THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HARDY ELEMENTARY SCHOOL

2022-23

37-68338-6039713
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent & Family Engagement Policy
☒ School Parent Compact

Board Approval: *January 24, 2023*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: _Hardy Elementary School_   PHONE: _619-860-5700_   FAX: _619-286-2016_

SITE CONTACT PERSON: _Laura Alluin_   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 I Schoolwide Programs (SWP)   ☐ CSI School   ☐ ATSI School

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

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

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

☒ English Learner Advisory Committee (ELAC)   Date of presentation: _10/7/22_

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

☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

☒ Site Governance Team (SGT)   Date of presentation: _9/26/22_

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

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

2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

3. The site plan or revisions to the site plan were adopted by the SSC on: _9/26/22_

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

Laura M. Alluin	_[signature]_ 10/6/22
Type/Print Name of School Principal	Signature of School Principal / Date
Marlene Curtin	_Marlene Curtin_ 10/7/22
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Maria Diaz	_[signature]_ 10/7/22
Type/Print Name of ELAC Representative	Signature of ELAC Representative / Date
Monika Hazel	_[signature]_ 10/17/22
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

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

Due October 7th 2022

TABLE OF CONTENTS

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 justifcation for spending Title 1 funds to align with meeting student needs, based on previous SBAC and other achievement data, as well as attendance 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: *Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*
LCAP Goal 2: *Access to Broad and Challenging Curriculum*
LCAP Goal 3: *Accelerating Student Learning With High Expectations for All*
LCAP Goal 4: *Quality Leadership, Teaching and Learning*
LCAP Goal 5: *Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

ENGAGING EDUCATIONAL PARTNERS

In January and February of 2022, 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 various sub-groups, and parent involvement around academic program for students. On September 26, 2022, the SSC reviewed the previous 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.

1. SSC met on January 31, 2022 to review data and evaluate priorities to develop the budget for 22/23.
2. SSC adopted the 22/23 budget on February 14, 2022.
3. SSC approved the Parent Family Engagement Policy for 22/23 on September 26, 2022.
4. SSC approved the School Parent Compact for 22/23 on September 26, 2022.
5. The PFEP and SPC will be distributed by for School Year 22/23 on September 29, 2022.
6. The Title I parent meeting for School Year 22/23 will be held on September 29, 2022.
7. Principal meets with ELAC to give feedback for SPSA on September 29, 2022.

8. All meetings with educational partners that discussed the development of the SPSA, include your needs assessment meetings that you had for the SBB development: SSC 1/31 & 2/14/22; Staff Meeting 1/10/22; ELAC 1/27/22; PTA Board 1/11/22.
9. Date the SPSA was approved by the SSC: 9/26/22.

RESOURCE INEQUITIES
Hardy's root cause analysis shows that more resources are required to support not only English Learners, but also all students who are struggling to meet grade level expectations in reading, a need identified as a result of the SSC and ELAC needs assessments. These identified resource inequities are addressed in the SPSA with creation of a 0.2 certificated teacher to provide reading intervention support in small groups, a classified Classroom Assistant to support development of academic readiness and social-emotional learning in the primary grades, visiting teachers to provide release time for teachers to collaborate with data-driven decision-making and ensure a guaranteed and viable curriculum, funding for Classroom Teacher hourly to provide interventions to students who are not yet meeting expectations for reading, writing, and math. The information used to determine this resource inequity includes previous 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 F & P reading levels, FAST aReading levels, general math levels based on adopted curriculum, and ELPAC scores. Attendance data and concerns for social-emotional needs, as shown by discipline referral data, returning after a year of school closure and hybrid learning are evidence to support continued funding for a Guidance Assistant through LCFF expenditures.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Laura Alluin	Principal
Kimberly Warren	Classroom Teacher
Paul Lopez	Parent
Kelly Dunivan	Parent
Marlene Curtin	Other School Rep
Shelley Lundy	Classroom Teacher
Teresa Behnke	Classroom Teacher
Damian Nunez	Parent
Michael Buckley	Parent
Tia Smith	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

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

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

Our goals for the 2021-22 school year was to decrease chronic absenteeism rates, increase daily attendance and student engagement.
We implemented the following strategies/activities to support this goal:
- The Guidance Assistant will work with parents of all students to promote daily attendance at school
- Provide strategies for families with chronic absences, as well as those at-risk for chronic absences.
- Support at-risk groups of students to monitor absences and increase attendance.
- Focus on social-emotional learning in class as a result of additional PLC time will increase engagement in instructional activities to promote more active involvement and attendance at school for Students with Disabilities, as well as Hispanic, Black/African American and Low Income Students.
- Incentives for monthly perfect attendance and monthly improved attendance are given to children and funded from other sources.

Due to COVID illness and quarantine requirements despite best efforts related to attendance we saw overall attendance averages decline from 96.85 in 2019 to 92.8 in June 2022 and an increase in overall chronic absenteeism to 33%.

An analysis of our Spring 2022 California Healthy Kids Survey (CHKS) highlighted 3 areas for continued focus for the 2022-23 school year.
1. 34% of students report that they strongly agree/agree that they engage in "meaningful participation" at school.

2. 67% of students report that they strongly agree/agree feeling "connected" to the school.

3. 54% of students report that they strongly agree/agree that they experience "caring adult relationships" at school.

*Major Differences
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).
Due to coronavirus health and safety guidelines to limit exposure and spreading of illness, many students needed to stay home for extended absences during the 201-22 school year.

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.
No major changes

*Identified Need
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 an explanation in the difference sources of data used to create this goal.
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 improvement of Black/African American Students (decreased 7%) 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 as for students to complete assignments when they need to be absent.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Increase overall attendance rate	92.8	94.8	Attendance	Monthly
June 2023	UTK-5	Decrease overall chronic absenteeism	33	16	Chronic Absenteeism	Bi-monthly
June 2023	5th Grade	Increase % of students who report MEANINGFUL PARTICIPATION in class and school.	34%	44%	CAL-SCHLS (CHKS)	Annually
June 2023	5th Grade	Increase % of students who report strong SCHOOL CONNECTEDNESS in class and school.	67%	77%	CAL-SCHLS (CHKS)	Annually

| June 2023 | 5th Grade | Increase % of students who report strong CARING RELATIONSHIPS WITH ADULTS in class and school. | 54% | 64% | CAL-SCHLS (CHKS) | Annually |

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Hispanic or Latino	Decrease chronic absenteeism	54	27	Chronic Absenteeism	Trimester
June 2023	UTK-5	Students with Disabilities	Decrease chronic absenteeism	36	18	Chronic Absenteeism	Trimester
June 2023	UTK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	38	19	Chronic Absenteeism	Trimester
June 2023	UTK-5	Black or African American	Decrease chronic absenteeism	30	15	Chronic Absenteeism	Trimester
June 2023	UTK-5	English Learner	Decrease chronic absenteeism	30	15	Chronic Absenteeism	Trimester

Supporting Black Youth - Additional Goals

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

engagement and achievement of black youth and other marginalized groups.

