	-	-	-

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

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	86	80.2	92	77.2	79	84.8	0	-	69	79.7	-0.5	-	86	70.9	92	80.4	79	84.8	76	90.8	69	75.4	4.5	-15.4
Female	38	89.5	40	85.0	39	84.6	0	-	34	79.4	-10.1	-	38	60.5	40	75.0	39	82.1	43	90.7	34	67.6	7.1	-23.1
Male	48	72.9	52	71.2	40	85.0	0	-	35	80.0	7.1	-	48	79.2	52	84.6	40	87.5	33	90.9	35	82.9	3.7	-8.0
African American	2	-	3	-	3	-	0	-	2	-	-	-	2	-	3	-	3	-	3	-	2	-	-	-
Asian	2	-	3	-	1	-	0	-	7	-	-	-	2	-	3	-	1	-	13	100.0	7	-	-	-
Filipino	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
Hispanic	22	90.9	24	66.7	20	75.0	0	-	16	75.0	-15.9	-	22	72.7	24	70.8	20	75.0	17	88.2	16	62.5	-10.2	-25.7
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	48	79.2	39	84.6	43	90.7	0	-	36	77.8	-1.4	-	48	66.7	39	84.6	43	86.0	33	90.9	36	83.3	16.6	-7.6
Multiracial	5	-	16	75.0	3	-	0	-	7	-	-	-	5	-	16	87.5	3	-	9	-	7	-	-	-
English Learner	5	-	1	-	2	-	0	-	0	-	-	-	5	-	1	-	2	-	2	-	0	-	-	-
English-Speaking	81	81.5	91	78.0	77	87.0	0	-	69	79.7	-1.8	-	81	71.6	91	80.2	77	85.7	74	90.5	69	75.4	3.8	-15.1
Reclassified†	3	-	9	-	8	-	0	-	5	-	-	-	3	-	9	-	8	-	9	-	5	-	-	-
Initially Eng. Speaking	78	82.1	82	79.3	69	87.0	0	-	64	79.7	-2.4	-	78	71.8	82	81.7	69	88.4	65	89.2	64	76.6	4.8	-12.6
Econ. Disadv.*	22	63.6	18	44.4	14	71.4	0	-	20	80.0	16.4	-	22	68.2	18	50.0	14	50.0	15	86.7	20	65.0	-3.2	-21.7
Non-Econ. Disadv.	64	85.9	74	85.1	65	87.7	0	-	49	79.6	-6.3	-	64	71.9	74	87.8	65	92.3	61	91.8	49	79.6	7.7	-12.2
Gifted	57	84.2	59	86.4	36	91.7	0	-	27	92.6	8.4	-	57	80.7	59	91.5	36	91.7	39	97.4	27	92.6	11.9	-4.8
Not Gifted	29	72.4	33	60.6	43	79.1	0	-	42	71.4	-1.0	-	29	51.7	33	60.6	43	79.1	37	83.8	42	64.3	12.6	-19.5
With Disabilities	8	-	10	20.0	9	-	0	-	11	63.6	-	-	8	-	10	30.0	9	-	5	-	11	72.7	-	-
WO Disabilities	78	84.6	82	84.1	70	90.0	0	-	58	82.8	-1.8	-	78	75.6	82	86.6	70	90.0	71	93.0	58	75.9	0.3	-17.1
Homeless	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	0	-	0	-	5	-	-	-	1	-	1	-	0	-	3	-	4	-	-	-

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: HEARST ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Strategy/Activity 1

***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.

- Education Specialists will co-plan with teachers in the effort to calibrate and align instruction with the expectations of the California Core State Standards and the students' Individualized Educational Program. This will include data analysis to inform instruction and to align provided support and differentiated instructional support.
- Education Specialists and principal will encourage paraprofessionals to attend district provided trainings. Many para educators attended district provided trainings this past summer.
- Paraeducators will meet with the principal several times throughout the school year to discuss both operational and instructional items to strengthen their practice and support of students.
- At the beginning of the year, the principal and Ed Specialists met with all teachers that have students with disabilities on their rosters for an "IEP Dive" (highlighting goal, reviewing accommodations/modifications, BIP, etc.).
- Student progress will be monitored at the end of each reporting period by analyzing their FAST reading assessments or the Fountas and Pinnell Benchmark assessment.
- Instructional supplies may be purchased which can be utilized to target the specific needs of students with disabilities.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey,	What is not working (ineffective indicators)	Modifications based on qualitative and quantitative data.
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Hearst Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$1,198.10	09800-1192	VTs will release teachers to work on analyzing student data and planning lessons.	Unable to implement due to COVID. Teachers did come together at other times which did not require utilizing these funds.	N/A	None
Supplies	--	--	09800-4301	Instructional materials to include chart paper, journals, crayons, whiteboard markers, paper, construction paper, etc.	Materials are required to support instruction and ensure students have necessary materials to provide access.	N/A	None

Goal 3 - Mathematics

Strategy/Activity 1

***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 educator’s 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.
Students will use ST math an online program provided by the district.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Hearst Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	VTs will release teachers to work on analyzing student data and planning lessons.	Unable to implement due to COVID. Teachers did come together at other times which did not require utilizing these funds.	N/A	None
Supplies	--	--	09800-4301	Instructional supplies to include journals, crayons, pencils, graph paper, charts, markers, etc.	Materials are required to support instruction and ensure students have necessary materials to provide access.	N/A	None

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

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 daily.

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.
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Hearst Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					results, etc.).	progress monitoring results, etc.).	
Non Clsrn Tchr Hrly		\$5,990.50	09800-1957	Retired teacher will be conducting ELPAC testing.	Our site is in compliance with testing and monitoring of English Learners.	Continue funding to ensure English Learners are assessed and our site is in compliance.	Continue funding to ensure English Learners are assessed and our site is in compliance.
PullOut/Push in Hrly		\$5,990.50	09800-1159	Teacher will be pulling out ELLs and work with them in small groups in language development.	Teachers worked with small groups of EL students to increase vocabulary and reading achievement.	Our reclassification rate was 25%, which did not result in the desired outcomes.	Provide more explicit ELD instruction in small groups, as well as ensuring that ELD is provided in whole-group context every day to increase reclassification percentages

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

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.

Family Communication

To continue to keep our families informed about decisions and school happenings, we will utilize the following:

- 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Hearst Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$1,173.00	09800-4301	Materials to send home including envelopes, stamps, fliers, and other materials to help communicate with parents.	Previous principal sent out communication, and solicited input in multiple modalities to families at Hearst	I will continue the strategies listed, and will add-in additional modalities to increase family engagement, boost two-way communication, and encourage input from all educational partners.	Add additional methods of communication and soliciting input, including, but not limited to, social media, principal chats, family forums, family workshops, and increased partnering with PTA and Foundation. The goal will be to ensure parents feel seen and heard, and that they feel comfortable providing input to our school.