THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HARDY ELEMENTARY SCHOOL

2020-21

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
- ☒ Evaluation of LCFF and Title I Funded Actions and Activities
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified SCHOOL DISTRICT

Attachment 2 – R/A
Modification of SPSA 2020-21

2020-21 School Plan for Student Achievement
Recommendations and Assurances

School Name: HARDY

DUE: October 5, 2020

Site Contact Person: LAURA ALLUIN

Phone: 619 860-5700 **Fax:** 619 286-2016 **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)** ☐ **CSI School**

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

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: in process of forming ELAC
- ☐ Community Advisory Committee for Special Education Programs (CAC) — Date of presentation:
- ☐ Gifted and Talented Education Program Advisory Committee (GATE) — Date of presentation: _____
- ☒ Site Governance Team (SGT) — Date of presentation: 10/5/20
- ☐ 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: 10/5/20

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 M. Alluin Type/Print Name of School Principal	Laura Alluin Signature of School Principal / Date
Christine V. Bailey Type/Print Name of SSC Chairperson	Christine V. Bailey 10/6/2020 Signature of SSC Chairperson / Date
n/a Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Monika Hazel Type/Print Name of Area Superintendent	Monika Hazel 11/17/20 Signature of Area Superintendent / Date

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

Revised 9/7/2020

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title 1 school. This plan outlines the justification for spending Title 1 funds to align with meeting student needs, based on SBAC and other attendance and achievement data.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

In January and February of 2020, the SSC members, with input from ELAC, reviewed previous achievement and attendance data and used that information to align budget priorities to support growth in the areas of attendance, school-wide academic achievement in Literacy and Math, with a focus on the sub-group of English Learners, and parent involvement around academic program for students. In September of 2020, the SSC reviewed more recent academic and attendance data to craft a written description of how the school will provide interventions to improve Literacy and Math achievement for all students, with a focus on the sub-groups of English Learners, Hispanic students, Black Youth, students who qualify for free/reduced lunch, and Students with Disabilities.

RESOURCE INEQUITIES

Hardy's root cause analysis shows that more resources were needed to support English Learners, a need identified as a result of the SSC and ELAC needs assessments and these identified resource inequities are addressed in the SPSA with previous allocations for a non-classroom teacher to teach small group intervention lessons for ELD in 2019-20. With increased professional development and implementation of daily designated ELD with the classroom teachers, for the 2020-21 school year site stakeholders approved an increase in School Counselor time to support social emotional learning for students, and an increase in Classroom Teacher hourly, which gives teachers more flexibility to provide interventions to a variety of students who are not yet meeting expectations for reading, writing, and math, rather than the limitation of English Learners only. The information used to determine this resource inequity includes Smarter Balanced Assessments (ELA & Math Multi-year Demographic Summary) and other school data on public record at * *Link to California School Dashboard* Additional site based data to identify resource inequities includes DRA or F & P reading levels, general math levels based on adopted curriculum, and ELPAC scores. Student discipline referral data and other sources from the School Counselor support the need for increased counseling interventions.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Laura Alluin	Principal
Thais Turanski	Parent
Christine Bailey	SSC Chairperson Teacher
Kimberly Warren	Teacher
Helen Bryant	Teacher
Kristin Johnson	Parent
Kelly Dunivan	Parent
Nina Tran	Parent
Marlene Curtin	Other School Rep
Paul Lopez	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

The baseline attendance percentage from June 2019 was at 96.85, and the target was to reach 97.35, and increase of 0.5, by June 2020. Due to early fear of the spread of coronavirus during the late winter months, combined with limited attendance tracking beyond Month 6 due to the school closure, the actual final percentage for 2019-20 dropped to 95.8. Therefore, the new goal will reflect the target of returning to the 96.85 percentage, a full point increase from the current baseline.

***Major Differences**

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

The Guidance Assistant position is instrumental in supporting families to stay engaged in school participation, as measured by attendance. Due to the sudden school closure due to coronavirus, our site was unable to maintain and improve our overall average for the school year, as daily attendance typically does drop during the winter and then recovers in the spring months of April, May, and June, to balance out the lower months.

***Changes**

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

The data for the cumulative attendance rate is based on reports from PowerSchool. The data for chronic absenteeism is from the California School Dashboard. This is not a change, rather an explanation in the difference sources of data used to create this goal.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Increase overall attendance rate	95.8	96.85	Attendance	Monthly
June 2021	TK-5	Decrease overall chronic absenteeism	8.6	7.6	Chronic Absenteeism	Trimester
June 2021	TK-5	Increase overall attendance rate	95.8	96.85	Attendance	Monthly

***Identified Need**

According to data listed in the California School Dashboard, our Chronic Absenteeism rate is somewhat at risk school wide. The sub-groups with the greatest need in this area are, Hispanic students (increased 3.1%), Students with Disabilities (increased 4.9 %), and Socioeconomically Disadvantaged (increased 2%), with groups that showed great improvement of Asian students (declined 0.6%) and English Learners (declined 1.4%). The site has allocated funding for a Guidance Assistant to work with families and students to support active attendance at school; as well, an additional day of Counselor to support students' social-emotional learning, to keep them more engaged and encourage stronger attendance at school.

***Online Learning Implications**

The Guidance Assistant and School Counselor work together with students and teachers to ensure families are connected to online learning and are able to access daily classroom meetings online and able to complete daily assignments. They monitor daily attendance, and follow up with families to offer support for the barriers that prevent students from staying connected during online learning.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism	16.3	13.2	Chronic Absenteeism	Trimester
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	15.4	10.5	Chronic Absenteeism	Trimester
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	12.3	10.3	Chronic Absenteeism	Trimester

Strategy/Activity 1

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

All students will be served to support increase in overall attendance rates, as well as to decrease overall chronic absenteeism. Students with Disabilities, Hispanic Students, and Socioeconomically Disadvantaged students will receive targeted supports to monitor school participation and engagement.

***Strategy/Activity - Description**

The Guidance Assistance will work with parents of all students to promote daily attendance at school and provide strategies for families with chronic absences. She will focus on the at-risk groups to monitor absences and increase attendance. The additional day of School Counselor will provide classroom lessons and small group or individual counseling support. The increased support for social-emotional learning will increase engagement in instructional activities to promote more active involvement and attendance at school for Students with Disabilities, as well as Hispanic and Low Income Students. Incentives for monthly perfect attendance and monthly improved attendance are given to children and funded from other sources.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01391C	School Counselor - NEW POSN, SBB2519985	0.20000	$17,414.40	$21,394.29	0139-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]		Counselor will support student social-emotional learning to increase engagement and attendance.
F01391D	Guidance Asst -	0.43750	$14,225.75	$18,958.66	0139-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Guidance Assistant will monitor attendance and will support student social-emotional learning to increase engagement and attendance.

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Overall implementation of the strategies and activities include:
- after school small-group intervention support taught by certificated teachers, to help students achieve reading and writing at grade level standards
- teachers engaged in intensive coaching cycle supported by the district office literacy department and school principal which led to strengthening Tier 1 instruction for all students.
- small-group ELD intervention instruction during the instructional day for identified English Learners

The strategies above resulted in a 2% increase school wide in meeting grade level expectations for reading and/or writing skills; with an increase at 5th grade of 5%, from 68-73% and at 4th grade of 5%, from 64-69%. Data shows a 7% decrease at 3rd grade, from 74-67%. Other goals and interventions are moving forward to the 2020-21 plan, based on data from the SBAC in the spring of 2019, without new CAASP data from spring of 2020 due to school closure.

***Major Differences**

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

Major differences between the intended implementation and the budgeted expenditures to achieve this goal as a result of this analysis include an increase in expenditure from the previous year, because our site committee saw the benefit and the need, and the site utilized funding from other sources in order to maintain effectiveness of the after school literacy intervention groups.

***Changes**

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

The changes that will be made to this goal, the annual outcomes metrics, or strategies to achieve this goal include a stronger metric to measure student progress as a result of the literacy intervention groups. Teachers now will monitor and record reading levels at the end of each month, as opposed to only once per trimester (three times each year).

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades 3-5	Will Meet or Exceed Standard	70	75	SBAC Interims	3 times/year
June 2021	Grades TK-3	Will Meet or Exceed Standard	72	75	DRA 2	Monthly
June 2021	Grades 4-5	Will Meet or Exceed Standard	63	70	Fountas and Pinnel	Monthly
June 2021	Grades 3-5	Will Meet or Exceed Standard	70	75	CAASPP ELA	Annually

***Identified Need**

The basis for establishing this goal is an analysis of SBAC Summative scores, and site-based reading scores from DRA 2 and F & P from the 2018-19 school year assessments.

***Online Learning Implications**

During Online Learning, select teachers to provide small-group targeted literacy intervention outside of general classroom instruction for 2 additional hours per week for select students. Students identified for these intervention groups will be based on reading data for students who are struggling to meet grade level standards. Software subscriptions such as RAZ-Kids and Spelling City provide students opportunities for literacy practice at their reading levels, and FAST provides data on student reading levels.
During online learning, the data for monthly reading levels will not be collected, because it is difficult to assess accurately a student's independent reading level with remote situations.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades 3-5	English Learner	Will Meet or Exceed Standard	36	41	SBAC Interims	3 times/year
June 2021	Grades TK-3	English Learner	Will Meet or Exceed Standard	24	29	DRA 2	Monthly

June 2021	Grades 4-5	English Learner	Will Meet or Exceed Standard	38	43	Fountas and Pinnel	Monthly
June 2021	Grades TK-3	Students with Disabilities	Will Meet or Exceed Standard	18	25	DRA 2	Monthly
June 2021	Grades 4-5	Students with Disabilities	Will Meet or Exceed Standard	31	36	Fountas and Pinnel	Monthly
June 2021	Grades 3-5	Students with Disabilities	Will Meet or Exceed Standard	22	27	SBAC Interims	3 times/year
June 2021	Grades 3-5	Students with Disabilities	Will Meet or Exceed Standard	36	41	CAASPP ELA	Annually
June 2021	Grades 3-5	English Learner	Will Meet or Exceed Standard	25	30	CAASPP ELA	Annually

Strategy/Activity 1

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

English Learners previously benefited from the additional position of Non-classroom Teacher for small group interventions, in addition to daily Designated ELD instruction with the classroom teacher. Currently all students who are struggling to meet grade level expectations for reading levels will benefit from additional small group intervention instruction after regular school hours.