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 and Black/African American Students, and Socioeconomically Disadvantaged students will receive targeted supports to monitor school participation and engagement.

*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, as well as those at-risk for chronic absences. She will focus on the at-risk groups to monitor absences and increase attendance.
- Increased support for social-emotional learning that teachers and the counselor will provide as a result of leadership and character education and restorative justice practices through instructional activities to promote more active involvement and attendance at school for Students with Disabilities, as well as Hispanic, Black/African American and Low Income Students.
- Incentives for monthly improved attendance are given to children and funded from other sources.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01391D	Guidance Asst	0.43750	$15,078.44	$20,696.36	0139-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Position to monitor attendance and connect with families to increase engagement in school.

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

Call to Action Belief Statements

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

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

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

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

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

Our goal was to increase the percent of all students who met and exceeded proficiency in the areas of ELA and Mathematics. Overall implementation of the strategies and activities included:
- 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 professional development which led to strengthening universal instruction for all students.
- daily guided reading
- literacy based digital programs
- in class small group mathematics differentiated instruction for students below grade level

An analysis of spring 2022 SBAC data highlights that the strategies above could not counteract the detrimental effects of a partial year of school closure, a year of online learning, and a year of high absenteeism due to health and safety guidelines that required many students to miss many days of instruction. Overall scores in ELA decreased 15% to 55% of students meeting and exceeding grade level standards and a 13% decrease in mathematics to 57% of students meeting and exceeding grade level standards. Other goals and interventions are moving forward to the 2022-23 plan, with goals to gain some of the points lost, to move toward the SBAC scores reported in the spring of 2019.

*Major Differences

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

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.
- added hours for a Para educator to work with students on literacy intervention during the school day, but Para educator personnel did not take advantage of the opportunity to work in this manner. Therefore, teacher hourly increased, in an effort to meet the needs of more students after school.

*Changes

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

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). The council approved funding for a part-time teacher to provide reading interventions during the school day for primary students in small groups for reading and literacy interventions. The site also funds a classroom assistant to support academic achievement and a safe and welcoming school climate for primary grade students.

*Identified Need - English Language Arts

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 2020-21 school year assessments.

2022 SBAC English Language Arts
- 55% of 3-5 grade students met or exceeded standards a decrease of 15% from 2019.
- 37% of 3rd grade students met or exceeded standards a decrease of 29% from 2019.
- 57% of 4th grade students met or exceeded standards an 11% decrease from 2019.
- 67% of 5th grade students met or exceeded standards a 5% decrease from 2019.
- 26% of English Learners met or exceeded standards a 10% decrease from 2019.
- 46% of African American students met or exceeded standards a 4% increase from 2019.
- 36% of Students with Disabilities met or exceeded standards a 14% increase from 2019.
- 44% of Male students met or exceeded standards which is a 26% differential from our Female students who 70% met and exceeded standards

Based on this data, we need to continue the focus on improving student achievement and closing the achievement gap specifically between our male and female students and with our African American, ELL, and SWD.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades 3-5	Will Meet or Exceed Standard	62	67	FAST aReading	3 times/year
June 2023	Grades TK-2	Will Meet or Exceed Standard	53	63	Fountas and Pinnel	Monthly
June 2023	Grades 4-5	Will Meet or Exceed Standard	65	70	Fountas and Pinnel	Monthly
June 2023	Grades 3-5	Will Meet or Exceed Standard	54	60	CAASPP ELA	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades 3-5	English Learner	Will Meet or Exceed Standard	36	41	FAST aReading	3 times/year
June 2023	Grades K-2	English Learner	Will Meet or Exceed Standard	43	48	Fountas and Pinnel	Monthly
June 2023	Grades K-2	Students with Disabilities	Will Meet or Exceed Standard	18	25	Fountas and Pinnel	Monthly
June 2023	Grades 3-5	Students with Disabilities	Will Meet or Exceed Standard	35	40	FAST aReading	3 times/year

June 2023	Grades 3-5	Students with Disabilities	Will Meet or Exceed Standard	36	40	CAASPP ELA	Annually
June 2023	Grades 3-5	English Learner	Will Meet or Exceed Standard	26	36	CAASPP ELA	Annually
June 2023	Grades 3-5	Black or African American	Will Meet or Exceed Standard	46	50	CAASPP ELA	Annually
June 2023	Grades K-2	Black or African American	Will Meet or Exceed Standard	50	55	Fountas and Pinnel	Monthly

*Identified Need - Math

2022 SBAC Mathematics

- 57% of 3-5 grade students met or exceeded standards a decrease of 13% from 2019.
- 63% of 3rd grade students met or exceeded standards a decrease of 10% from 2019.
- 50% of 4th grade students met or exceeded standards a 28% decrease from 2019.
- 59% of 5th grade students met or exceeded standards a 4% decrease from 2019.
- 32% of English Learners met or exceeded standards a 19% decrease from 2019.
- 27% of African American students met or exceeded standards a 23% decrease from 2019.
- 36% of Students with Disabilities met or exceeded standards a 14% increase from 2019.

Based on this data, we need to continue the focus on improving student achievement and closing the achievement gap specifically between our African American, ELL, and SWD without school wide population.

