THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HARDY ELEMENTARY SCHOOL

2018-19

37-68338-6039713
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: Alluin, Laura
Contact Person: Alluin, Laura
Position: Principal
Telephone Number: 619-582-0136
Address: 5420 Montezuma Rd, Hardy Elementary, San Diego, CA, 92115-1329,
E-mail Address: lalluin@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

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

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: HARDY ELEMENTARY

SITE CONTACT PERSON: LAURA ALLUIN

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

PHONE: 619-582-0136   FAX: 619-286-0136   E-MAIL ADDRESS: Lalluin@sandi.net

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

☒ Title 1 Schoolwide Programs (SWP)

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

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

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

☒ English Learner Advisory Committee (ELAC)   Date of presentation: 4/4/18

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: 4/4/18

☒ Site Governance Team (SGT)   Date of presentation: 3/19/18

☐ Other (list): _____   Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: 4/4/18

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

LAURA ALLUIN	_Signature_	4/6/18
Type/Print Name of School Principal	Signature of School Principal	Date
Christine V. Bailey	_Signature_	4/6/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
MONIKA HAZEL	_Signature_	5/16/18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

Revised 03.08.18 mj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
Welcome to Hardy Elementary School! We are located next to San Diego State University and enjoy a strong partnership with the university. Our mission is to collaborate as a team with principal, staff, students, parents, and community members, developing in our students the academic, social, physical, and character skills needed for a successful life. We seek to foster the love of learning, instill a strong sense of perseverance, and build an ever-expanding pool of strategies to maximize each student's potential.

The school population is rather diverse, serving students who represent 38% Asian, 30% Hispanic, 17% White, 8% African-American, 7% Two or More Races, and less than 1% each American Indian, Pacific Islander, or Other. Our targeted sub-groups reflect 58% students who classify as socio-economically disadvantaged, 27% English Learners, and 7% special education. Our focused area of need is in reading comprehension, as it is the foundation for all other content areas. The factors causing the needs of the greatest concerns affect our English Learner population, as there is a steady flow of newcomers from out of the country who stay only one school year in the U.S., as well as the English Learners who were born in this country and are still making moderate progress in learning academic English. The key actions/strategies and high-leverage activities that will be implemented to produce expected results include small group literacy intervention support, both during the school day and as extended learning opportunities after school. Challenges or barriers (within the school) that Hardy faces include maintaining a positive and safe environment amid an academically rigorous learning culture, and the SPSA is addressing this challenge with supplemental Guidance Assistant time for students, additional planning and collaboration time for teachers, and a focus on instructional materials that reflect the cultures of our students.

This Single Plan for Student Achievement (SPSA) document reflects needs and goals for the 2018-19 school year. The nation's continued commitment Common Core State Standards (CCSS) is reflected in well-developed and implemented instructional practices as well as targeted and specific ways in which academic progress is measured across the district and at Hardy. SDUSD has been proactive implementing CCSS as well as using the Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, Hardy teachers have complied internal benchmark assessments based on Critical Concepts, Priority Standards, and Proficiency Scales.

The contents of this SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the winter of 2018 in preparation for the 2018-19 school year. This document is contained in the appendix and has been updated to address the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

My vision is to strive to implement our official school mission, in partnership with staff, parents, students and the community, to develop the whole child by providing an outstanding program in a safe and positive environment:

With high academic and behavioral expectations

With an introduction to the arts and sciences

Fostering a positive work ethic

Creating an environment that embraces respect for each other

Developing each child's inquiry and enthusiasm for learning

Thereby empowering productive, responsible, respectful, and contributing members of society, *with the added emphasis on learning to appreciate differences and celebrate diversity.*

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

Grades K-3:   1:24

Grade 4-5:   1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

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

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

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

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our ongoing inquiry: "How do we purposefully plan for academic conversations that teach and assess critical thinking and content understanding?"