***Strategy/Activity - Description**

English Learners previously benefited from the additional position of Non-classroom Teacher for small group interventions, in addition to daily Designated ELD instruction with the classroom teacher. Currently all students who are struggling to meet grade level expectations for reading levels will have the opportunity to benefit from additional small group intervention instruction after regular school hours, which would include monitoring student progress.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01392	Software License		$8,000.00	$8,000.00	0139-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software for reading practice to increase literacy achievement.
N01392Z	Supplies		$11,000.71	$11,000.71	0139-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies to enhance the core ELA curriculum: sentence strips, chart paper, sticky notes, highlighters, etc.

N01398R	Classroom Teacher Hrly		$14,000.00	$17,120.60	0139-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Teacher hourly to provide small group instruction for literacy interventions outside of regular school day.
N01398S	Classroom PARAS Hrly		$1,000.00	$1,327.90	0139-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		Para hourly to provide phonics intervention for small groups during the school day.

Strategy/Activity 1

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

Students with disabilities will benefit from daily Guided Reading and strategies to support Inclusion for All.

***Strategy/Activity - Description**

Students with disabilities will benefit from daily Guided Reading and strategies to support Inclusion for All. Professional development for teachers will address strategies for implementation. Literacy-based software programs provide supplemental reading practice, differentiated to target an individual student's reading level.

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

- Release time for teachers to have PLC meetings to share student work, reflect on data about student achievement, and formulate lesson plans and activities to support students who are not yet meeting grade level standards in reading and/or writing.
- Ensure grades TK-5 have common grade level assessments to monitor student progress.
- Ensure daily guided reading is part of the daily schedule for all students reading below grade level.
- Administrator will observe classroom instruction and provide feedback to maximize effectiveness of Tier 1 instruction.

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Overall implementation of strategies/activities will include teacher PLC time to monitor student data and formulate intervention strategies to implement in the classroom in order to achieve the goal of students meeting or exceeding grade level standards in math. Other goals and interventions are moving forward to the 2020-21 plan, based on data from the SBAC in the spring of 2019, without new CAASP data from spring of 2020 due to school closure.

***Major Differences**

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

The major differences are that there are no budgeted expenditures to implement teacher PLC time to meet this goal. Teachers will have a limited number of sub release days funded from other sources, as well as built-in teacher prep time for these purposes.

***Changes**

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

Changes that will be made to this goal include metrics of SBAC Interim and FAST aMath metrics that were not previously in use.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Will meet or exceed grade level standards in mathematics.	70	75	SBAC Interims	3 times/year
June 2021	3-5	Will meet or exceed grade level standards in mathematics.	70	75	FAST aMath	3 times/year
June 2021	TK-2	Will meet or exceed grade level standards in mathematics.	70	80	End of Unit Assessments	3 times/year
June 2021	3-5	Will meet or exceed grade level standards in mathematics.	70	75	CAASPP Math	Annually

***Identified Need**

Based on CAASP data from the California School Dashboard, 30% of Hardy students are not meeting grade level standards in math.

***Online Learning Implications**

Students continue to have targeted practice for math skills at their level through the use of supplemental software, such as IXL Math. Teachers continue to analyze student achievement on end of unit assessments and other teacher-created assessments during monthly PLC time.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Will meet or exceed grade level standards in mathematics.	52	57	SBAC Interims	3 times/year
June 2021	TK-2	English Learner	Will meet or exceed grade level standards in mathematics.	52	57	End of Unit Assessments	3 times/year
June 2021	3-5	English Learner	Will meet or exceed grade level	52	57	CAASPP Math	Annually

			standards in mathematics.				
June 2021	3-5	Students with Disabilities	Will meet or exceed grade level standards in mathematics.	22	27	CAASPP Math	Annually

Strategy/Activity 1

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

English Learners previously benefitted from small group interventions with a non-classroom teacher. Teachers will provide in-class support for English Learners with supplies that enhance the core curriculum, and implementation of best practices for math instruction.

***Strategy/Activity - Description**

Overall implementation of strategies/activities will include teacher PLC time to monitor student data on mathematics assessments, and to formulate intervention strategies to implement in the classroom in order to achieve the goal of English Learner students meeting or exceeding grade level standards in math.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01393G	Prof&Curriclm Dev Vist Tchr		$4,700.00	$5,747.63	0139-00000-00-1192-1000-1110-01000-0000	Discretionary Alloc	[no data]		Sub days to provide release time for teacher analysis of assessments and planning for math instruction.
N013990	Supplies		$14,327.50	$14,327.50	0139-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Math manipulatives and small whiteboards for students to show problem-solving strategies.
	Software License				0139-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N01392	Supplemental software, such as IXL Math to support targeted intervention practice for students.
	Supplies				0139-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : N01392Z	Supplies to enhance the core Math curriculum: student white boards & markers, chart paper, sticky notes, math manipulatives, etc.

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Overall implementation of the strategies and activities previously included during school small-group intervention support for English Learners, taught by a certificated teacher, to help student achieve reading and writing at grade level ELD standards. This now will be provided as daily Designated ELD instruction in the regular classroom setting, as well as integrated ELD taught by the classroom teacher. The overall effectiveness of the strategies to achieve the goal show that students in these groups made progress closer to meeting grade level expectations for reading and/or writing skills. Other goals and interventions are moving forward to the 2020-21 plan, based on data from the SBAC in the spring of 2019, without new CAASP data from spring of 2020 due to school closure.

***Major Differences**

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

Major differences between the intended implementation and the budgeted expenditures to achieve this goal as a result of this analysis include an increase in expenditure from the previous year in Classroom Teacher Hourly, because our site committee saw the benefit and the need to support small group instruction for English Learners with other students, in addition to designated ELD instruction. The site is utilizing measures funded from other sources and no-cost strategies in order to maintain effectiveness of the ELD interventions provided by classroom teachers during school.

***Changes**

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

The changes that will be made to this goal, the annual outcomes metrics, or strategies to achieve this goal include a stronger metric to measure student progress as a result of the literacy intervention groups. Teachers now will monitor and record reading levels at the end of each month, as opposed to only once per trimester (three times each year).

***Integrated English Language Development**

Strategies for Integrated ELD include Professional Development specific for ELD, followed up with classroom observations to show evidence of integrated ELD. Teachers completed training in the use of ELD bundles and curriculum provided by the district.

***Designated English Language Development**

Strategies for Designated ELD include Professional Development specific for ELD, followed up with classroom observations to show evidence of designated ELD. Teachers have completed training in the use of ELD bundles and curriculum provided by the district. Daily Designated ELD will be included in all classroom schedules for our school.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Will meet or exceed grade level standards in reading.	36	41	CAASPP ELA	Once each year
June 2021	TK-3	English Learner	Will meet or exceed grade level standards in reading.	24	32	DRA 2	Monthly
June 2021	4-5	English Learner	Will meet or exceed grade level standards in reading.	38	46	Fountas and Pinnel	Monthly

***Identified Need**

Based on data from the California School Dashboard in September 2020, 22% of students at Hardy are classified as English Learners. Based on data from the spring 2019 Summative ELPAC and 2019-20 Reclassification data, 59.6% of EL Students were making progress toward English Language proficiency, which is a High Performance Level for California standards.

***Online Learning Implications**

During online learning, teachers continue to include Designated ELD instruction in their daily instruction, as well as Integrated ELD throughout the synchronous and asynchronous teaching and learning time.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Will meet Well-developed or Moderately Developed level	77	82	Summative ELPAC	Once each year

Strategy/Activity 1

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

English Learners in all grade levels, with a focus on students in grades 1-2 and those nearly meeting Reclassification criteria, will benefit from this strategy.

***Strategy/Activity - Description**

Activities to help English Learners meet this goal include Professional Learning through mini-coaching cycles with the ELIRT for grades 1-2 (which includes a variety of Co-teaching ELD, Lesson Studies, Professional Development, and Classroom observations). This will be paired with future school-wide professional development for all grades, TK-5 to strengthen dELD instruction.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01391K	Non Clsrm Tchr Hrly		$3,000.00	$3,668.70	0139-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Hourly pay for teachers with less than 1.0 contract to administer ELPAC testing to English Learners.
N01396M	Supplies		$3,235.00	$3,235.00	0139-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to supplement ELD curriculum, both designated and integrated, such as sentence strips, chart paper, etc.
N013989	Prof&Curriclm Dev Vist Tchr		$1,600.00	$1,956.64	0139-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Release days for teachers to be trained and administer ELPAC testing to students in their classrooms.
N01398Z	Library Books		$2,000.00	$2,000.00	0139-30100-00-4201-1000-1110-01000-0000	Title I Basic Program	[no data]		Literature to supplement library and classroom Read Aloud.

	Classroom Teacher Hrly				0139-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts | Ref Id : N01398R	Small group literacy intervention after school hours to support reading and writing, including students who are English Learners.

Strategy/Activity 2

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

English Learners in all grade levels will be served by this activity, with a focus on long-term English Learners and those nearly meeting criteria for Reclassification.

***Strategy/Activity - Description**

Non-classroom teacher will provide small group-designated ELD instruction for students who need interventions to make further progress with EL development.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Students with disabilities have small group literacy and/or math intervention built into their daily and weekly instructional program, based on student strengths and needs. Students who are dually identified as English Learners also participate in dELD with the classroom teacher. Other goals and interventions are moving forward to the 2020-21 plan, based on data from the SBAC in the spring of 2019, without new CAASP data from spring of 2020 due to school closure.

***Major Differences**

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

With inclusion for all as the focus for classroom instruction, Students with Disabilities have strong universal instruction and academic rigor in line with Common Core standards. These students will continue to receive small group or individual support as needed, based on both formal and informal assessments, and as driven by their IEPs.