Based on CAASPP data from the California School Dashboard, 43% of Hardy students are not meeting grade level standards in math.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Will meet or exceed grade level standards in mathematics.	73	78	DEMI	3 times/year
June 2023	TK-2	Will meet or exceed grade level standards in mathematics.	73	78	End of Unit Assessments	3 times/year
June 2023	3-5	Will meet or exceed grade level standards in mathematics.	57	62	CAASPP Math	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-2	English Learner	Will meet or exceed grade level standards in mathematics.	71	76	End of Unit Assessments	3 times/year
June 2023	3-5	English Learner	Will meet or exceed grade level standards in mathematics.	32	42	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Will meet or exceed grade level standards in mathematics.	32	40	CAASPP Math	Annually
June 2023	3-5	Black or African American	Will meet or exceed grade level standards in mathematics.	27	37	CAASPP Math	Annually
June 2023	3-5	Black or African American	Will meet or exceed grade level standards in mathematics.	73	78	DEMI	3 times/year
June 2023	3-5	Students with Disabilities	Will meet or exceed grade level standards.	63	68	DEMI	3 times/year
June 2023	3-5	English Learner	Will meet or exceed grade level standards.	46	51	DEMI	3 times/year
June 2023	K-2	Students with Disabilities	Will meet or exceed grade level standards.	57	62	End of Unit Assessments	3 times/year
June 2023	K-2	Black or African American	Will meet or exceed grade level standards.	67	72	End of Unit Assessments	3 times/year

*Identified Need - English Learners

Based on data from the California School Dashboard in September 2022, 20% of students at Hardy are classified as English Learners. Based on data from the spring 2022 Summative ELPAC and 2021-22 Reclassification data, 50% of EL Students were making progress toward English Language proficiency, which is a High Performance Level for California standards however data for SBAC remains consistently low with only 26% meeting and exceeding targets in ELA and 32% of students meeting and exceeding targets in mathematics.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	Increase % of students making progress toward English language proficiency	50%	60%	Summative ELPAC	Annually
June 2023	3-5	English Learner	Increase % of students meeting and exceeding ELA standards on SBAC	26%	36%	Other (Describe in Objective)	Annually
June 2023	3-5	English Learner	Increase % of students meeting and exceeding math standards on SBAC	32%	42%	Other (Describe in Objective)	Annually

*Identified Need - Graduation/Promotion Rate

According to data listed in the California School Dashboard, our Chronic Absenteeism rate is at risk school wide, mainly as a result of health and safety guidelines that required many students to stay home from school for many days at a time, to avoid exposure to illness. The sub-groups with the greatest need in this area are, Hispanic students (54%), Students with Disabilities (36%), and Socioeconomically Disadvantaged (38 %). The site has allocated funding for a Guidance Assistant to work with families and students to support active attendance at school, and will utilize additional days of Counselor to support students' social-emotional learning, to keep them more engaged and encourage stronger attendance at school will support stronger graduation/promotion rates in middle school and high school.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Increase overall attendance rates.	92.8	94.8	Absenteeism	Monthly
June 2023	UTK-5	Decrease overall Chronic Absenteeism rates.	33	16	Absenteeism	Trimester

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Hispanic or Latino	Decrease Chronic Absenteeism.	54	27	Absenteeism	Monthly
June 2023	UTK-5	Students with Disabilities	Decrease Chronic Absenteeism.	36	18	Absenteeism	Monthly
June 2023	UTK-5	Socioeconomically Disadvantaged	Decrease Chronic Absenteeism.	38	19	Absenteeism	Monthly

| June 2023 | UTK-5 | Black or African American | Decrease Chronic Absenteeism | 30 | 15 | Absenteeism | Monthly |
| June 2023 | UTK-5 | English Learner | Decrease Chronic Absenteeism | 30 | 15 | Absenteeism | Monthly |

Strategy/Activity 1-Small Group Reading Support

*Students to be served by this Strategy/Activity

English Learners benefit from 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, or for primary students with a reading intervention teacher during school hours.
Students with disabilities will benefit from daily Guided Reading and strategies to support Inclusion for All.

*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. Primary grade students who are struggling to meet grade level standards may also participate in small group literacy intervention during the school day.
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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01396E	Supplies		$1,022.00	$1,022.00	0139-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		supplies to support literacy and math instruction and interventions, such as composition books, special paper and writing tools, math manipulatives, etc.
N013975	Supplies		$3,595.00	$3,595.00	0139-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		supplies to support literacy and math instruction and interventions, such as composition books, special paper, math manipulatives, etc.
N013993	Library Books		$2,500.00	$2,500.00	0139-30106-00-4201-1000-	Title I Supplmnt	[no data]		books to support literacy engagement, including books in

				1110-01000-0000	Prog Imprvmnt			the home language of EL students and books that reflect the diversity of our student population
N013994	Classroom PARAS Hrly	$1,500.00	$2,055.15	0139-30106-00-2151-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		para time to support social and academic development for students during and after the school day
	Regular Teacher			0139-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : F01391E	literacy intervention support for students
	Classroom Asst - NEW POSN, SBB2537640			0139-30106-00-2101-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : F01391F	social and academic support for students
	Classroom PARAS Hrly			0139-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N013915	after school literacy intervention support
	Classroom Teacher Hrly			0139-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N01395Z	after school or during the school day literacy and math intervention support

Strategy/Activity 2 Intervention Support

*Students to be served by this Strategy/Activity

All students below grade level

*Strategy/Activity - Description

Teachers will provide in-class support for English Learners with supplies that enhance the core curriculum, and implementation of best practices for math instruction.

Hardy Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Overall implementation of strategies/activities will include a part-time non-classroom teacher to provide literacy interventions, and to monitor student data on reading assessments, and to formulate intervention strategies to implement in the classroom in order to achieve the goal of English Learner, Students with Disabilities and Black/African American students meeting or exceeding grade level content standards. Another strategy is to allocate funding for a classroom assistant to support early literacy, math, and academic skills for primary students, as well as support a safe and welcoming school climate.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01391E	Regular Teacher	0.20000	$18,451.80	$26,843.39	0139-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		provide small group literacy intervention for primary students during the school day
F01391F	Classroom Asst - NEW POSN, SBB2537640	0.43750	$13,493.38	$18,520.74	0139-30106-00-2101-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		para position to support academic and social development for students in the primary grades
N013915	Classroom PARAS Hrly		$4,000.00	$5,480.40	0139-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		extra literacy and math or other academic support for students during or after the school day
N01391M	Supplies		$6,297.00	$6,297.00	0139-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners		supplies to support ELD, such as sentence strips, writing materials, index cards, chart paper, etc.
N01393K	Prof&Curriclm Dev Vist Tchr		$1,600.00	$1,980.96	0139-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		visiting teacher pay to release teachers to assess students with summative ELPAC
N01395Q	Non Clsrm Tchr Hrly		$2,500.00	$3,095.25	0139-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners		hourly pay for teachers to complete summative ELPAC testing
N01395Z	Classroom Teacher Hrly		$10,000.00	$12,381.00	0139-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		after school reading and literacy intervention for students in grades 2-5 struggling to meet grade level expectations

N013990	Other Nonclsrm PARAS Hrly		$1,000.00	$1,370.10	0139-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners		hourly pay to complete initial and summative ELPAC assessment for EL students
N013991	Prof&Curriclm Dev Vist Tchr		$8,000.00	$9,904.80	0139-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		release time for teachers to meet in PLC's to analyze formative and summative assessments to drive instruction to support all students, with attention focused on all sub-groups
N013992	Software License		$10,000.00	$10,000.00	0139-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		A variety of online programs to support and enhance reading and math academic skills and knowledge for all students.