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

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

Both the SGT and SSC provided input in the development of the SPSA for the 2018-19 school year. We held one meeting to introduce the new budget allocations and review the previous site plans in late January. Members had two weeks to gather input from the various stakeholders they represent, including teachers classified staff, parents, and students, as well as presented basic information at the General PTA Meeting. These members represent students who are English Learners (ELAC) and students with special needs (Special Education). We held a second meeting in February to finalize our proposed budget and the approve the details of the SPSA with SSC and SGT.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Laura Alluin	Principal
Patricia Macedo	Parent
Thais Turanski	Parent
Christine Bailey	SSC Chairperson Teacher
Kimberly Warren	Teacher
Jeffrey Robinson	Teacher
Jonathan Bautista	Community Member
Susan Daly	Other
Patricia Poston	Parent
Carrie Perez	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 72% (approx. 37 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 68% (approx. 43 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 72% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 68 % (approx. 4 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 53% (approx. 7 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 53% (approx. 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 57% (approx. 6 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 58% (approx. 11 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 1 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

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

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 84% (approx. 43 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 64% (approx. 40 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 84% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 64% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 67% (approx. 9 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 67% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 60% (approx. 6 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 43% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 2 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 1 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Pearson math topic tests; teacher- and publisher-created end of chapter and unit assessments.

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

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

Area 3: English Learner
English Learner SMART Goal:
By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.
Closing the Gap SMART Goal:
WHAT DATA DID YOU USE TO FORM THESE GOALS?   ☒ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other
Other Assessments (Please Specify):
English Language Proficiency Assessment for California (ELPAC)
Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
Teachers will meet by grade level/department to analyze end of unit assessments at least 3 times per year. Analysis will inform subsequent instruction.

Area 4: Graduation/Promotion Rate
Graduation Rate SMART Goal:
By June 2019, at least 70% (approx. 36 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least 60 % (approx. 38 5th graders) will meet or exceed level 44 in DRA.
Closing the Gap SMART Goal (Optional for Elementary schools):

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):
Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI at least 3 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: By June 2019, 100% (approx. 362 families) will receive information regarding academic and citizenship progress of their children.   By June 2019, at least 30% (approx. 109 families) will attend quarterly training on High Impact Home Strategies and other curricular topics to increase the milestones necessary for meaningful graduation.
Targeted Population: Targeted subgroups: Parents of Hispanic or Latino students; Parents of African-American students; Parents of all English Learners; Parents of students with disabilities;   **What data did you use to form these goals?**:   School Site Council meetings   Site Governance Team meetings   Coffees with the Principal   School Suggestion Box   School Messenger communications
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?   Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted via telephone or email to attend a parent conference based on progress.   Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

- Teachers will provide balanced literacy instruction including daily guided reading.

- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

- Teachers will use graphic organizers and Thinking Maps to support student understanding.

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

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

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

- Counselor, nurse, and health assistant, teachers and principal will monitor and follow up with student attendance needs.

- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

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

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

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

- Targeted additional small flexible group instruction will be used to address specific needs in literacy

- Educational specialist will provide push in supplemental small group instruction for targeted students in need.

- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Proposed Expenditures	**FTE**	**Salary**	**Estimated Cost**	**Funding Source Budget Code**	**Funding Source**	**Area Goal(s)**	**Rationale**
Supplies		$5,101.00	$5,101.00	0139-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, LCFF 2	Instructional supplies to enhance the core curriculum and to maximize instructional time in the classroom

How will you monitor these strategies/activities?:

* Bell to bell instruction

* Regular classroom observations and feedback

* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Classroom teacher-hourly will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Teacher-Nonclassroom	0.2000	$17,235.40	$20,936.69	0139-30100-00-1907-2490-0000-01000-0000	Title I Basic Program	03, LCFF 1	Intervention supports to provide systematic ELD instruction for English Learners in small groups 2 times/week
Library Books		$1,200.00	$1,200.00	0139-30100-00-4201-1000-1110-01000-0000	Title I Basic Program	01, LCFF 2	Provide access to culturally relevant literature at reading levels to support literacy instruction
Classroom Teacher Hrly		$3,000.00	$3,611.70	0139-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, LCFF 1	After school literacy intervention to provide supplemental small group instruction for students struggling to meet grade level standards

How will you monitor these strategies/activities?:
* Bell to bell instruction
* Regular classroom observations and feedback
* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$3,200.00	$3,852.48	0139-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Release time for teachers to participate in professional learning and training to improve professional practice and implementation of standards-based instruction

How will you monitor these strategies/activities?:
*Attendance at cluster and site professional development
*Grade level team meetings/plc
*Continue monitoring of student progress by administration, ILT and teachers

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Incorporate the support of Full Inclusion SEA/SET/SEBT to provide extra teaching and clarifying of concepts during whole group and small group instruction.
- Counselor, Guidance Assistant, and support mentors will provide monthly check-in with students at-risk of not meeting standards