***Changes**

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

Other goals and interventions are moving forward to the 2020-21 plan, based on data from the SBAC in the spring of 2019, without new CAASP data from spring of 2020 due to school closure.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	4-5	Will meet grade level expectations in reading.	31	36	Fountas and Pinnel	Monthly
June 2021	3-5	Will meet grade level expectations in reading on SBAC ELA Summative.	22	27	Other (Describe in Objective)	Once each year

***Identified Need**

According to data listed in the California School Dashboard, our Chronic Absenteeism rate is somewhat at risk for Students with Disabilities. The site has allocated funding for a Guidance Assistant to work with families and students to support active attendance at school The site also set aside funding for substitutes to provide release time for professional learning for teachers, to learn interventions to keep students with disabilities more engaged in the classroom and encourage stronger attendance at school, which will lead to higher levels of academic achievement.

Based on SBAC data, 22% of Students with Disabilities are meeting standards in both literacy and math, which is a gap of 48% compared with school-wide levels of achievement. In order to increase academic achievement for Students with Disabilities teachers will have focused daily guided reading.

***Online Learning Implications**

During online learning, Students with Disabilities continue to have individualized supports built into their daily synchronous and/or asynchronous times. This support may be provided by the classroom teacher, Para educator, or mild/moderate Education Specialist.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Decrease Chronic Absenteeism in attendance records.	15.4	10.5	Other (Describe in Objective)	Monthly

Strategy/Activity 1

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

All students with identified learning disabilities will be served by this activity. Guidance Assistant will monitor daily attendance and provide supports to students and parents to keep them engaged and participating in school activities and instruction. School counselor will address concerns of social-emotional learning to provide interventions for behavior that may affect academic achievement.

***Strategy/Activity - Description**

The Guidance Assistant will work with parents of all students to promote daily attendance at school and provide strategies for families with chronic absences. She will focus on the at-risk groups, including Students with Disabilities to monitor absences and increase attendance. Classroom teachers will provide academic curriculum interventions for students with disabilities. The increased engagement in instructional activities will promote more active involvement and attendance at school. Incentives for monthly perfect attendance and monthly improved attendance are given to children and funded from other sources.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor - NEW POSN, SBB2519985				0139-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01391C	Counselor will address social-emotional learning that may affect student behaviors that influence student academic achievement.
	Guidance Asst -				0139-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01391D	GA will support student engagement and participation, and monitor daily attendance and give students intervention based on needs.

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

- Teachers will engage in professional development focused on best practices for students with disabilities and inclusion for all.
- Site administrator will engage in classroom observations and provide feedback for best practices for students with disabilities.
- Students are clustered in classrooms with highly effective teachers to maximize support services.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	African-American students	Will increase English Language Arts achievement	41.7	46.7	Grades	Trimester
June 2021	TK-5	African-American Students	Will increase Math achievement	50	55	Grades	Trimester
June 2021	TK-5	African-American Students	Will decrease % behavior referrals	15	10	Suspensions (Classroom and School)	Monthly

*Goal 6 Supporting Black Youth - Additional Goals

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

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

***Identified Need**

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

Based on data from the California School Dashboard in September 2020, 7.2% of students at Hardy currently are classified as African-American. Based on 2019 SBAC data, 41.7% of African-American Students were meeting standards in literacy, compared to 69.6% school wide, which is a gap of 27.9%. In Math, 50% of African-American students were meeting standards, compared to 69.6% school wide, showing a gap of 19.9%.
According to data listed in the California School Dashboard, African-American students do not make up a large enough group to be reported in the categories of Chronic Absenteeism or Suspension Rate. Site-based data shows 11 incidents of 74 reported behavior referrals were attributed to African-American students, a baseline percentage of 15%.

***Online Learning Implications**

The Guidance Assistant and School Counselor work together with students and teachers to ensure families are connected to online learning and are able to access daily classroom meetings online and able to complete daily assignments. They monitor daily attendance, and follow up with families to offer support for the barriers that prevent students from staying connected during online learning. Teachers and staff will implement strategies that support anti-bias curriculum and culturally responsive teaching.

Strategy/Activity 1

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

All students will benefit but specifically our African American Youth.

***Strategy/Activity - Description**

The school site has allocated funding for a Guidance Assistant to work with families and students to support active attendance at school, as well as increased allocation for School Counselor to address social-emotional learning for students. Library books and Supplies funding are allocated, in efforts to increase multicultural literature that reflects the diversity of our student population. These interventions combined will lead to more engagement in the classroom and encourage stronger attendance at school, which will lead to higher levels of academic achievement.
Counselor will provide universal instruction for all students and small group or individual interventions to address social-emotional learning. The Guidance Assistant and School Counselor work together with students and teachers to ensure African-American/Black students participate actively in academic activities and complete student work assignments. They will work to support social-emotional learning to provide universal lessons for all classrooms, as well as interventions for small groups and individual students as needed. Teachers and staff will engage in professional development within the "No Place for Hate" initiative, and implement strategies that support anti-bias curriculum and culturally responsive teaching in the classroom and in common area activities for their own students and students across campus.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor - NEW POSN, SBB2519985				0139-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01391C	Counselor will provide universal instruction for all students and small group or individual interventions to address social-emotional learning.
	School Counselor - NEW POSN, SBB2519985				0139-30106-00-1210-3110-0000-01000-3401	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 8- Graduation/Promotion Rate | Ref Id : F01391E	Counselor will provide universal instruction for all students and small group or individual interventions to address social-emotional learning.
	Guidance Asst -				0139-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01391D	Guidance Assistant will provide universal monitoring for all students and small group or individual interventions to address student engagement and participation as it relates to attendance.
	Library Books				0139-30100-00-4201-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 4- Supporting English Learners | Ref Id : N01398Z	Library books to increase student access to multicultural literature that reflects the diversity of our student population.
	Prof&Curriclm Dev Vist Tchr				0139-00000-00-1192-1000-1110-01000-0000	Discretionary Alloc	[no data]	Goal 3 - Mathematics | Ref Id : N01393G	Visiting teachers provide release time for teachers to engage in professional development within the "No Place for Hate" initiative, and plan for implementing strategies that support anti-bias curriculum and culturally responsive teaching in the classroom.
	Supplies				0139-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 3 - Mathematics | Ref Id : N013990	Supplies to increase student access to multicultural books and support materials that reflect the diversity of our student population.
	Supplies				0139-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners | Ref Id : N01396M	Supplies to increase student access to multicultural books and support materials that reflect the diversity of our student population.

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

To improve overall effectiveness of Family Engagement, the site will now have, in addition to traditional activities that celebrate food, fun, and fundraising, Family Engagement activities with a greater emphasis on academic curriculum and achievement.

***Major Differences**

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

Changes will reflect Instructional Supplies funds from the budget will be used to purchase literature for a parent Book Club, in addition to literature for students.

***Changes**

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

Other goals and interventions are moving forward to the 2020-21 plan, based on data from the site-based parent participation logs from spring of 2019, without new data from spring of 2020 due to school closure.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	School actively seeks the input of parents before	37% strongly agree	>=50%	Other - Describe in objective

		making important decisions			

***Identified Need**

Previous data, such as meeting sign-in sheets, showed that parents participated in classroom literacy and other themed-events at rates 10% or higher than in school-wide parent education and involvement activities. While the parent-school connection at the classroom level is encouraged and appreciated, the site is working toward higher levels of involvement in the broader school community.

***Online Learning Implications**

Sessions such as Coffee with the Principal, Back-to-School Night, Volunteer Orientations, and PTA General Meetings continue to function remotely. During online learning, virtual meetings are attracting higher levels of parent participation and engagement, because the remote setting offers greater flexibility than attending events in-person on campus.

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Overall participation in Family Friday and Coffee with the Principal events will increase.	30	40	Meeting Attendance

Strategy/Activity 1

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

All families will have the opportunity to benefit from this activity.

***Strategy/Activity - Description**

Activities will include Capacity Building for parents in the form of a Book Club for adults, partnered with Community Resources from the local public library, to celebrate "One Book, One San Diego". Parents will benefit from a Safe and Welcoming Environment for Parents by sharing the love of literature together, as well as modeling questioning and small-group discussion strategies with each other, in order to build stronger readers with their children at home.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01393N	In-service supplies		$250.00	$250.00	0139-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments for family engagement events.
N01398B	Supplies		$1,050.00	$1,050.00	0139-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Literature books for parents and students to increase home-school partnership with focus on academic content.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

High school students are not able to complete graduation requirements, if the academic and social-emotional foundations are not strong from them beginning in elementary school. Hardy will focus on promoting positive daily attendance and reducing chronic absenteeism so that students develop the work ethic to attend school every day, so they can learn the academic content in grades TK-5 that will prepare them for the rigorous demands of secondary education.

***Major Differences**

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

There are no major differences. Funds are allocated for Guidance Assistant to support families with positive attendance strategies, and increased School Counselor allocation to support students in school with social-emotional needs to help them adapt and grow with scholarly behaviors.

***Changes**

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

The School Counselor and Guidance Assistant will monitor attendance and chronic absenteeism reports monthly, in order to provide support to families who need it and interventions for students who struggle to maintain positive learning behaviors in school. Other goals and interventions are moving

forward to the 2020-21 plan, based on data from attendance and discipline report in the spring of 2019, withouth new data from spring of 2020 due to school closure.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Increase overall attendance rates.	96.85	97.35	Absenteeism	Monthly
June 2021	TK-5	Decrease overall Chronic Absenteeism rates.	7.8	6.8	Absenteeism	Trimester
June 2021	Grades TK-3	Will Meet or Exceed Standard	72	75	DRA 2	Monthly

***Identified Need**

According to data listed in the California School Dashboard, our Chronic Absenteeism rate is somewhat at risk school wide. The sub-groups with the greatest need in this area are, Hispanic students (increased 3.1%), Students with Disabilities (increased 4.9 %), and Socioeconomically Disadvantaged (increased 2%), with groups that showed great improvement of Asian students (declined 0.6%) and English Learners (declined 1.4%). The site has allocated funding for a Guidance Assistant to work with families and students to support active attendance at school; as well, an additional day of Counselor to support students' social-emotional learning, to keep them more engaged and encourage stronger attendance at school.