*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 universal instruction.

Strategy/Activity 3-Professional Learning Communities

*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 Communities (PLC). This will be paired with future school-wide professional development for all grades, TK-5 to strengthen dELD instruction.

Strategy/Activity 4-Guidance Assistant/Ed Specialist Support

*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. Education Specialist will support teachers during professional learning time with interventions for students with disabilities.

*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.

*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.

Strategy/Activity 5 Supporting Black Youth

*Students to be served by this Strategy/Activity

Teachers will review achievement data for reading and math and analyze the difference for Black Youth compared to school-wide progress during PLC time, during release time provided by Visiting Teachers. They will use the formative data to design instructional activities to support Black Youth in the classroom.

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 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 with restorative justice practices, student leadership development, 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.

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.

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

Call to Action Belief Statement

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

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

Our goal for the 2021-22 school year was to increase positive parent connectedness through increased parent participation at school wide events and increase the % of parents who report feeling that the school seeks input before making decisions.
We implemented the following strategies/actions to support this goal:
- 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".
- Parent Mini-lessons at Coffee with the Principal about topics from staff professional development, such as Leader in Me and 7 Habits, STEAM activities, and Restorative Justice Practices
Despite best efforts due to COVID safety protocols which prevented families from coming on campus we were not able to fully meet our goals.

*Major Differences

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

Due to COVID safety protocols events were held online vs in person.

*Changes

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

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. This will include mini-lessons at Coffee

with the Principal about topics from staff professional development, such as Leader in Me and 7 Habits, STEAM activities, Restorative Justice Practices, and other site-based professional learning topics, as needed.

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.

Other goals and interventions are moving forward to the 2022-23 plan, based on data from the site-based parent participation logs from spring of 2019, without new data from spring of 2020 or 2021 due to school closure. We will monitor parent participation in on-site events, with a goal to increase parent engagement after a year of school closure and a year of no visitors allowed on campus.

*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.

An analysis of the 2022 California Schools Parent Survey (CSPS) highlighted that only 29% of our families feel the school seeks input before making decisions. We would like to increase this metric so more families STRONGLY AGREE that we seek input.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions	37% strongly agree	>=50%	Other - Describe in objective

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	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 when reading at home.

Parents also will learn the same professional development topics along with the teachers, with content in line with school-wide learning (Leader in Me, STEAM, Restorative Justice Practices).

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01392Y	Supplies		$1,249.00	$1,249.00	0139-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		books and other instructional supplies for parent workshops and meetings
N01397P	In-service supplies		$350.00	$350.00	0139-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		light refreshments for parent workshops and meetings

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 59,804
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)	$ 127,342

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)	$ 34,098
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 34,098

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)	$ 33,440
[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): $ 33,440

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 127,342

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Hardy Elementary	09800 LCFF Intervention Support	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.4375	$15,078.44
Hardy Elementary			3000 Benefits		0	$5,617.92
Hardy Elementary		Guidance Asst Total			0.4375	$20,696.36
Hardy Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$1,600.00
Hardy Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	$2,500.00
Hardy Elementary			2955 Other Nonclsrm PARAS Hrly	Other Nonclsrm PARAS Hrly	0	$1,000.00
Hardy Elementary			3000 Benefits		0	$1,346.31
Hardy Elementary			4301 Supplies	Supplies	0	$6,297.00
Hardy Elementary		(blank) Total			0	$12,743.31
Hardy Elementary	09800 LCFF Intervention Support Total				0.4375	$33,439.67
Hardy Elementary	30100 Title I Basic Program	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	0.2	$18,451.80
Hardy Elementary			3000 Benefits		0	$8,391.59
Hardy Elementary		Regular Teacher Total			0.2	$26,843.39
Hardy Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$10,000.00
Hardy Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$8,000.00
Hardy Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	$4,000.00
Hardy Elementary			3000 Benefits		0	$5,766.20
Hardy Elementary			4301 Supplies	Supplies	0	$3,595.00
Hardy Elementary		(blank) Total			0	$31,361.20
Hardy Elementary	30100 Title I Basic Program Total				0.2	$58,204.59
Hardy Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	0	$1,249.00
Hardy Elementary			4304 Inservice supplies	Inservice supplies	0	$350.00
Hardy Elementary		(blank) Total			0	$1,599.00
Hardy Elementary	30103 Title I Parent Involvement Total				0	$1,599.00
Hardy Elementary	30106 Title I Supplmnt Prog Imprvmnt	Classroom Asst	2101 Classroom PARAS	Classroom PARAS	0.4375	$13,493.38
Hardy Elementary			3000 Benefits		0	$5,027.36
Hardy Elementary		Classroom Asst Total			0.4375	$18,520.74
Hardy Elementary		(blank)	2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	$1,500.00
Hardy Elementary			3000 Benefits		0	$555.15
Hardy Elementary			4201 Library Books	Library Books	0	$2,500.00
Hardy Elementary			4301 Supplies	Supplies	0	$1,022.00
Hardy Elementary			5841 Software License	Software License	0	$10,000.00
Hardy Elementary		(blank) Total			0	$15,577.15
Hardy Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0.4375	$34,097.89
Pacific Beach Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$3,231.00
Pacific Beach Elementary			3000 Benefits		0	$769.31
Pacific Beach Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	$10,042.00
Pacific Beach Elementary		(blank) Total			0	$14,042.31
Pacific Beach Elementary	09800 LCFF Intervention Support Total				0	$14,042.31

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Hardy Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23

2.0 With approval from the local governing board, Hardy Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Parental input from parent meetings will be shared with the School Site Council (SSC), Site Governance Team (SGT), and English Learner Advisory Committee (ELAC) to provide input for developing and approving the Title 1 Parent & Family Engagement Policy.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Hardy Elementary School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

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 29, 2022 as part of Back to School Night activities. The required information is covered as part of the Principal's Report.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

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
• Sharing information about training programs from the district to help parents support and work with their children at home and at school

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Parental input from the parent meetings will be shared with the School Site Council (SSC), Site Governance Team (SGT), and 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.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

The PTA Newsletter, with input from the Principal, is distributed online or in print 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.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

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 Tumblebooks, Brain Pop, ST Math, IXL Math & Language, Savaas Math, and/or Kids A-Z, which includes phonics, vocabulary, and spelling skills and 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.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parent input is gathered through SSC members, as elected by their peers. During PTA or Coffee with the Principal 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.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Parental input from parent meetings will be shared with the School Site Council (SSC), Site Governance Team (SGT), and 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.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Hardy provides 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.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

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 presentations at Coffee with the Principal.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Teachers and staff provide multiple avenues of communication to parents, and we provide multiple options for parents and the community to come together to ask for help and support, as needed. The school educates staff through professional development and similar professional learning is shared with parents at Coffee with the Principal events.