How will you monitor these strategies/activities?:
*Phone calls home
*SART process, SARB letters
*Counselor & Guidance Assistant interventions such as individual and group meetings
*Study Team meeting with teachers, parents, support staff...etc.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher.
- Parent conferences will be conducted for all students at the first reporting period, for all students on Learning Contracts and offered to all parents for the second reporting period.
- Family Friday, Principal's Coffee, other family literacy and curriculum-related events will be held throughout the year.
- Weekly phone calls to community, flyers posted in Peachjar and on school website, parent-school communication folders in use daily in classroom.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		$200.00	$200.00	0139-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light Refreshments for parent events
Software License		$300.00	$300.00	0139-30103-00-5841-1000-1110-01000-0000	Title I Parent Involvement	05	Sign in software for parent visitor tracking and campus safety
Supplies		$760.00	$760.00	0139-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Student planners, folders, books and materials to facilitate parent communication

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

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

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

Intervention Support Goal::

Grade level assessments will identify at-risk students, skill by skill, deadlines and goals will be established and differentiated instruction will occur at Tier 2 intervention levels.

Identified Need::

Foundational skills as described in CCSS

Beginning ELL proficiencies as determined by ELPAC initial and annual assessments

Target Group::

Grade level data to identify individual students.

Monitoring::

Monthly grade level PLC/Collaboration will monitor grade level progress towards goals.

Personnel Responsible::

Principal, Classroom Teachers, Resource Staff

Goal 2: Classroom Supports

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

Classroom Support Goal::

Common texts allow for grade level agreed-upon instructional techniques, lesson planning, and assessments.

Agreed-upon common grade level schedule that includes ILT-created non-negotiable daily instructional components.

Research-based systematic practices to include focus boards, foundational skills lessons, number talks, close reading, collaborative conversations, and reading response via writing.

Identified Need::

Common pacing appropriate to grade levels

Depth of understanding of CCSS, rigor and materials.

Target Group::

Teachers and students

Monitoring::

Administrative walk-throughs and observations; ILT meetings and walk-throughs; ILT and PLC analysis of student achievement data, reflection, and planning for next steps based on data.

Personnel Responsible::

Principal; Instructional Leadership Team; TK-5 Staff; SSC/SGT

Goal 3: Professional Development

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

Professional Development Goal:

To maintain and deepen our understanding of a common viable curriculum grades TK-5. Specific practices to be studied include collaborative conversation and differentiated learning.

Identified Need::

Shift collaborative conversations to include teacher facilitation and increased student talk.

Shift whole group teacher planning and instruction to meet the needs of specific assessed learning style of the individual learner.

Focus on collaborative planning around critical concepts, prioritized standards, and proficiency scales to provide strong Tier 1 instruction and monitor student achievement.

Target Group::

All students and staff.

Monitoring::

Administrative walk-throughs and observations; ILT meetings and walk-throughs; ILT and PLC analysis of student achievement data, reflection, and planning for next steps based on data.

Personnel Responsible::

Principal; Instructional Leadership Team; TK-5 Staff; SST/SGT

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst -	0.4375	$12,459.13	$16,034.27	0139-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supports families with phone calls to parents, SART/SARB process, behavior interventions such as individual and group meetings, and support counselor with Study Team meeting with teachers, parents, support staff...etc.
Non Clsrm Tchr Hrly		$1,500.00	$1,805.85	0139-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	LCFF 1	Teachers on part-time contract to complete mandated testing for English Learners, currently the ELPAC
Prof&Curriclm Dev Vist Tchr		$3,000.00	$3,611.70	0139-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Visiting teachers provided to release teachers to assess their own students with the ELPAC state-mandated tests

Retired NonClsrm Tchr Hrly	$1,500.00	$1,805.85	0139-09800-00-1986-2100-1110-01000-0000	LCFF Intervention Support	LCFF 1	Retired teachers to complete mandated testing for English Learners, currently the ELPAC
Supplies	$11,203.00	$11,203.00	0139-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Instructional Materials to supplement instructional core, for English Learners and students struggling to meet grade level standards
Software License	$3,500.00	$3,500.00	0139-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Instructional software to support the core curriculum, such as Reading A to Z and Tumblebooks