***Online Learning Implications**

The Guidance Assistant and School Counselor work together with students and teachers to ensure families are connected to online learning and are able to access daily classroom meetings online and able to complete daily assignments. They monitor daily attendance, and follow up with families to offer support for the barriers that prevent students from staying connected during online learning.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Hispanic or Latino	Decrease Chronic Absenteeism.	16.3	13.2	Absenteeism	Monthly
June 2021	TK-5	Students with Disabilities	Decrease Chronic Absenteeism.	15.4	8.5	Absenteeism	Monthly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease Chronic Absenteeism.	12.3	10.3	Absenteeism	Monthly

June 2021	Grades TK-3	English Learner	Will Meet or Exceed Standard	24	29	DRA 2	Monthly
June 2021	Grades TK-3	Students with Disabilities	Will Meet or Exceed Standard	18	25	DRA 2	Monthly

Strategy/Activity 1

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

All students will be served to support increase in overall attendance rates, as well as to decrease overall chronic absenteeism. Targeted interventions will be provided to students who identify as Hispanic, Students with Disabilities, and students who are Socio-economically Disadvantaged.

***Strategy/Activity - Description**

The Guidance Assistant will work with parents of all students to promote daily attendance at school and provide strategies for families with chronic absences. She will focus on the at-risk groups of Hispanic or Latino students, Students with Disabilities, and students who are Socio-economically Disadvantaged to monitor absences and increase attendance. The School Counselor will provide small group or individual social-emotional learning interventions for students who demonstrate they are at-risk. The increased engagement in instructional activities will promote more active involvement and attendance at school for all students, and specifically students in the target groups. Incentives for monthly perfect attendance and monthly improved attendance are given to children and funded from other sources.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01391E	School Counselor - NEW POSN, SBB2519985	0.20000	$17,414.40	$21,394.29	0139-30106-00-1210-3110-0000-01000-3401	Title I Supplmnt Prog Imprvmnt	[no data]		Counselor will monitor attendance and engagement in academic program to increase motivation and participation for attending school to graduate.
	School Counselor - NEW POSN, SBB2519985				0139-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01391C	Guidance Assistant will monitor attendance and participation in academic program to increase motivation for attending school to graduate.
	Guidance Asst -				0139-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01391D	School Counselor will monitor attendance and engagement in academic program to increase motivation and participation for attending school to graduate.

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1) The site administrator and all teachers will take responsibility in monitoring student learning and providing appropriate support. With the following strategies:
- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All teachers are able to articulate student learning needs and can recognize if instruction is impacting learning.
- Use the IAB benchmarks to monitor student success in Reading and Math in grades 3-5
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that all students have access to rigorous and standards based lessons.
- Use data from classroom observations and common assessments to inform professional learning opportunities.
- Identify teacher's instructional strengths and areas to grow to develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- Maintain the school's focus, common pedagogy, professional learning, and teacher collaboration across the campus.
- Promote positive and productive relationships with staff, students, parents and community.

2) The implementation of the priorities and strategies outlined in the SPSA will be monitored by the site principal and the SSC. The principal will work with all members of the SSC and whole staff to ensure that the following is in place:
- Provide specific PD time to classroom teachers for ELD instruction, and small group intervention and strategies
- Monitor Schedules to ensure daily ELD instruction and sufficient minutes for standards-based Math/ELA instruction
- Provide Common Core Curriculum and materials to teachers for ELD Curriculum, Math instruction, and ELA
- Allocate resources for ELPAC testing/monitoring

- Monthly progress monitoring for students not meeting standards in reading, Students with disabilities and EL Students
- Additional small group instruction for students not meeting standards in reading, Students with disabilities, and EL Students
- Provide Weekly Communication on school events, parent participation opportunities, Calendar Items including SSC Meeting, ELAC Meetings and

Parent conferences
- Host family engagement activities including Back to School Night & Open House, Family Friday and Coffee with the Principal twice each trimester, band & orchestra concerts, Pajama Story Night, Field Day
- Form parent Book Club around "One Book, One San Diego" through the local public library
- Monitor all IEP's, 504's and participate at all meetings with family input and related services provided.
- Monitor classroom placements for all students not reading at grade level, Students with Disabilities, and EL students.
- Identify and utilize District Resources to support students not reading at grade level, Students with Disabilities, and EL Students.

3. During online learning. our site has a system for pupil outreach and re-engagement that includes daily attendance monitoring with the Guidance Assistant, who makes personal contact with each parent of absent students each day. This is paired with weekly support with the School Counselor, who also attempts to make personal contact with families of students who are repeatedly missing participation with online classes and/or daily student academic work.
- Staff are trained through site staff meetings to engage students daily with frequent emails and app-based communication with parents, and phone calls or other personal contact, as needed. Staff are building relationships via online learning by creating a virtual class environment that engages all students, establishing a climate that promotes fairness and respect as tied to establish and maintaining standards for student behavior and participation online. Staff also promote social development and group responsibility through breakout group discussions with clear expectations, and planning and implementing at-home procedures and routines that support student learning with a balance between active synchronous time and productive asynchronous time.
- The school ensures equity and consistency from classroom to classroom when taking attendance in combined settings with clear expectations for all staff from the principal, and reminders in the weekly bulletin. As needed, the Guidance Assistant or principal will communicate with daily phone calls or emails to staff to ensure the attendance reporting procedures are the same for all students.
- The School will ensure that processes are accessible to all parents and families with voice-recorded calls accompanying most email messages. Every student has at least one functioning email on file, which helps reach every family. Staff work directly with families to provide support with IT for internet accessibility to those who still need it. When Vietnamese translations are available, links are shared with parents. Staff use translation software to support families who need other languages, as needed.
- The principal will continue to meet each month with School Site Council for virtual meetings to meet SPSA during online learning, with input from parent and staff representatives. The Council will continue to review academic and attendance monitoring data, school safety plans including sanitation and prevention measures in place to limit the spread of coronavirus and analysis of behavior referral data, as well as monthly budget expenditures and how funding is used to support academic achievement.

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

Hardy ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 36,076.00
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)	$ 104,290.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$ 32,395.00
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 32,395.00

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)	$ 35,819.00
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 35,819.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 104,290.00

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Hardy Elementary	**09800 LCFF Intervention Support**	Guidance Asst	**2404**	Guidance/Attendance Asst	0.4375	$ 14,225.75
		Guidance Asst	**3000**			$ 4,732.91
			1192	Prof&Curriclm Dev Vist Tchr		$ 1,600.00
			1957	Non Clsrm Tchr Hrly		$ 3,000.00
			3000			$ 1,025.34
			4301	Supplies		$ 3,235.00
			5841	Software License		$ 8,000.00
	09800 LCFF Intervention Support Total				**0.4375**	**$ 35,819.00**
	30100 Title I Basic Program		**1157**	Classroom Teacher Hrly		$ 14,000.00
			2151	Classroom PARAS Hrly		$ 1,000.00
			3000			$ 3,448.50
			4201	Library Books		$ 2,000.00
			4301	Supplies		$ 14,327.50
	30100 Title I Basic Program Total					**$ 34,776.00**
	30103 Title I Parent Involvement		**4301**	Supplies		$ 1,050.00
			4304	Inservice supplies		$ 250.00
	30103 Title I Parent Involvement Total					**$ 1,300.00**
	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	**1210**	Counselor	0.2000	$ 17,414.40
		School Counselor	**3000**			$ 3,979.89
			4301	Supplies		$ 11,000.71
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.2000**	**$ 32,395.00**
Grand Total					**0.6375**	**$ 104,290.00**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

HARDY ELEMENTARY SCHOOL
PARENT & FAMILY ENGAGEMENT POLICY 2020-21

Hardy Elementary has developed a written parent & family engagement policy with input from parents. In September 2018, 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 & Family Engagement 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 all parents and guardians, sent home September 24, 2020.

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 practicable, 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:

Hardy informs parents of the Annual Title 1 Meeting in tandem with the first PTA General Meeting of the school year, to be held on September 24, 2020. The required information is covered as part of the Principal's Report.

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:

These meetings are scheduled by the school, to the greatest extent possible, in languages appropriate to allow for the parent groups. Topics 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 1 activities
- Conferencing with teachers
- Providing training programs to help parents support and work with their children at home and at school

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?

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.

Every Hardy household receives descriptions of school and district policies involving curriculum, expectations, rights, and safety policies. Every Hardy parent receives information, access to graded work, and progress updates.

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

The PTA Newsletter, with input from the Principal, is distributed online to parents at the beginning of each month, informing families of school events and addressing educational issues of interest. For special meetings, targeted language groups receive notice in their language to the extent possible. Weekly calls and email messages from the principal go out to all families to share information about opportunities for school involvement.

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?

The Hardy website is under construction, and the District website provides parents with current information on Common Core standards and links to websites supportive of academic achievement. In September, Hardy families receive passwords to access academic support at home from Spelling City, ST Math, IXL Math, Savaas Math, and/or RAZ Kids, a leveled reading program, to build comprehension in math and literacy. Parents also have log-in access to the PowerSchool Parent Portal to review score reports on state-wide assessments.

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 input is gathered through SSC members, as elected by their peers. During parent meetings, opportunities are offered for the formulation of parent suggestions. Responses to their suggestions are reviewed in a timely fashion. Topics that are under the purview of SSC or SGT will be placed on the agenda for the next regularly scheduled meeting. Two "Coffee with the Principal" events are held each trimester to provide parents with an informal opportunity to share concerns, insight and suggestions with the principal.

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.

Hardy provides 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.

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

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

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

With the assistance of Title 1 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.

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

Hardy coordinates and integrates the Title 1 parental involvement program with other programs, including Primetime, Klassic Kids, GATE, Special Education, ELAC and PTA, and Dads Club 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 parents in a format and language that the parents understand.

When available, documents from the district are translated into Vietnamese or Spanish, as needed by families. School Messenger messages may be translated for parents as needed.

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

Hardy staff and PTA officers continue to distribute information to families.

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.
This policy was adopted by *Hardy Elementary School* on *September 21, 2020* and will be in effect for the period of *one calendar year, through September 2021.*
The school will distribute the policy to all parents of students on, or before: *September 24, 2020.*

Laura M. Alluin, Principal

September 21, 2020

APPENDIX C

SCHOOL PARENT COMPACT

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

HARDY ELEMENTARY SCHOOL
TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year *2020-21*.