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. Staff members also are encouraged to be active members of the PTA.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Principal and school staff share with parents information about programs offered through the SDUSD Family Engagement Department, public libraries, and other local activities. This also includes information about the PTA, state testing, state health, nutrition, and dental care, as well as transportation and housing resources.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

The PTA Newsletter is distributed online or in print 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.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
Hardy coordinates and integrates the Title 1 parental involvement program with other programs, including Primetime, Klassic Kids, Mileage Club, GATE, Special Education, ELAC, School Site Council, Site Governance Team, PTA, and Dads Club to encourage and support parents in more fully participating in the education of their children.

2.3 ACCESSIBILITY
In carrying out the parent and family engagement requirements of Title I, Part A, Hardy Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

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

APPENDIX C

SCHOOL PARENT COMPACT

Hardy Elementary Title I School-Parent Compact 2022-23

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- Challenge students with Savaas and district-developed math curriculum, TK through 5th grades, with ST Math for supplemental materials.
- Implement Balanced Literacy Approaches using the Benchmark curriculum to address literacy in: listening, speaking, reading, and writing, with supplemental materials such as Storyworks and Scholastic News.
- 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 Kids A – Z, Tumblebooks Library, Brainpop, RAZ Kids, ST Math, and IXL Math.

Parents will participate in their children's learning by:
- Monitoring attendance.
- Making sure that assignments and/or homework are completed.
- Monitoring the amount of television children watch.
- Volunteering at Hardy when possible.
- Participating, as appropriate, in decisions relating to education.
- Promoting positive use of extracurricular time.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the Site Governance Team, District Advisory Committee, English Learner Advisory Committee, Henry Cluster Council, or other school advisory groups.
- Staying informed and communicating with the school, by promptly reading all notices from the school or the school district and responding, as appropriate.

1

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
One week in November 2022 will be reserved for formal parent-teacher conferences.

Parents of students with Learning Contracts, or additional families as needed, will be invited to a second conference to review the impact of interventions during March 2023.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
Three formal, standards-based report cards are provided to parents: November 2022, March 2023, and June 2023.

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.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
The school offers opportunities to volunteer in the classroom or for school activities, upon completion of volunteer screening requirements.

Parents may visit the classroom at times pre-arranged with the teacher in advance. Staff can be reached via email or through classroom messaging programs during work hours.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
- Staff members are available to confer with parents at mutually agreed upon times.
- 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.
- 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.
- 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 also is posted on Hardy PTA Facebook page.
- For special meetings, targeted language groups receive notice in their language to the extent possible.

APPENDIX D

DATA REPORTS

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

• Illuminate
• California Dashboard

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hardy
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	190	61.6	187	58.3	174	68.4	161	69.6	156	54.5	-7.1	-15.1	189	59.3	189	63.5	178	68.0	166	69.9	157	57.3	-2.0	-12.6
Female	92	69.6	102	61.8	93	68.8	89	73.0	61	70.5	0.9	-2.5	92	59.8	102	63.7	97	67.0	94	72.3	62	59.7	-0.1	-12.6
Male	98	54.1	85	54.1	81	67.9	72	65.3	95	44.2	-9.9	-21.1	97	58.8	87	63.2	81	69.1	72	66.7	95	55.8	-3.0	-10.9
African American	10	40.0	13	23.1	11	54.5	12	41.7	11	45.5	5.5	3.8	10	30.0	13	30.8	11	36.4	12	50.0	11	27.3	-2.7	-22.7
Asian	4	-	2	-	2	-	60	81.7	48	62.5	-	-19.2	4	-	4	-	6	-	62	83.9	48	64.6	-	-19.3
Filipino	3	-	4	-	2	-	6	-	1	-	-	-	3	-	4	-	2	-	6	-	1	-	-	-
Hispanic	60	60.0	58	51.7	54	51.9	49	53.1	51	52.9	-7.1	-0.2	60	50.0	57	43.9	54	53.7	51	54.9	52	51.9	1.9	-3.0
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	1	-	-	-
White	33	69.7	35	62.9	31	77.4	23	73.9	25	68.0	-1.7	-5.9	32	71.9	35	74.3	31	64.5	24	62.5	25	80.0	8.1	17.5
Multiracial	25	72.0	24	66.7	21	81.0	11	81.8	18	33.3	-38.7	-48.5	24	62.5	24	83.3	21	81.0	11	81.8	18	50.0	-12.5	-31.8
English Learner	34	17.6	27	33.3	27	40.7	28	35.7	27	25.9	8.3	-9.8	35	45.7	30	46.7	30	46.7	33	51.5	28	32.1	-13.6	-19.4
English-Speaking	156	71.2	160	62.5	147	73.5	133	76.7	129	60.5	-10.7	-16.2	154	62.3	159	66.7	148	72.3	133	74.4	129	62.8	0.5	-11.6
Reclassified†	25	80.0	33	69.7	43	81.4	43	88.4	32	81.3	1.3	-7.1	25	88.0	33	72.7	43	88.4	43	86.0	32	75.0	-13.0	-11.0
Initially Eng. Speaking	131	69.5	127	60.6	104	70.2	90	71.1	97	53.6	-15.9	-17.5	129	57.4	126	65.1	105	65.7	90	68.9	97	58.8	1.4	-10.1
Econ. Disadv.*	114	53.5	104	43.3	106	60.4	99	64.6	82	47.6	-5.9	-17.0	113	50.4	106	51.9	109	63.3	102	69.6	83	53.0	2.6	-16.6
Non-Econ. Disadv.	76	73.7	83	77.1	68	80.9	62	77.4	74	62.2	-11.5	-15.2	76	72.4	83	78.3	69	75.4	64	70.3	74	62.2	-10.2	-8.1
Gifted	77	79.2	60	85.0	30	93.3	30	96.7	11	72.7	-6.5	-24.0	77	81.8	60	83.3	30	93.3	30	96.7	11	81.8	0.0	-14.9
Not Gifted	113	49.6	127	45.7	144	63.2	131	63.4	145	53.1	3.5	-10.3	112	43.8	129	54.3	148	62.8	136	64.0	146	55.5	11.7	-8.5
With Disabilities	7	-	13	15.4	14	28.6	18	22.2	25	36.0	-	13.8	6	-	12	16.7	14	28.6	18	22.2	25	36.0	-	13.8
WO Disabilities	183	63.4	174	61.5	160	71.9	143	75.5	131	58.0	-5.4	-17.5	183	60.1	177	66.7	164	71.3	148	75.7	132	61.4	1.3	-14.3
Homeless	2	-	1	-	0	-	7	-	7	-	-	-	2	-	1	-	0	-	7	-	2	-	-	-
Foster	0	-	2	-	2	-	1	-	0	-	-	-	0	-	2	-	2	-	1	-	0	-	-	-
Military	6	-	10	60.0	11	63.6	5	-	1	-	-	-	6	-	10	50.0	11	45.5	5	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hardy
Grade 3