APPENDICES

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

A. Data Reports

B. Title I Parent Involvement Policy

C. Home/School Compact

D. Title I/MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

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

• Illuminate
• CDE: http://caaspp.cde.ca.gov/sb2017/Search

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

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	201	61.2	190	61.6	187	58.3	-2.9	-3.3		201	51.2	189	59.3	189	63.5	12.3	4.2
Female	98	68.4	92	69.6	102	61.8	-6.6	-7.8		98	53.1	92	59.8	102	63.7	10.6	3.9
Male	103	54.4	98	54.1	85	54.1	-0.3	0.0		103	49.5	97	58.8	87	63.2	13.7	4.4
African American	14	21.4	10	40.0	13	23.1	1.7	-16.9		14	14.3	10	30.0	13	30.8	16.5	0.8
Asian	10	70.0	4	-	2	-	-	-		11	63.6	4	-	4	-	-	-
Filipino	4	-	3	-	4	-	-	-		4	-	3	-	4	-	-	-
Hispanic	59	59.3	60	60.0	58	51.7	-7.6	-8.3		59	40.7	60	50.0	57	43.9	3.2	-6.1
Indochinese	47	59.6	55	56.4	50	64.0	4.4	7.6		47	53.2	56	64.3	51	74.5	21.3	10.2
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
White	43	74.4	33	69.7	35	62.9	-11.5	-6.8		42	71.4	32	71.9	35	74.3	2.9	2.4
Multiracial	24	62.5	25	72.0	24	66.7	4.2	-5.3		24	50.0	24	62.5	24	83.3	33.3	20.8
English Learner	34	23.5	34	17.6	27	33.3	9.8	15.7		34	14.7	35	45.7	30	46.7	32.0	1.0
English-Speaking	167	68.9	156	71.2	160	62.5	-6.4	-8.7		167	58.7	154	62.3	159	66.7	8.0	4.4
Reclassified†	46	73.9	25	80.0	33	69.7	-4.2	-10.3		46	73.9	25	88.0	33	72.7	-1.2	-15.3
Initially Eng. Speaking	121	66.9	131	69.5	127	60.6	-6.3	-8.9		121	52.9	129	57.4	126	65.1	12.2	7.7
Econ. Disadv.*	110	50.9	114	53.5	104	43.3	-7.6	-10.2		110	38.2	113	50.4	106	51.9	13.7	1.5
Non-Econ. Disadv.	91	73.6	76	73.7	83	77.1	3.5	3.4		91	67.0	76	72.4	83	78.3	11.3	5.9
Gifted	78	75.6	77	79.2	60	85.0	9.4	5.8		78	74.4	77	81.8	60	83.3	8.9	1.5
Not Gifted	123	52.0	113	49.6	127	45.7	-6.3	-3.9		123	36.6	112	43.8	129	54.3	17.7	10.5
With Disabilities	14	42.9	7	-	13	15.4	-27.5	-		13	23.1	6	-	12	16.7	-6.4	-
WO Disabilities	187	62.6	183	63.4	174	61.5	-1.1	-1.9		188	53.2	183	60.1	177	66.7	13.5	6.6
Homeless	4	-	2	-	0	-	-	-		4	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	2	-	-	-
Military	4	-	6	-	10	60.0	-	-		4	-	6	-	10	50.0	-	-

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

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

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	75	50.7	66	57.6	58	62.1	11.4	4.5		75	52.0	65	70.8	57	73.7	21.7	2.9
Female	35	65.7	31	61.3	34	70.6	4.9	9.3		35	60.0	31	67.7	34	76.5	16.5	8.8
Male	40	37.5	35	54.3	24	50.0	12.5	-4.3		40	45.0	34	73.5	23	69.6	24.6	-3.9
African American	7	-	3	-	2	-	-	-		7	-	3	-	2	-	-	-
Asian	4	-	0	-	0	-	-	-		4	-	0	-	0	-	-	-
Filipino	2	-	0	-	1	-	-	-		2	-	0	-	1	-	-	-
Hispanic	23	52.2	21	61.9	17	47.1	-5.1	-14.8		23	39.1	21	66.7	16	50.0	10.9	-16.7
Indochinese	14	42.9	20	45.0	17	64.7	21.8	19.7		14	50.0	20	70.0	17	70.6	20.6	0.6
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	14	71.4	15	60.0	13	69.2	-2.2	9.2		14	78.6	14	78.6	13	92.3	13.7	13.7
Multiracial	11	54.5	7	-	8	-	-	-		11	54.5	7	-	8	-	-	-
English Learner	12	16.7	18	22.2	14	42.9	26.2	20.7		12	25.0	18	66.7	14	57.1	32.1	-9.6
English-Speaking	63	57.1	48	70.8	44	68.2	11.1	-2.6		63	57.1	47	72.3	43	79.1	22.0	6.8
Reclassified†	8	-	5	-	6	-	-	-		8	-	5	-	6	-	-	-
Initially Eng. Speaking	55	54.5	43	72.1	38	71.1	16.6	-1.0		55	50.9	42	71.4	37	81.1	30.2	9.7
Econ. Disadv.*	36	36.1	41	46.3	32	40.6	4.5	-5.7		36	36.1	40	65.0	31	54.8	18.7	-10.2
Non-Econ. Disadv.	39	64.1	25	76.0	26	88.5	24.4	12.5		39	66.7	25	80.0	26	96.2	29.5	16.2
Gifted	29	69.0	23	78.3	15	80.0	11.0	1.7		29	65.5	23	95.7	15	86.7	21.2	-9.0
Not Gifted	46	39.1	43	46.5	43	55.8	16.7	9.3		46	43.5	42	57.1	42	69.0	25.5	11.9
With Disabilities	5	-	7	-	4	-	-	-		5	-	6	-	3	-	-	-
WO Disabilities	70	52.9	64	59.4	54	64.8	11.9	5.4		70	54.3	64	71.9	54	75.9	21.6	4.0
Homeless	1	-	1	-	0	-	-	-		1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	3	-	2	-	2	-	-	-		3	-	2	-	2	-	-	-