Hardy Elementary School distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility is to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- ❖ Challenge students with Savaas 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 disabilities, 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, IXL Math, and/or Spelling City.
- ❖ Administer assessments three times annually in literacy and mathematics to monitor student progress toward grade level standards and inform instruction 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 2020 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 2021.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:
The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- ❖ Three formal, standards-based report cards are provided to parents: November 2020, March 2021, and June 2021.
- ❖ 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.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- ❖ Monitoring attendance.
- ❖ Making sure that asynchronous assignments and/or homework are 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 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.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- ❖ Staff members are available to meet with parents remotely, Monday through Friday during school hours.
- ❖ 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 during the school week.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- ❖ Volunteer orientations will be held in September 2020 (7:15 a.m. and 5:30 p.m.), October 2020 (7:15 a.m. and 5:30 p.m.) and January 2020 (7:15 a.m.) to review district requirements and Hardy opportunities to volunteer with Classrooms, Library, Mileage Club, Gardening Committee, Field trips, PTA-sponsored events, and other activities. Parents must complete the clearance process to be eligible as a volunteer.
- ❖ Parents are also invited into classrooms for events like authors' teas, oral presentations, student performances, publishing parties, Genius Hour, Seussapaloosa, Family Friday, etc.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- ❖ When available, documents from the district are translated into Vietnamese or Spanish, as needed by families. When not offered from the district, a parent volunteer assists with translating important information for Vietnamese families.
- ❖ School Messenger messages may be translated for parents as needed.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- ❖ Hardy staff and PTA officers will continue to distribute information to parents frequently.
- ❖ The PTA Newsletter is distributed to parents at the beginning of each month, informing families of school events and addressing educational issues of interest.
- ❖ Weekly calls and email messages from the principal go out to all families to share information about opportunities for school involvement. This information aslo is posted on Hardy PTA Facebook page.
- ❖ For special meetings, targeted language groups receive notice in their language to the extent possible.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- ❖ When available, documents from the district are translated into Vietnamese or Spanish, as needed by families. When not offered from the district, a parent volunteer assists with translating important information for Vietnamese families.
- ❖ School Messenger messages may be translated for parents as needed.
- ❖ Hardy staff and PTA officers continue to distribute information to parents frequently.

The school will distribute the Compact to all parents and family members of students participating on, or before: *September 24, 2020*.

Laura M. Alluin, Principal

September 21, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

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

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

Reclassification data results can be requested from the school site.

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

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

SCHOOL PERFORMANCE OVERVIEW

Hardy Elementary

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

Chronic Absenteeism

Orange

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Green

Mathematics

Blue

School Details

NAME
Hardy Elementary

ADDRESS
5420 Montezuma Road
San Diego, CA 92115-1329

WEBSITE
http://www.sandi.net/ha...

GRADES SERVED
K-5

HARDY ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

344

Socioeconomically Disadvantaged

55.8%

English Learners

31.4%

Foster Youth

0.3%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Green

41.7 points above standard

Increased 3.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
3 Green	1 Blue	

LEARN MORE

Mathematics

Blue

35.9 points above standard

Maintained -1.2 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
3 Green	1 Blue	

LEARN MORE

English Learner Progress

59.6% making progress towards English language proficiency

Number of EL Students: 47

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

HARDY ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Orange

8.6% chronically absent

Increased 0.9% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
3 Green	0 Blue	

HARDY ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate

Blue

0.5% suspended at least once

Declined 1% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

2	4
Green	Blue

Academic Performance

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

English Language Arts

All Students

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

All Students

Green

41.7 points above standard

Increased 3.6 Points ▲

Number of Students: 154

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

- English Learners
- Hispanic
- Socioeconomically Disadvantaged

Blue

- Asian

No Performance Color

- African American
- Filipino
- Foster Youth
- Homeless
- Two or More Races
- Students with Disabilities
- White

African American

No Performance Color

3 points below standard

No Data

Number of Students: 11

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Students with Disabilities

No Performance Color

72.5 points below standard

Declined 15.9 Points ▼

Number of Students: 17

White

No Performance Color

53.9 points above standard

Increased 9.3 Points ▲

Number of Students: 23

English Learners

Green

31.9 points above standard

Increased 5.5 Points ▲

Number of Students: 67

Hispanic

Green

13 points above standard

Declined 6.7 Points ▼

Number of Students: 46

Socioeconomically Disadvantaged

Green

33.8 points above standard

Increased 14.8 Points ▲

Number of Students: 94

Asian

Blue

55.1 points above standard

Maintained 0.7 Points

Number of Students: 58

Distance From Standard (English Language Arts)

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

	2017	2018	2019
All Students	18.8 points above standard	38 points above standard	41.7 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
17.3 points below standard	63 points above standard	41.4 points above standard
Increased 15.8 Points ▲	Maintained 0.8 Points	Increased 4.3 Points ▲
Number of Students: 26	Number of Students: 41	Number of Students: 76

Mathematics

All Students

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

All Students

Blue

35.9 points above standard

Maintained -1.2 Points

Number of Students: 154

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

- Asian
- Hispanic
- Socioeconomically Disadvantaged

Blue

- English Learners

No Performance Color

- African American
- Filipino
- Foster Youth
- Homeless
- Two or More Races

Students with Disabilities

White

African American

No Performance Color

12.4 points below standard

No Data

Number of Students: 11

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Students with Disabilities

No Performance Color

69.8 points below standard

Declined 12.7 Points ▼

Number of Students: 17

White

No Performance Color

25.1 points above standard

Maintained 2.7 Points

Number of Students: 23

Asian

Green

58.4 points above standard

Declined 6.4 Points ▼

Number of Students: 58

Hispanic

Green

7.6 points above standard

Declined 3.7 Points ▼

Number of Students: 46

Socioeconomically Disadvantaged

Green

34 points above standard

Increased 9.4 Points ▲

Number of Students: 94

English Learners

Blue

42.3 points above standard

Increased 7 Points ▲

Number of Students: 67

Distance From Standard (Mathematics)

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

	2017	2018	2019
All Students	29 points above standard	37 points above standard	35.9 points above standard

Mathematics Data Comparisons: English Learners

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

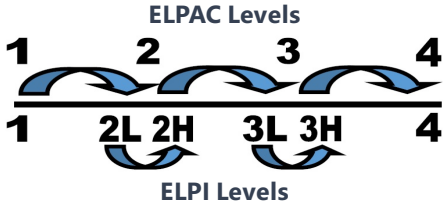
Current English Learners	Reclassified English Learners	English Only
15.3 points above standard	59.5 points above standard	21.5 points above standard
Increased 25.4 Points ▲	Declined 3.3 Points ▼	Declined 8.7 Points ▼
Number of Students: 26	Number of Students: 41	Number of Students: 76

English Learner Progress Indicator

All English Learner Students

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

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



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

LEARN MORE

English Learner Progress

59.6% making progress towards English language proficiency

Number of EL Students: 47

Performance Level

High

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	14.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	25.5%
ELs who Maintained ELPI Level 4	4.2%
ELs Who Progressed at Least One ELPI Level	55.3%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students