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	Chg From 2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	Chg From 2019 %
Total	66	57.6	58	62.1	50	74.0	51	66.7	51	37.3	-20.3	-29.4	65	70.8	57	73.7	51	68.6	51	72.5	51	62.7	-8.1	-9.8
Female	31	61.3	34	70.6	26	73.1	29	75.9	17	52.9	-8.4	-23.0	31	67.7	34	76.5	27	66.7	29	82.8	17	58.8	-8.9	-24.0
Male	35	54.3	24	50.0	24	75.0	22	54.5	34	29.4	-24.9	-25.1	34	73.5	23	69.6	24	70.8	22	59.1	34	64.7	-8.8	5.6
African American	3	-	2	-	6	-	3	-	2	-	-	-	3	-	2	-	6	-	3	-	2	-	-	-
Asian	0	-	0	-	2	-	22	77.3	16	43.8	-	-33.5	0	-	0	-	3	-	22	81.8	16	75.0	-	-6.8
Filipino	0	-	1	-	1	-	2	-	1	-	-	-	0	-	1	-	1	-	2	-	1	-	-	-
Hispanic	21	61.9	17	47.1	16	56.3	14	50.0	15	40.0	-21.9	-10.0	21	66.7	16	50.0	16	50.0	14	64.3	15	53.3	-13.4	-11.0
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	15	60.0	13	69.2	6	-	6	-	9	-	-	-	14	78.6	13	92.3	6	-	6	-	9	-	-	-
Multiracial	7	-	8	-	4	-	4	-	7	-	-	-	7	-	8	-	4	-	4	-	7	-	-	-
English Learner	18	22.2	14	42.9	14	64.3	11	27.3	11	18.2	-4.0	-9.1	18	66.7	14	57.1	14	64.3	11	36.4	11	54.5	-12.2	18.1
English-Speaking	48	70.8	44	68.2	36	77.8	40	77.5	40	42.5	-28.3	-35.0	47	72.3	43	79.1	37	70.3	40	82.5	40	65.0	-7.3	-17.5
Reclassified†	5	-	6	-	10	100.0	13	100.0	7	-	-	-	5	-	6	-	10	100.0	13	100.0	7	-	-	-
Initially Eng. Speaking	43	72.1	38	71.1	26	69.2	27	66.7	33	39.4	-32.7	-27.3	42	71.4	37	81.1	27	59.3	27	74.1	33	63.6	-7.8	-10.5
Econ. Disadv.*	41	46.3	32	40.6	35	68.6	32	68.8	28	32.1	-14.2	-36.7	40	65.0	31	54.8	36	63.9	32	75.0	28	64.3	-0.7	-10.7
Non-Econ. Disadv.	25	76.0	26	88.5	15	86.7	19	63.2	23	43.5	-32.5	-19.7	25	80.0	26	96.2	15	80.0	19	68.4	23	60.9	-19.1	-7.5
Gifted	23	78.3	15	80.0	30	93.3	9	-	11	72.7	-5.6	-	23	95.7	15	86.7	30	93.3	9	-	11	81.8	-13.9	-
Not Gifted	43	46.5	43	55.8	50	74.0	42	61.9	51	37.3	-9.2	-24.6	42	57.1	42	69.0	51	68.6	42	66.7	51	62.7	5.6	-4.0
With Disabilities	7	-	4	-	4	-	4	-	5	-	-	-	1	-	3	-	4	-	4	-	5	-	-	-
WO Disabilities	64	59.4	54	64.8	46	76.1	47	72.3	46	39.1	-20.3	-33.2	64	71.9	54	75.9	47	72.3	47	78.7	46	63.0	-8.9	-15.7
Homeless	1	-	1	-	0	-	2	-	2	-	-	-	1	-	1	-	0	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	4	-	1	-	0	-	-	-	2	-	2	-	4	-	1	-	0	-	-	-

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

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hardy
Grade 4

Student Group	English Language Arts											Chg From		Mathematics											Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019		
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	64	57.8	65	55.4	59	64.4	48	68.8	47	57.4	-0.4	-11.4	65	56.9	67	64.2	61	70.5	49	77.6	48	50.0	-6.9	-27.6
Female	34	64.7	33	48.5	37	67.6	24	70.8	19	73.7	9.0	2.9	35	60.0	33	54.5	39	71.8	25	76.0	20	50.0	-10.0	-26.0
Male	30	50.0	32	62.5	22	59.1	24	66.7	28	46.4	-3.6	-20.3	30	53.3	34	73.5	22	68.2	24	79.2	28	50.0	-3.3	-29.2
African American	6	-	4	-	3	-	7	-	5	-	-	-	6	-	4	-	3	-	7	-	5	-	-	-
Asian	2	-	0	-	0	-	19	84.2	15	80.0	-	-4.2	2	-	2	-	2	-	20	90.0	15	66.7	-	-23.3
Filipino	3	-	0	-	1	-	2	-	0	-	-	-	3	-	0	-	1	-	2	-	0	-	-	-
Hispanic	21	52.4	20	60.0	19	36.8	13	53.8	13	38.5	-13.9	-15.3	21	38.1	20	50.0	19	57.9	13	69.2	14	28.6	-9.5	-40.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
White	9	-	14	42.9	11	81.8	5	-	8	-	-	-	9	-	14	57.1	11	63.6	5	-	8	-	-	-
Multiracial	10	60.0	7	-	8	-	2	-	5	-	-	-	10	70.0	7	-	8	-	2	-	5	-	-	-
English Learner	8	-	9	-	8	-	12	58.3	6	-	-	-	9	-	11	45.5	10	40.0	13	84.6	7	-	-	-
English-Speaking	56	62.5	56	58.9	51	70.6	36	72.2	41	61.0	-1.5	-11.2	56	58.9	56	67.9	51	76.5	36	75.0	41	53.7	-5.2	-21.3
Reclassified†	6	-	17	64.7	11	81.8	12	75.0	11	90.9	-	15.9	6	-	17	76.5	11	90.9	12	83.3	11	63.6	-	-19.7
Initially Eng. Speaking	50	58.0	39	56.4	40	67.5	24	70.8	30	50.0	-8.0	-20.8	50	54.0	39	64.1	40	72.5	24	70.8	30	50.0	-4.0	-20.8
Econ. Disadv.*	34	52.9	35	45.7	34	52.9	33	60.6	26	53.8	0.9	-6.8	35	45.7	37	59.5	35	65.7	34	73.5	27	44.4	-1.3	-29.1
Non-Econ. Disadv.	30	63.3	30	66.7	25	80.0	15	86.7	21	61.9	-1.4	-24.8	30	70.0	30	70.0	26	76.9	15	86.7	21	57.1	-12.9	-29.6
Gifted	27	81.5	20	90.0	15	93.3	5	-	1	-	-	-	27	70.4	20	90.0	15	100.0	5	-	1	-	-	-
Not Gifted	37	40.5	45	40.0	44	54.5	43	65.1	46	58.7	18.2	-6.4	38	47.4	47	53.2	46	60.9	44	75.0	47	48.9	1.5	-26.1
With Disabilities	7	-	3	-	3	-	7	-	8	-	-	-	3	-	3	-	3	-	7	-	8	-	-	-
WO Disabilities	61	60.7	62	58.1	56	67.9	41	75.6	39	61.5	0.8	-14.1	62	58.1	64	67.2	58	72.4	42	83.3	40	55.0	-3.1	-28.3
Homeless	2	-	1	-	0	-	1	-	2	-	-	-	1	-	1	-	0	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	4	-	4	-	1	-	0	-	-	-	4	-	4	-	4	-	1	-	0	-	-	-