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

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

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	63	55.6	64	57.8	65	55.4	-0.2	-2.4		62	51.6	65	56.9	67	64.2	12.6	7.3
Female	29	65.5	34	64.7	33	48.5	-17.0	-16.2		29	58.6	35	60.0	33	54.5	-4.1	-5.5
Male	34	47.1	30	50.0	32	62.5	15.4	12.5		33	45.5	30	53.3	34	73.5	28.0	20.2
African American	2	-	6	-	4	-	-	-		2	-	6	-	4	-	-	-
Asian	3	-	2	-	0	-	-	-		3	-	2	-	2	-	-	-
Filipino	0	-	3	-	0	-	-	-		0	-	3	-	0	-	-	-
Hispanic	15	46.7	21	52.4	20	60.0	13.3	7.6		15	40.0	21	38.1	20	50.0	10.0	11.9
Indochinese	23	56.5	13	69.2	19	63.2	6.7	-6.0		23	56.5	14	71.4	19	78.9	22.4	7.5
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
White	12	58.3	9	-	14	42.9	-15.4	-		11	72.7	9	-	14	57.1	-15.6	-
Multiracial	8	-	10	60.0	7	-	-	-		8	-	10	70.0	7	-	-	-
English Learner	17	23.5	8	-	9	-	-	-		17	11.8	9	-	11	45.5	33.7	-
English-Speaking	46	67.4	56	62.5	56	58.9	-8.5	-3.6		45	66.7	56	58.9	56	67.9	1.2	9.0
Reclassified†	17	64.7	6	-	17	64.7	0.0	-		17	82.4	6	-	17	76.5	-5.9	-
Initially Eng. Speaking	29	69.0	50	58.0	39	56.4	-12.6	-1.6		28	57.1	50	54.0	39	64.1	7.0	10.1
Econ. Disadv.*	41	46.3	34	52.9	35	45.7	-0.6	-7.2		40	37.5	35	45.7	37	59.5	22.0	13.8
Non-Econ. Disadv.	22	72.7	30	63.3	30	66.7	-6.0	3.4		22	77.3	30	70.0	30	70.0	-7.3	0.0
Gifted	24	66.7	27	81.5	20	90.0	23.3	8.5		24	75.0	27	70.4	20	90.0	15.0	19.6
Not Gifted	39	48.7	37	40.5	45	40.0	-8.7	-0.5		38	36.8	38	47.4	47	53.2	16.4	5.8
With Disabilities	3	-	7	-	13	15.4	-	-		2	-	3	-	12	16.7	-	-
WO Disabilities	60	56.7	61	60.7	62	58.1	1.4	-2.6		60	51.7	62	58.1	64	67.2	15.5	9.1
Homeless	1	-	2	-	0	-	-	-		1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	0	-	4	-	4	-	-	-		0	-	4	-	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.