Orange

8.6% chronically absent

Increased 0.9% ▲

Number of Students: 360

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged

Yellow

No Students

Green

Asian

English Learners

White

Blue

No Students

No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American

No Performance Color

18.5% chronically absent

Declined 7.3% ▼

Number of Students: 27

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

35.7% chronically absent

No Data

Number of Students: 14

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races

No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 26

Students with Disabilities

Orange

15.4% chronically absent

Increased 4.9% ▲

Number of Students: 39

Hispanic

Orange

16.3% chronically absent

Increased 3.1% ▲

Number of Students: 123

Socioeconomically Disadvantaged

Orange

12.3% chronically absent

Increased 2% ▲

Number of Students: 211

Asian

Green

2.6% chronically absent

Declined 0.6% ▼

Number of Students: 117

English Learners

Green

9.6% chronically absent

Declined 1.4% ▼

Number of Students: 115

White

Green

3.4% chronically absent

Maintained 0.3%

Number of Students: 59

Conditions and Climate

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

Suspension Rate

All Students

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

All Students

Blue

0.5% suspended at least once

Declined 1% ▼

Number of Students: 371

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

Hispanic

White

Blue

Asian

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

African American

No Performance Color

0% suspended at least once

Declined 6.5% ▼

Number of Students: 27

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

0% suspended at least once

No Data

Number of Students: 16

Two or More Races

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 27

Hispanic

Green

0.8% suspended at least once

Maintained 0%

Number of Students: 129

White

Green

1.7% suspended at least once

Declined 2.9% ▼

Number of Students: 60

Asian

Blue

0% suspended at least once

Maintained 0%

Number of Students: 120

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 120

Socioeconomically Disadvantaged

Blue

0.5% suspended at least once

Declined 1.3% ▼

Number of Students: 217

Students with Disabilities

Blue

0% suspended at least once

Declined 2.5% ▼

Number of Students: 39

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hardy
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	201	61.2	190	61.6	187	58.3	174	68.4	161	69.6	8.4	1.2	201	51.2	189	59.3	189	63.5	178	68.0	166	69.9	18.7	1.9
Female	98	68.4	92	69.6	102	61.8	93	68.8	89	73.0	4.6	4.2	98	53.1	92	59.8	102	63.7	97	67.0	94	72.3	19.2	5.3
Male	103	54.4	98	54.1	85	54.1	81	67.9	72	65.3	10.9	-2.6	103	49.5	97	58.8	87	63.2	81	69.1	72	66.7	17.2	-2.4
African American	14	21.4	10	40.0	13	23.1	11	54.5	12	41.7	20.3	-12.8	14	14.3	10	30.0	13	30.8	11	36.4	12	50.0	35.7	13.6
Asian**	10	70.0	4	-	2	-	2	-	60	81.7	-	-	11	63.6	4	-	4	-	6	-	62	83.9	-	-
Filipino	4	-	3	-	4	-	2	-	6	-	-	-	4	-	3	-	4	-	2	-	6	-	-	-
Hispanic	59	59.3	60	60.0	58	51.7	54	51.9	49	53.1	-6.2	1.2	59	40.7	60	50.0	57	43.9	54	53.7	51	54.9	14.2	1.2
Indochinese**	47	59.6	55	56.4	50	64.0	52	78.8	-	-	-	-	47	53.2	56	64.3	51	74.5	52	84.6	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
White	43	74.4	33	69.7	35	62.9	31	77.4	23	73.9	-0.5	-3.5	42	71.4	32	71.9	35	74.3	31	64.5	24	62.5	-8.9	-2.0
Multiracial	24	62.5	25	72.0	24	66.7	21	81.0	11	81.8	19.3	0.8	24	50.0	24	62.5	24	83.3	21	81.0	11	81.8	31.8	0.8
English Learner	34	23.5	34	17.6	27	33.3	27	40.7	28	35.7	12.2	-5.0	34	14.7	35	45.7	30	46.7	30	46.7	33	51.5	36.8	4.8
English-Speaking	167	68.9	156	71.2	160	62.5	147	73.5	133	76.7	7.8	3.2	167	58.7	154	62.3	159	66.7	148	72.3	133	74.4	15.7	2.1
Reclassified†	46	73.9	25	80.0	33	69.7	43	81.4	43	88.4	14.5	7.0	46	73.9	25	88.0	33	72.7	43	88.4	43	86.0	12.1	-2.4
Initially Eng. Speaking	121	66.9	131	69.5	127	60.6	104	70.2	90	71.1	4.2	0.9	121	52.9	129	57.4	126	65.1	105	65.7	90	68.9	16.0	3.2
Econ. Disadv.*	110	50.9	114	53.5	104	43.3	106	60.4	99	64.6	13.7	4.2	110	38.2	113	50.4	106	51.9	109	63.3	102	69.6	31.4	6.3
Non-Econ. Disadv.	91	73.6	76	73.7	83	77.1	68	80.9	62	77.4	3.8	-3.5	91	67.0	76	72.4	83	78.3	69	75.4	64	70.3	3.3	-5.1
Gifted	78	75.6	77	79.2	60	85.0	30	93.3	30	96.7	21.1	3.4	78	74.4	77	81.8	60	83.3	30	93.3	30	96.7	22.3	3.4
Not Gifted	123	52.0	113	49.6	127	45.7	144	63.2	131	63.4	11.4	0.2	123	36.6	112	43.8	129	54.3	148	62.8	136	64.0	27.4	1.2
With Disabilities	14	42.9	7	-	13	15.4	14	28.6	18	22.2	-20.7	-6.4	13	23.1	6	-	12	16.7	14	28.6	18	22.2	-0.9	-6.4
WO Disabilities	187	62.6	183	63.4	174	61.5	160	71.9	143	75.5	12.9	3.6	188	53.2	183	60.1	177	66.7	164	71.3	148	75.7	22.5	4.4
Homeless	4	-	2	-	0	-	0	-	7	-	-	-	4	-	2	-	0	-	0	-	7	-	-	-
Foster	0	-	0	-	0	-	2	-	1	-	-	-	0	-	0	-	2	-	2	-	1	-	-	-
Military	4	-	6	-	10	60.0	11	63.6	5	-	-	-	4	-	6	-	10	50.0	11	45.5	5	-	-	-

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

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

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

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hardy
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	75	50.7	66	57.6	58	62.1	50	74.0	51	66.7	16.0	-7.3	75	52.0	65	70.8	57	73.7	51	68.6	51	72.5	20.5	3.9
Female	35	65.7	31	61.3	34	70.6	26	73.1	29	75.9	10.2	2.8	35	60.0	31	67.7	34	76.5	27	66.7	29	82.8	22.8	16.1
Male	40	37.5	35	54.3	24	50.0	24	75.0	22	54.5	17.0	-20.5	40	45.0	34	73.5	23	69.6	24	70.8	22	59.1	14.1	-11.7
African American	7	-	3	-	2	-	6	-	3	-	-	-	7	-	3	-	2	-	6	-	3	-	-	-
Asian**	4	-	0	-	0	-	2	-	22	77.3	-	-	4	-	0	-	0	-	3	-	22	81.8	-	-
Filipino	2	-	0	-	1	-	1	-	2	-	-	-	2	-	0	-	1	-	1	-	2	-	-	-
Hispanic	23	52.2	21	61.9	17	47.1	16	56.3	14	50.0	-2.2	-6.3	23	39.1	21	66.7	16	50.0	16	50.0	14	64.3	25.2	14.3
Indochinese**	14	42.9	20	45.0	17	64.7	15	86.7	-	-	-	-	14	50.0	20	70.0	17	70.6	15	93.3	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	14	71.4	15	60.0	13	69.2	6	-	6	-	-	-	14	78.6	14	78.6	13	92.3	6	-	6	-	-	-
Multiracial	11	54.5	7	-	8	-	4	-	4	-	-	-	11	54.5	7	-	8	-	4	-	4	-	-	-
English Learner	12	16.7	18	22.2	14	42.9	14	64.3	11	27.3	10.6	-37.0	12	25.0	18	66.7	14	57.1	14	64.3	11	36.4	11.4	-27.9
English-Speaking	63	57.1	48	70.8	44	68.2	36	77.8	40	77.5	20.4	-0.3	63	57.1	47	72.3	43	79.1	37	70.3	40	82.5	25.4	12.2
Reclassified†	8	-	5	-	6	-	10	100.0	13	100.0	-	0.0	8	-	5	-	6	-	10	100.0	13	100.0	-	0.0
Initially Eng. Speaking	55	54.5	43	72.1	38	71.1	26	69.2	27	66.7	12.2	-2.5	55	50.9	42	71.4	37	81.1	27	59.3	27	74.1	23.2	14.8
Econ. Disadv.*	36	36.1	41	46.3	32	40.6	35	68.6	32	68.8	32.7	0.2	36	36.1	40	65.0	31	54.8	36	63.9	32	75.0	38.9	11.1
Non-Econ. Disadv.	39	64.1	25	76.0	26	88.5	15	86.7	19	63.2	-0.9	-23.5	39	66.7	25	80.0	26	96.2	15	80.0	19	68.4	1.7	-11.6
Gifted	29	69.0	23	78.3	15	80.0	30	93.3	9	-	-	-	29	65.5	23	95.7	15	86.7	30	93.3	9	-	-	-
Not Gifted	46	39.1	43	46.5	43	55.8	50	74.0	42	61.9	22.8	-12.1	46	43.5	42	57.1	42	69.0	51	68.6	42	66.7	23.2	-1.9
With Disabilities	5	-	7	-	4	-	4	-	4	-	-	-	5	-	1	-	3	-	4	-	4	-	-	-
WO Disabilities	70	52.9	64	59.4	54	64.8	46	76.1	47	72.3	19.4	-3.8	70	54.3	64	71.9	54	75.9	47	72.3	47	78.7	24.4	6.4
Homeless	1	-	1	-	0	-	0	-	2	-	-	-	1	-	1	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	2	-	4	-	1	-	-	-	3	-	2	-	2	-	4	-	1	-	-	-

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

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

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

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hardy
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	63	55.6	64	57.8	65	55.4	59	64.4	48	68.8	13.2	4.4	62	51.6	65	56.9	67	64.2	61	70.5	49	77.6	26.0	7.1
Female	29	65.5	34	64.7	33	48.5	37	67.6	24	70.8	5.3	3.2	29	58.6	35	60.0	33	54.5	39	71.8	25	76.0	17.4	4.2
Male	34	47.1	30	50.0	32	62.5	22	59.1	24	66.7	19.6	7.6	33	45.5	30	53.3	34	73.5	22	68.2	24	79.2	33.7	11.0
African American	2	-	6	-	4	-	3	-	7	-	-	-	2	-	6	-	4	-	3	-	7	-	-	-
Asian**	3	-	2	-	0	-	0	-	19	84.2	-	-	3	-	2	-	2	-	2	-	20	90.0	-	-
Filipino	0	-	3	-	0	-	1	-	2	-	-	-	0	-	3	-	0	-	1	-	2	-	-	-
Hispanic	15	46.7	21	52.4	20	60.0	19	36.8	13	53.8	7.1	17.0	15	40.0	21	38.1	20	50.0	19	57.9	13	69.2	29.2	11.3
Indochinese**	23	56.5	13	69.2	19	63.2	17	76.5	-	-	-	-	23	56.5	14	71.4	19	78.9	17	82.4	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	12	58.3	9	-	14	42.9	11	81.8	5	-	-	-	11	72.7	9	-	14	57.1	11	63.6	5	-	-	-
Multiracial	8	-	10	60.0	7	-	8	-	2	-	-	-	8	-	10	70.0	7	-	8	-	2	-	-	-
English Learner	17	23.5	8	-	9	-	8	-	12	58.3	34.8	-	17	11.8	9	-	11	45.5	10	40.0	13	84.6	72.8	44.6
English-Speaking	46	67.4	56	62.5	56	58.9	51	70.6	36	72.2	4.8	1.6	45	66.7	56	58.9	56	67.9	51	76.5	36	75.0	8.3	-1.5
Reclassified†	17	64.7	6	-	17	64.7	11	81.8	12	75.0	10.3	-6.8	17	82.4	6	-	17	76.5	11	90.9	12	83.3	0.9	-7.6
Initially Eng. Speaking	29	69.0	50	58.0	39	56.4	40	67.5	24	70.8	1.8	3.3	28	57.1	50	54.0	39	64.1	40	72.5	24	70.8	13.7	-1.7
Econ. Disadv.*	41	46.3	34	52.9	35	45.7	34	52.9	33	60.6	14.3	7.7	40	37.5	35	45.7	37	59.5	35	65.7	34	73.5	36.0	7.8
Non-Econ. Disadv.	22	72.7	30	63.3	30	66.7	25	80.0	15	86.7	14.0	6.7	22	77.3	30	70.0	30	70.0	26	76.9	15	86.7	9.4	9.8
Gifted	24	66.7	27	81.5	20	90.0	15	93.3	5	-	-	-	24	75.0	27	70.4	20	90.0	15	100.0	5	-	-	-
Not Gifted	39	48.7	37	40.5	45	40.0	44	54.5	43	65.1	16.4	10.6	38	36.8	38	47.4	47	53.2	46	60.9	44	75.0	38.2	14.1
With Disabilities	3	-	7	-	13	15.4	3	-	7	-	-	-	2	-	3	-	12	16.7	3	-	7	-	-	-
WO Disabilities	60	56.7	61	60.7	62	58.1	56	67.9	41	75.6	18.9	7.7	60	51.7	62	58.1	64	67.2	58	72.4	42	83.3	31.6	10.9
Homeless	1	-	2	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	4	-	4	-	4	-	1	-	-	-	0	-	4	-	4	-	4	-	1	-	-	-