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

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hardy
Grade 5

Student Group	English Language Arts													Chg From		Mathematics													Chg From	
	2016		2017		2018		2019		2022		2016	2019				2016		2017		2018		2019		2022		2016	2019			
	N	%	N	%	N	%	N	%	N	%	%	%				N	%	N	%	N	%	N	%	N	%	%	%			
Total	60	70.0	64	57.8	65	67.7	62	72.6	58	67.2	-2.8	-5.4				59	49.2	65	53.8	66	65.2	66	62.1	58	58.6	9.4	-3.5			
Female	27	85.2	35	65.7	30	66.7	36	72.2	25	80.0	-5.2	7.8				26	50.0	35	60.0	31	61.3	40	62.5	25	68.0	18.0	5.5			
Male	33	57.6	29	48.3	35	68.6	26	73.1	33	57.6	0.0	-15.5				33	48.5	30	46.7	35	68.6	26	61.5	33	51.5	3.0	-10.0			
African American	1	-	7	-	2	-	2	-	4	-	-	-				1	-	7	-	2	-	2	-	4	-	-	-			
Asian	2	-	2	-	0	-	19	84.2	17	64.7	-	-19.5				2	-	2	-	1	-	20	80.0	17	52.9	-	-27.1			
Filipino	0	-	3	-	0	-	2	-	0	-	-	-				0	-	3	-	0	-	2	-	0	-	-	-			
Hispanic	18	66.7	21	47.6	19	63.2	22	54.5	23	69.6	2.9	15.1				18	44.4	21	33.3	19	52.6	24	41.7	23	65.2	20.8	23.5			
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	9	-	8	-	14	64.3	12	75.0	8	-	-	-				9	-	8	-	14	64.3	13	61.5	8	-	-	-			
Multiracial	8	-	9	-	9	-	5	-	6	-	-	-				7	-	9	-	9	-	5	-	6	-	-	-			
English Learner	8	-	4	-	5	-	5	-	10	30.0	-	-				8	-	5	-	6	-	9	-	10	10.0	-	-			
English-Speaking	52	80.8	60	61.7	60	73.3	57	78.9	48	75.0	-5.8	-3.9				51	56.9	60	56.7	60	70.0	57	68.4	48	68.8	11.9	0.4			
Reclassified†	14	78.6	10	90.0	22	72.7	18	88.9	14	85.7	7.1	-3.2				14	85.7	10	70.0	22	81.8	18	77.8	14	85.7	0.0	7.9			
Initially Eng. Speaking	38	81.6	50	56.0	38	73.7	39	74.4	34	70.6	-11.0	-3.8				37	45.9	50	54.0	38	63.2	39	64.1	34	61.8	15.9	-2.3			
Econ. Disadv.*	39	61.5	37	43.2	37	59.5	34	64.7	28	57.1	-4.4	-7.6				38	39.5	38	42.1	38	60.5	36	61.1	28	50.0	10.5	-11.1			
Non-Econ. Disadv.	21	85.7	27	77.8	28	78.6	28	82.1	30	76.7	-9.0	-5.4				21	66.7	27	70.4	28	71.4	30	63.3	30	66.7	0.0	3.4			
Gifted	27	77.8	25	84.0	15	93.3	16	100.0	10	80.0	2.2	-20.0				27	81.5	25	76.0	15	86.7	16	93.8	10	80.0	-1.5	-13.8			
Not Gifted	33	63.6	39	41.0	50	60.0	46	63.0	48	64.6	1.0	1.6				32	21.9	40	40.0	51	58.8	50	52.0	48	54.2	32.3	2.2			
With Disabilities	2	-	6	-	7	-	7	-	12	41.7	-	-				2	-	6	-	7	-	7	-	12	33.3	-	-			
WO Disabilities	58	70.7	58	62.1	58	72.4	55	78.2	46	73.9	3.2	-4.3				57	49.1	59	57.6	59	69.5	59	67.8	46	65.2	16.1	-2.6			
Homeless	2	-	1	-	0	-	4	-	3	-	-	-				0	-	1	-	0	-	4	-	1	-	-	-			
Foster	0	-	0	-	0	-	0	-	0	-	-	-				0	-	0	-	0	-	0	-	0	-	-	-			
Military	0	-	4	-	3	-	3	-	1	-	-	-				0	-	4	-	3	-	3	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: HARDY ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Strategy/Activity 1

*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

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/posttest, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/posttest, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Supplies		$8,000.00	30100-4301	Materials to support lessons in the daily literacy block, including chart paper, composition books, writing paper, pencils, markers, crayons, pens.	Teachers use supplies daily in reading and writing materials to support ELA instruction.	Supplies were utilized as intended to support ELA instruction.	Continue to allocate funding for instructional materials for ELA curriculum.
Classroom Teacher Hrly		$5,990.50	30106-1157	Literacy intervention after school with a teacher for students reading 2 years below grade level.	Teachers provided after school literacy support for 2nd, 3rd, and 5th grade students.	Students who received literacy intervention groups made progress in F & P reading levels of at least 2 levels.	Continue to allocate funding for small group literacy instruction outside of the regular school day.