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	63	79.4	60	70.0	64	57.8	-21.6	-12.2		64	50.0	59	49.2	65	53.8	3.8	4.6
Female	34	73.5	27	85.2	35	65.7	-7.8	-19.5		34	41.2	26	50.0	35	60.0	18.8	10.0
Male	29	86.2	33	57.6	29	48.3	-37.9	-9.3		30	60.0	33	48.5	30	46.7	-13.3	-1.8
African American	5	-	1	-	7	-	-	-		5	-	1	-	7	-	-	-
Asian	3	-	2	-	2	-	-	-		4	-	2	-	2	-	-	-
Filipino	2	-	0	-	3	-	-	-		2	-	0	-	3	-	-	-
Hispanic	21	76.2	18	66.7	21	47.6	-28.6	-19.1		21	42.9	18	44.4	21	33.3	-9.6	-11.1
Indochinese	10	90.0	22	59.1	14	64.3	-25.7	5.2		10	50.0	22	54.5	15	73.3	23.3	18.8
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	17	88.2	9	-	8	-	-	-		17	64.7	9	-	8	-	-	-
Multiracial	5	-	8	-	9	-	-	-		5	-	7	-	9	-	-	-
English Learner	5	-	8	-	4	-	-	-		5	-	8	-	5	-	-	-
English-Speaking	58	82.8	52	80.8	60	61.7	-21.1	-19.1		59	54.2	51	56.9	60	56.7	2.5	-0.2
Reclassified†	21	81.0	14	78.6	10	90.0	9.0	11.4		21	57.1	14	85.7	10	70.0	12.9	-15.7
Initially Eng. Speaking	37	83.8	38	81.6	50	56.0	-27.8	-25.6		38	52.6	37	45.9	50	54.0	1.4	8.1
Econ. Disadv.*	33	72.7	39	61.5	37	43.2	-29.5	-18.3		34	41.2	38	39.5	38	42.1	0.9	2.6
Non-Econ. Disadv.	30	86.7	21	85.7	27	77.8	-8.9	-7.9		30	60.0	21	66.7	27	70.4	10.4	3.7
Gifted	25	92.0	27	77.8	25	84.0	-8.0	6.2		25	84.0	27	81.5	25	76.0	-8.0	-5.5
Not Gifted	38	71.1	33	63.6	39	41.0	-30.1	-22.6		39	28.2	32	21.9	40	40.0	11.8	18.1
With Disabilities	6	-	2	-	6	-	-	-		6	-	2	-	6	-	-	-
WO Disabilities	57	80.7	58	70.7	58	62.1	-18.6	-8.6		58	53.4	57	49.1	59	57.6	4.2	8.5
Homeless	2	-	2	-	0	-	-	-		2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	1	-	0	-	4	-	-	-		1	-	0	-	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 B

TITLE I PARENT INVOLVEMENT POLICY

2018-19
🧑‍🤝‍🧑🧑‍🤝‍🧑 TITLE I PARENT INVOLVEMENT POLICY 🧑‍🤝‍🧑🧑‍🤝‍🧑

In September 2017, Hardy parents met to discuss and give input into this year's plan to engage families actively in supporting the academic achievement of all students. The Title I Parent Involvement Policy reflects our shared belief that an informed and collaborative home-school partnership is essential for maximizing the full potential of each learner.

Hardy has developed a written Title I parental involvement policy with input from Title I parents as members of the SSC gathered input from the parents they represent, as well as parents of English Learners who participated in ELAC.

Hardy will distribute the policy to parents of Title I students, sent home each September in the red PARENT FOLDER used for home-school communication folder.

Hardy Elementary School will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school, to the greatest extent possible, in languages appropriate for the parent groups. Topics covered during the meeting will include:
- ❖ improving communication between the school and home
- ❖ discussing current student assessment data and student progress
- ❖ providing information about school and district resources for student academic improvement
- ❖ evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
- ❖ conferencing with teachers
- ❖ providing training programs to help parents support and work with their children at home and at school

Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC), Site Governance Team (SGT), and the English Learner Advisory Committee (ELAC) to provide an organized, on-going, timely way of involving parents in the planning, review, and decision-making for improvement of the program.

The Principal's Message in the PTA newsletter is distributed to parents at the beginning of each month, informing them of school events and addressing educational issues of interest. For special meetings, targeted language groups receive notice in their language to the extent possible.

Every Hardy household receives a red PARENT FOLDER which includes descriptions of school and district policies involving curriculum, expectations, rights, and safety policies. Every Hardy student receives a black STUDENT FOLDER to be exchanged daily with information, graded work, and progress updates for parents.

The Hardy website is updated at frequent intervals to provide parents with current information and links to websites supportive of academic achievement.

In September, Hardy families receive passwords to access academic support at home from ST Math, Pearson Math, ABC-Ya! and/or RAZ KIDS, a leveled reading program to build comprehension.

Weekly calls and email messages from the principal go out to all Hardy families to share information about opportunities for school involvement.