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2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hardy
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	63	79.4	60	70.0	64	57.8	65	67.7	62	72.6	-6.8	4.9	64	50.0	59	49.2	65	53.8	66	65.2	66	62.1	12.1	-3.1
Female	34	73.5	27	85.2	35	65.7	30	66.7	36	72.2	-1.3	5.5	34	41.2	26	50.0	35	60.0	31	61.3	40	62.5	21.3	1.2
Male	29	86.2	33	57.6	29	48.3	35	68.6	26	73.1	-13.1	4.5	30	60.0	33	48.5	30	46.7	35	68.6	26	61.5	1.5	-7.1
African American	5	-	1	-	7	-	2	-	2	-	-	-	5	-	1	-	7	-	2	-	2	-	-	-
Asian**	3	-	2	-	2	-	0	-	19	84.2	-	-	4	-	2	-	2	-	1	-	20	80.0	-	-
Filipino	2	-	0	-	3	-	0	-	2	-	-	-	2	-	0	-	3	-	0	-	2	-	-	-
Hispanic	21	76.2	18	66.7	21	47.6	19	63.2	22	54.5	-21.7	-8.7	21	42.9	18	44.4	21	33.3	19	52.6	24	41.7	-1.2	-10.9
Indochinese**	10	90.0	22	59.1	14	64.3	20	75.0	-	-	-	-	10	50.0	22	54.5	15	73.3	20	80.0	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	17	88.2	9	-	8	-	14	64.3	12	75.0	-13.2	10.7	17	64.7	9	-	8	-	14	64.3	13	61.5	-3.2	-2.8
Multiracial	5	-	8	-	9	-	9	-	5	-	-	-	5	-	7	-	9	-	9	-	5	-	-	-
English Learner	5	-	8	-	4	-	5	-	5	-	-	-	5	-	8	-	5	-	6	-	9	-	-	-
English-Speaking	58	82.8	52	80.8	60	61.7	60	73.3	57	78.9	-3.9	5.6	59	54.2	51	56.9	60	56.7	60	70.0	57	68.4	14.2	-1.6
Reclassified†	21	81.0	14	78.6	10	90.0	22	72.7	18	88.9	7.9	16.2	21	57.1	14	85.7	10	70.0	22	81.8	18	77.8	20.7	-4.0
Initially Eng. Speaking	37	83.8	38	81.6	50	56.0	38	73.7	39	74.4	-9.4	0.7	38	52.6	37	45.9	50	54.0	38	63.2	39	64.1	11.5	0.9
Econ. Disadv.*	33	72.7	39	61.5	37	43.2	37	59.5	34	64.7	-8.0	5.2	34	41.2	38	39.5	38	42.1	38	60.5	36	61.1	19.9	0.6
Non-Econ. Disadv.	30	86.7	21	85.7	27	77.8	28	78.6	28	82.1	-4.6	3.5	30	60.0	21	66.7	27	70.4	28	71.4	30	63.3	3.3	-8.1
Gifted	25	92.0	27	77.8	25	84.0	15	93.3	16	100.0	8.0	6.7	25	84.0	27	81.5	25	76.0	15	86.7	16	93.8	9.8	7.1
Not Gifted	38	71.1	33	63.6	39	41.0	50	60.0	46	63.0	-8.1	3.0	39	28.2	32	21.9	40	40.0	51	58.8	50	52.0	23.8	-6.8
With Disabilities	6	-	2	-	6	-	7	-	7	-	-	-	6	-	2	-	6	-	7	-	7	-	-	-
WO Disabilities	57	80.7	58	70.7	58	62.1	58	72.4	55	78.2	-2.5	5.8	58	53.4	57	49.1	59	57.6	59	69.5	59	67.8	14.4	-1.7
Homeless	2	-	2	-	0	-	0	-	4	-	-	-	2	-	0	-	0	-	0	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	4	-	3	-	3	-	-	-	1	-	0	-	4	-	3	-	3	-	-	-

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APPENDIX E

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

SCHOOL NAME: HARDY ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistance will work with parents of all students to promote daily attendance at school and provide strategies for families with chronic absences. She will focus on the groups of English Learners, Hispanic or Latino students, Asian students, and Students with Disabilities to monitor absences and increase attendance. The Non-classroom Teacher will provide small group literacy intervention for English Learners. The increased engagement in instructional activities will promote more active involvement and attendance at school for English Learners, as well as Hispanic and Asian Students. Incentives for monthly perfect attendance and monthly improved attendance are given to children and funded from other sources.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst -	--	--	09800-2404	This position will provide attendance interventions to support families so students will attend school every day.	GA is able to make connections with families daily and offer supports to help with the barriers they face for making sure children attend school.	GA position is working and effective for providing additional supports and interventions for students.	GA also provides emotional support and behavior interventions for minor incidents when students are referred to the principal for behavior concerns.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Non-classroom teacher will provide small group ELD intervention instruction two times per week, in addition to daily Designated ELD instruction in the classroom.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst -	0.43750	$17,566.18	09800-2404	Guidance Assistant will support increasing overall student attendance and decreasing chronic absenteeism for all sub-groups, by monitoring student attendance and supporting students and their families in finding strategies to attend school every day.	GA is able to make connections with families daily and offer supports to help with the barriers they face for making sure children attend school.	GA position is working and effective for providing additional supports and interventions for students.	GA also provides emotional support and behavior interventions for minor incidents when students are referred to the principal for behavior concerns.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Activities to help English Learners meet this goal include Professional Learning through mini-coaching cycles with the ELIRT for grades 1-2 (which includes a variety of Co-teaching ELD, Lesson Studies, Professional Development, Classroom observations).

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$1,952.32	09800-1192	Release sub days for classroom teachers to test students with Summative ELPAC.	Teachers of students in grades TK-2 learn specific strengths and areas of need re: language development.	Teachers do not like to be out of the classroom for testing purposes; they feel instruction is compromised for the rest of the class in order to gather this assessment data about the EL students.	Focus on making every effort possible to reserve preferred substitutes who are able to provide powerful instruction when the teacher is released for testing.
Non Clsrm Tchr Hrly		$3,660.60	09800-1957	Hourly wages for teachers to test students for Summative ELPAC.	Teachers who work less than 1.0 in job-share positions are available to test our students on their non-work days.	Scheduling that fits the time for the teacher doing the assessment sometimes means students miss core content instruction.	Plan strategically with classroom teachers and test examiners to maximize time in classroom and options for testing.
Supplies		$7,711.00	09800-4301	Purchase reading and writing	Teachers use additional	Non-EL students in the classroom are	Continue to use supplies as a

				supplies to support designated and integrated ELD instruction.	composition books, chart paper, and other supplies to support ELD instruction.	interested in doing the same activities as the dELD groups; teachers use more supplies to modify activities for them to participate.	priority for ELD instruction.
Software License		$6,000.00	09800-5841	Purchase RAZ-Kids literacy intervention software and other software licenses to support ELD instruction.	Students are able to practice reading decoding and reading comprehension at their level, with model of academic English for listening in the program.	Some students have help from parents when practicing at home, so their level sometimes does not reflect what they truly are able to do independently.	Teachers will advise parents and students of the importance of independent practice, and the pedagogy of learning from the challenge.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistance will work with parents of all students to promote daily attendance at school and provide strategies for families with chronic absences. She will focus on the groups of English Learners, Hispanic or Latino students, Asian students, and Students with Disabilities to monitor absences and increase attendance. Classroom teachers will provide academic curriculum interventions for students with disabilities. The increased engagement in instructional activities will promote more active involvement and attendance at school. Incentives for monthly perfect attendance and monthly improved attendance are given to children and funded from other sources.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst -	--	--	09800-2404	Guidance Assistant will monitor daily attendance and promote positive attendance for families of students with disabilities.	GA is able to make connections with families daily and offer supports to help with the barriers they face for making sure children attend school.	GA position is working and effective for providing additional supports and interventions for students.	GA also provides emotional support and behavior interventions for minor incidents when students are referred to the principal for behavior concerns.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistance will work with parents of all students to promote daily attendance at school and provide strategies for families with chronic absences. She will focus on the groups of English Learners, Hispanic or Latino students, Asian students, and Students with Disabilities to monitor absences and increase attendance. The Non-classroom Teacher will provide small group literacy intervention for English Learners, which will help students meet A-G graduation requirements. The increased engagement in instructional activities will promote more active involvement and attendance at school for English Learners, as well as Hispanic and Asian Students, and Students with Disabilities. Incentives for monthly perfect attendance and monthly improved attendance are given to children and funded from other sources.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst -	--	--	09800-2404	Monitor attendance and support families to promote active daily attendance rates.	GA is able to make connections with families daily and offer supports to help with the barriers they face for making sure children attend school.	GA position is working and effective for providing additional supports and interventions for students.	GA also provides emotional support and behavior interventions for minor incidents when students are referred to the principal for behavior concerns.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Principal monitors the list of students who receive attendance-warning letters, and those students classified as chronically absent or At-Risk for Chronic Absenteeism. Principal communicates with parents regarding high absenteeism, and supervises the school nurse to follow-up with parents of students with frequent illness to create a plan to support the child's health and wellness.

SCHOOL NAME: HARDY ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistance will work with parents of all students to promote daily attendance at school and provide strategies for families with chronic absences. She will focus on the groups of English Learners, Hispanic or Latino students, Asian students, and Students with Disabilities to monitor absences and increase attendance. The Non-classroom Teacher will provide small group literacy intervention for English Learners. The increased engagement in insrucional activities will promote more active involvement and attendance at school for English Learners, as well as Hispanic and Asian Students. Incentives for monthly perfect attendance and monthly improved attendance are given to children and funded from other sources.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Teacher-Non classroom -	--	--	30100-1907	Teacher will provide targeted instruction for small groups of students who are new to the country or struggling to master academic English. This service contributes to higher engagement in instructional activities, and builds	Students who are English Learners who participated in small group targeted intervention groups showed significant progress in both English Language Development and in general reading and writing achievement in the classroom.	The limited schedule allowed targeted intervention only for select groups of students. Pull-out groups during the school day, while an effective intervention, caused students to miss some classroom instruction.	With recent training and curricular materials for daily-designated ELD instruction from classroom teachers built in to the daily classroom instruction, this position will no longer be funded for the 2020-21 school year.

				positive community building for students from diverse backgrounds.			
Teacher-Nonclassroom -	--	--	30106-1907	Teacher will provide targeted instruction for small groups of students who are new to the country or struggling to master academic English. This service contributes to higher engagement in instructional activities, and builds positive community building for students from diverse backgrounds.	Students who are English Learners who participated in small group targeted intervention groups showed significant progress in both English Language Development and in general reading and writing achievement in the classroom.	The limited schedule allowed targeted intervention only for select groups of students. Pull-out groups during the school day, while an effective intervention, caused students to miss some classroom instruction.	With recent training and curricular materials for daily-designated ELD instruction from classroom teachers built in to the daily classroom instruction, this position will no longer be funded for the 2020-21 school year.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Non-classroom teacher will provide small group ELD intervention instruction two times per week, in addition to daily Designated ELD instruction in the classroom.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Teacher-Nonclassroom -	0.25000	$35,517.76	30100-1907	The Non-classroom Teacher will support English Learners with small group literacy interventions in reading, writing, and oral language to improve proficiency in academic English language arts. This academic support also will engage English Learners with their connection to school, to encourage stronger, increased attendance at school.	Students who are English Learners who participated in small group targeted intervention groups showed significant progress in both English Language Development and in general reading and writing achievement in the classroom.	The limited schedule allowed targeted intervention only for select groups of students. Pull-out groups during the school day, while an effective intervention, caused students to miss some classroom instruction.	With recent training and curricular materials for daily-designated ELD instruction from classroom teachers built in to the daily classroom instruction, this position will no longer be funded for the 2020-21 school year.

Teacher-Nonclassroom -	0.15000	$21,310.66	30106-1907	The Non-classroom Teacher will support English Learners with small group literacy interventions in reading, writing, and oral language to improve proficiency in academic English language arts. This academic support also will engage English Learners with their connection to school, to encourage stronger, increased attendance at school.	Students who are English Learners who participated in small group targeted intervention groups showed significant progress in both English Language Development and in general reading and writing achievement in the classroom.	The limited schedule allowed targeted intervention only for select groups of students. Pull-out groups during the school day, while an effective intervention, caused students to miss some classroom instruction.	With recent training and curricular materials for daily-designated ELD instruction from classroom teachers built in to the daily classroom instruction, this position will no longer be funded for the 2020-21 school year.
Supplies		$450.00	30100-4301	Purchase classroom supplies to support reading, writing, and math activities for students, and for after school literacy intervention program.	Teachers use additional composition books, chart paper, sentence strips, index cards, math manipulatives and other supplies to support literacy and math instruction, and for after school intervention groups.	The amount of copies and paper used is in significant excess of the budget allocated for paper and causing extra wear and tear/need for repairs of the site copier.	Invest in consumable student materials, stronger cardstock and lamination to reuse materials, and online programs to support students, to prevent the need for excessive paper copies.
Classroom Teacher Hrly		$3,660.60	30106-1157	Hourly wages for after school literacy intervention groups for reading and writing.	Students who are who participated in small group targeted intervention groups showed significant progress in both English Language	The limited schedule allowed targeted intervention only for select groups of students.	Increase funding for this intervention opportunity, in order to expand access for more students to participate.

					Development and in general reading and writing achievement in the classroom.		
Supplies		$2,829.00	30106-4301	Purchase classroom supplies for reading, writing, and math instruction to support student engagement in the curriculum.	Teachers use additional composition books, chart paper, sentence strips, index cards, math manipulatives and other supplies to support literacy and math instruction, and for after school intervention groups.	The amount of copies and paper used is in significant excess of the budget allocated for paper and causing extra wear and tear/need for repairs of the site copier.	Invest in consumable student materials, stronger cardstock and lamination to reuse materials, and online programs to support students, to prevent the need for excessive paper copies.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Visiting teachers for release time for professional learning and PLC time.	Teachers are productive in their PLC work to analyze and reflect on student achievement data, and apply professional learning and student data to use for unit and lesson planning.	Teachers do not like to be out of the classroom for professional learning; they feel instruction is compromised for the class in order to have PLC time with colleagues.	Focus on reserving preferred substitutes who are able to provide powerful instruction when the teacher is released for professional learning and PLC time. Allow teachers to give input and provide meaningful learning activities for teachers during the PLC time.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Overall implementation of strategies/activities will include teacher PLC time to monitor student data on mathematics assessments, and to formulate intervention strategies to implement in the classroom in order to achieve the goal of English Learner students meeting or exceeding grade level standards in math.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$1,952.32	30100-1192	Subs will provide release time for teachers to analyze data and formulate interventions to support student achievement in math.	Teachers are productive in their PLC work to analyze and reflect on student achievement data, and apply professional learning and student data to use for unit and lesson planning.	Teachers do not like to be out of the classroom for professional learning; they feel instruction is compromised for the class in order to have PLC time with colleagues.	Focus on reserving preferred substitutes who are able to provide powerful instruction when the teacher is released for professional learning and PLC time. Allow teachers to give input and provide meaningful learning activities for teachers during the PLC time.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Activities to help English Learners meet this goal include Professional Learning through mini-coaching cycles with the ELIRT for grades 1-2 (which includes a variety of Co-teaching ELD, Lesson Studies, Professional Development, Classroom observations).

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Sub days for release time for PLCs to analyze EL achievement data and design instructional strategies to implement in the classroom.	Teachers are productive in their PLC work to analyze and reflect on student achievement data, and apply professional learning and student data to use for unit and lesson planning.	Teachers do not like to be out of the classroom for professional learning; they feel instruction is compromised for the class in order to have PLC time with colleagues.	Focus on reserving preferred substitutes who are able to provide powerful instruction when the teacher is released for professional learning and PLC time. Allow teachers to give input and provide meaningful learning activities for teachers during the PLC time.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Non-classroom teacher will provide small group-designated ELD instruction for students who need interventions to make further progress with EL development.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Teacher-Nonclassroom -	--	--	30100-1907	Provide small group-designated ELD instruction for students who need interventions to make further progress with EL development.	Students who are English Learners who participated in small group targeted intervention groups showed significant progress in both English Language Development and in general reading and writing achievement in the classroom.	The limited schedule allowed targeted intervention only for select groups of students. Pull-out groups during the school day, while an effective intervention, caused students to miss some classroom instruction.	With recent training and curricular materials for daily-designated ELD instruction from classroom teachers built in to the daily classroom instruction, this position will no longer be funded for the 2020-21 school year.
Teacher-Nonclassroom -	--	--	30106-1907	Provide small group-designated ELD instruction for students who need interventions to make further progress with EL development.	Students who are English Learners who participated in small group targeted intervention groups showed significant progress in both English Language Development and in general reading and writing achievement in the classroom.	The limited schedule allowed targeted intervention only for select groups of students. Pull-out groups during the school day, while an effective intervention, caused students to miss some classroom instruction.	With recent training and curricular materials for daily-designated ELD instruction from classroom teachers built in to the daily classroom instruction, this position will no longer be funded for the 2020-21 school year.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Activities will include Capacity Building for parents in the form of a Book Club for adults, partnered with Community Resources from the local public library, to celebrate "One Book, One San Diego". Parents will benefit from a Safe and Welcoming Environment for Parents by sharing the love of literature together, as well as modeling questioning and small-group discussion strategies with each other, in order to build stronger readers with their children at home.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$692.00	30103-4301	Purchase books for parents to read as a Book Club, and other meeting supplies and folders for home-school communication.	Parents appreciate frequent communication with visual reminders, and there was an increase in level of engagement with academic activities for parents.	Many parents focus on participation in the child's classroom, but do not participate in school-wide academic activities.	Continue to design effective and engaging activities to reflect parent interest and availability. Conduct parent surveys to determine content and schedules.
In-service supplies		$250.00	30103-4304	Purchase light refreshments to build community with parent meetings and presentations.	Parents appreciate the courtesy of refreshments and enjoy the camaraderie of interacting with other parents in a	With a limited amount of funding, site team is unable to express appreciation for volunteers at the level members would prefer.	Continue to partner with the PTA to help with funding of light refreshments for parent engagement events.

					comfortable and engaging setting.		
Software License		$325.00	30103-5841	Purchase software and related supplies for visitors and volunteers at the main office.	Site was unable to secure appropriate software for this purpose.	Computer is out of date and cannot support the software that helps maintain safety & security to monitor visitors on campus.	Funding was reallocated to cover the cost of increased Supplies to support family engagement. Site team will investigate other options to purchase a new computer and software package from a company who can provide both at a reasonable cost.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistance will work with parents of all students to promote daily attendance at school and provide strategies for families with chronic absences. She will focus on the groups of English Learners, Hispanic or Latino students, Asian students, and Students with Disabilities to monitor absences and increase attendance. The Non-classroom Teacher will provide small group literacy intervention for English Learners, which will help students meet A-G graduation requirements. The increased engagement in instructional activities will promote more active involvement and attendance at school for English Learners, as well as Hispanic and Asian Students, and Students with Disabilities. Incentives for monthly perfect attendance and monthly improved attendance are given to children and funded from other sources.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Teacher-Nonclassroom -	--	--	30100-1907	Interventions for EL students to increase academic achievement and daily attendance.	Students who are English Learners who participated in small group targeted intervention groups showed significant progress in both English Language Development and in general reading and writing achievement in the classroom, as well as improved attendance overall for this sub-group.	The limited schedule allowed targeted intervention only for select groups of students. Pull-out groups during the school day, while an effective intervention, caused students to miss some classroom instruction.	With recent training and curricular materials for daily-designated ELD instruction from classroom teachers built in to the daily classroom instruction, this position will no longer be funded for the 2020-21 school year. Funding is allocated for increased counselor position, to support student attendance

							and social-emotional learning.
Teacher-Nonclassroom -	--	--	30106-1907	Interventions for EL students to increase academic achievement and daily attendance.			

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Principal provided professional learning and coaching support for non-classroom teacher for ELD instruction, and monitored implementation and student progress with the NCT. NCT communicated regularly with classroom teachers, to work in partnership to support student language needs. Principal recruited and supported teachers to provide after school literacy intervention groups, and monitored student progress.