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

*** SAVE IN RED PARENT INVOLVEMENT FOLDER ***

<u>**2O18-19**</u>

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

During parent meetings, opportunities will be offered for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

Parents are notified annually of individual student assessment results by the Research and Reporting Office and the Testing Unit. An explanation of the information is available in several languages.

Two "Coffee with the Principal" events will be held each trimester to provide parents with an informal opportunity to share concerns/insight/suggestions with the principal.

Building Capacity for Involvement
Hardy Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- Hardy provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children through teacher presentations at Back-to-School Night, teachers' classroom newsletters, individual conversations with the teacher during parent-teacher conferences, as well as academic presentations at Coffee with the Principal,

- Hardy provides Title I parents with materials and training to help them work with their children to improve their children's achievement through teacher presentations at Back-to-School Night, teachers' classroom newsletters, individual conversations with the teacher during parent-teacher conferences, as well as academic presentations at Coffee with the Principal.

- Hardy coordinates and integrates the Title I parental involvement program with other programs, including Primetime, Klassic Kids, GATE, Special Education, ELAC and PTA, to encourage and support parents in more fully participating in the education of their children.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- The school provides support for parental involvement activities requested by Title I parents, such as continuing the distribution of paper flyers to advertise, as up to 30% of families do not use the internet regularly to receive school communications.

- With the assistance of Title I parents, Hardy educates staff members about the value of parent contributions, and in how to work with parents as equal partners through monthly staff meetings, and information is incorporated into monthly professional development sessions as needed.

Accessibility
Hardy provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. The school staff takes care to include multiple parents/guardians as needed in home-school communication, sending phone messages, newsletters, and academic information to parents/guardians who share custody and live separately.

***SAVE IN RED PARENT INVOLVEMENT FOLDER***

APPENDIX C

HOME/SCHOOL COMPACT

2018-19 HOME/SCHOOL COMPACT

Hardy Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.
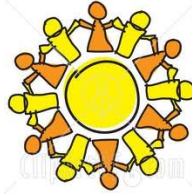
School Responsibilities   The Hardy staff will:

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

   Challenge students with enVision and district-developed math curriculum, TK through 5th grades

   Implement district-developed Units of Inquiry to address literacy in: listening, speaking, reading, and writing

   Differentiate instruction based on student needs (GATE, English learners, students with special education plans, etc.)

   Offer literacy support in addition to the core instructional program through intervention groups for practice in reading comprehension, word attack/fluency, and language/vocabulary for English Learners and other students

   Utilize software licenses to extend opportunities for learning at home: Reading A – Z, Tumblebooks Library, Brainpop, RAZ Kids, ST Math, and/or ABC-Ya!

   Administer assessments three times annually in literacy and mathematics to monitor student progress toward grade level standards and inform instruction

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

   Staff members are available to confer with parents at mutually agreed upon times.

   Student Study Team (SST) meetings may be convened upon request from teachers, parents, or community support providers to plan/monitor interventions in support of individual students.

   One week in November 2018 will be reserved for formal parent-teacher conferences.

   Parents of students with Learning Contracts will be invited to a second conference to review the impact of interventions during March 2019.

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

   Three formal, standards-based report cards are provided to parents: November 2018, March 2019, and June 2019.

   Parents will also receive literacy and mathematics feedback on children's progress ongoing throughout the year.

   Staff members will also inform parents of individual student progress more frequently, upon request of the parent or when teachers deem it necessary.

4. **Provide parents reasonable access to staff.**

   Staff members are available to meet with parents daily before or after school, with 24- hour notice, Monday through Friday.

   All staff members' email addresses are given to parents the first week of school. Hardy teachers and support staff check email daily and respond to parents within 24 hours.

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

   Volunteer orientations will be held in September 2018 (7:15 a.m. and 5:30 p.m.), October 2018 (7:15 a.m. and 5:30 p.m.) and January 2019 (7:15 a.m.) to review district requirements and Hardy opportunities to volunteer:

Classrooms	Library	Mileage Club
Gardening Committee	Fieldtrips	PTA-sponsored events

   Parents are also invited into classrooms for events like authors' teas, oral presentations, student performances, Seussapaloosa, Family Friday, etc.

Parent Responsibilities   We will support our child's learning by:

- ❖ Monitoring attendance.
- ❖ Making sure that homework is completed.
- ❖ Monitoring amount of television my child watches.
- ❖ Volunteering at Hardy when possible.
- ❖ Participating, as appropriate, in decisions relating to my child's education.
- ❖ Promoting positive use of my child's extracurricular time.
- ❖ Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- ❖ Serving, to the extent possible, on advisory groups, such as the School Site Council, the Site Governance Team, the English Learner Advisory Committee, Henry Cluster Council, or other school advisory groups.
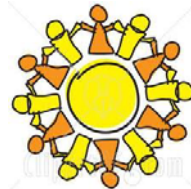
Student Responsibilities   Each learner must:

- ❖ Take my Hardy folder home, put it where my parents can check it, and return it to school EVERY DAY.
- ❖ Do my homework every day and ask for help when I need it.
- ❖ Read at least 30 minutes every day outside of school time.
- ❖ Give my parents/guardians all notices and information received by me from my school every day.
- ❖ Come to school every day, ready to try my best, without ever giving up!
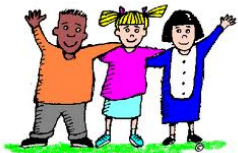
The nice thing about teamwork is that you always have others on your side.

-Margaret Carty-

SAVE IN RED PARENT INVOLVEMENT FOLDER

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Hardy Elementary	**09800**	1192	**Prof&Curriclm Dev Vist Tchr**			$ 3,000.00
		1957	**Non Clsrm Tchr Hrly**			$ 1,500.00
		1986	**Retired NonClsrm Tchr Hrly**			$ 1,500.00
		2404	**Guidance/Attendance Asst**	Guidance Asst	0.4375	$ 12,459.13
		3000	**Employee Benefits**			$ 4,798.54
		4301	**Supplies**			$ 11,203.00
		5841	**Software License**			$ 3,500.00
	09800 Total				**0.4375**	**$ 37,960.67**
	30100	1157	**Classroom Teacher Hrly**			$ 3,000.00
		1192	**Prof&Curriclm Dev Vist Tchr**			$ 3,200.00
		1907	**Non Clsrm Teacher**	Teacher-Nonclassroom	0.2000	$ 17,235.40
		3000	**Employee Benefits**			$ 4,965.47
		4201	**Library Books**			$ 1,200.00
		4301	**Supplies**			$ 5,101.00
	30100 Total				**0.2000**	**$ 34,701.87**
	30103	4301	**Supplies**			$ 760.00
		4304	**Inservice supplies**			$ 200.00
		5841	**Software License**			$ 300.00
	30103 Total					**$ 1,260.00**

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT
EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: HARDY ELEMENTARY

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The school fully has clearly articulated activities, a standards-based pacing guide for each grade level, and a comprehensive assessment system in ELA & Math. Staff substantially analyze and discuss data to make decisions regarding student placement& progress, effectiveness of instruction, and intervention. ELA, with a focus on ELD, & Math are the targeted areas needing improvement. Categorical programs will support with After School literacy interventions, software licenses, and supplemental materials.
CLOSING THE ACHIEVEMENT GAP	The school substantially has clearly articulated strategies/activities for closing the achievement gap, supplementing programs based on gaps and student needs, provides support to English Learners, and students with disabilities substantially receive appropriate accommodations and modifications. The school fully shoes evidence that assessments are aligned with achievement expectations. The school partially shows clearly articulated measurable goals for improvement in student achievement.
PROFESSIONAL DEVELOPMENT	The school partially has clearly articulated measurable goals for PD, and we partially use data to determine professional development for staff. The school substantially provides instructional assistance and support to teachers of ELA & Math, and substantially implements PLCs. Teachers collaborate to decide which assessments will be used to evaluate student or program needs, attending monthly whole staff and quarterly grade level PD. The impact of our PD plan is an increased guaranteed & viable curriculum with stronger vertical alignment.
GRADUATION/PROMOTION	The school fully has clearly articulated measurable goals for graduation, based on a high percentage for student attendance. The curriculum is fully linked to Core and other learning standards. Data is fully used to inform curriculum, instruction, and assessment decisions to meet graduation standards. The staff is fully focused on supporting & challenging all students to meet graduation rates. The school counselor and attendance assistant work with teachers to monitor, evaluate and renew the curriculum to meet the needs of all learners for increased school attendance to meet expected outcomes for graduation rates.
PARENT ENGAGEMENT	The school fully has clearly articulated goals for parent engagement, and families & community members are fully involved in school decisions. The school regularly communicates to families who speak languages other than English. Services are substantially available to support families, community members, and students to encourage healthy family relationships. Families are actively involved in meaningful activities such as Family Friday, Coffee with the Principal, classroom academic presentations, PTA events, and other school events. Community partnerships exist with MCRD and SDSU to support families and students.