Strategy/Activity 1

*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.

*Proposed Expenditures for this Strategy/Activity
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom PARAS Hrly		$7,985.40	30100-2151	During school day literacy intervention support	Paras did not use this funding as intended.	Funds were transferred to cover additional costs of supplies and Classroom Teacher Hourly.	Reduce or remove this funding for the future.
Library Books		$2,000.00	30100-4201	Increase books that reflect diversity appreciation.	Library assistant purchased collection of culturally relevant literature.	Students are engaged in literacy enrichment through the checkout of library books.	Continue to fund library books for culturally relevant titles.
Classroom Teacher Hrly		$22,763.90	30100-1157	Literacy intervention after school with a teacher for students reading 2 years below grade level.	Teachers provided after school literacy support for 2nd, 3rd, and 5th grade students.	Students who received literacy intervention groups made progress in F & P reading levels of at least 2 levels.	Continue to allocate funding for small group literacy instruction outside of the regular school day.
Prof&Curriclm Dev Vist Tchr		$11,381.95	30106-1192	Sub release time for teacher PLC's.	Teachers analyzed student data, evaluated patterns and trends in student progress, and had common planning time for guaranteed and viable curriculum.	Dedicated time for grade level team collaboration is valuable and productive to support effective instruction, as evidenced by	Continue to fund visiting teachers for PLC release time.

						agendas and Illuminate data.	
Supplies		$9,492.70	30100-4301	Supplies to support lessons in the daily literacy block.	Teachers use supplies daily in reading and writing materials to support ELA instruction.	Students who received literacy intervention groups made progress in F & P reading levels of at least 2 levels.	Continue to allocate funding for instructional materials for ELA curriculum.

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 with Disabilities and Black/African American students meeting or exceeding grade level standards in math.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Prof&Curriclm Dev Vist Tchr		$11,381.95	30106-1192	Provide release time for teachers to have common planning time to analyze math assessment data to inform instruction, and plan engaging math practice activities for students who are struggling to meet grade level expectations.	Teachers analyzed student data, evaluated patterns and trends in student progress, and had common planning time for guaranteed and viable curriculum.	Dedicated time for grade level team collaboration is valuable and productive to support effective instruction, as evidenced by agendas and Illuminate data.	Continue to fund visiting teachers for PLC release time.
Supplies		$9,435.60	30106-4301	Supplies that support math instruction, including graph chart paper and graph paper composition books, math manipulatives, index cards, student white boards, and markers.	Teachers use supplies to illustrate math concepts and practice concrete strategies in support of daily math instruction.	Supplies were utilized as intended to support math instruction.	Continue to allocate funding for instructional materials for math curriculum.

Goal 4- Supporting English Learners

Strategy/Activity 1

*Strategy/Activity - Description

Activities to help English Learners meet this goal include Professional Learning Communities (PLC). 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

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly	--	--	30100-2151	During school day literacy intervention support	Paras did not use this funding as intended.	Funds were transferred to cover additional costs of supplies and Classroom Teacher Hourly.	Reduce or remove this funding for the future.

Classroom Teacher Hrly	--	--	30100-1157	Literacy intervention after school with a teacher for students reading 2 years below grade level.	Teachers provided after school literacy support for 2nd, 3rd, and 5th grade students.	Students who received literacy intervention groups made progress in F & P reading levels of at least 2 levels.	Continue to allocate funding for small group literacy instruction outside of the regular school day.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Provide release time for teachers to have common planning time to analyze EL assessment data to inform instruction, and plan engaging ELD practice activities for students who are struggling to meet language proficiency expectations.	Teachers analyzed student data, evaluated patterns and trends in student progress, and had common planning time for guaranteed and viable curriculum.	Dedicated time for grade level team collaboration is valuable and productive to support effective instruction, as evidenced by agendas and Illuminate data.	Continue to fund visiting teachers for PLC release time.
Supplies	--	--	30100-4301	Supplies to supplement the core instruction to teach ELD.	Teachers use supplies to illustrate vocabulary concepts and practice language structures in support of daily ELD instruction.	Supplies were utilized as intended to support ELD instruction.	Continue to allocate funding for instructional materials for ELD curriculum.

Goal 7 - 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 when reading at home.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		$350.00	30103-4304	Light refreshments for parent involvement	When in-person events were allowed, parents attended Coffee	Limited number of in-person events were permitted for	Continue to fund light refreshments to encourage parents to

				activities, to build relationships and community when public events are allowed on campus.	with the Principal and 5th grade promotion outdoors.	health and safety reasons.	participate in family engagement activities centered around academic focus.
Supplies		$590.00	30103-4301	Purchase supplies that support home-school communication, including envelopes, stamps, and two kinds of folders used to send informational flyers and forms home with students for parents.	Purchased supplies to build relationships and maintain daily communication between teachers and parents.	Parents participated and utilized materials as intended.	Continue to fund supplies that support the home-school connection and family engagement activities that connect to the academic program.
Supplies		$504.00	30103-4301	Site will purchase books for parents to read and discuss in Book Club as part of activities to strengthen the home-school connection for academics.	Purchased books for parent book club, to join in One Book, One San Diego partnership with KPBS and SD public library.	Parents participated and received books as intended.	Continue to fund supplies that support the home-school connection and family engagement activities that connect to the academic program.

Goal 6 - Supporting Black Youth

Strategy/Activity 1

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

						monitoring results, etc.).	
Supplies		$1,000.00	30100-4301	Supplies to support culturally responsive activities, such as "people colors" paper, markers, crayons, and other books that represent the diversity of our student population.	Purchased supplies to enhance daily curriculum to increase culturally relevant instructional materials.	Items were purchased as intended.	Continue to fund supplies to increase culturally relevant instructional materials.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Teachers will aggregate reading and math data to analyze strengths and areas of need for Black Youth, and design instruction to meet their needs.	Teachers analyzed student data disaggregated by ethnicity, evaluated patterns and trends in student progress by sub-group, and had common planning time for guaranteed and viable curriculum utilizing culturally relevant pedagogy.	Dedicated time for grade level team collaboration is valuable and productive to support effective culturally relevant instruction, as evidenced by agendas and Illuminate data.	Continue to fund visiting teachers for PLC release time to support the diverse needs of Black Youth.
Library Books	--	--	30100-4201	Purchases of new library books will focus on multicultural literature to reflect the diversity of the student population.	Library assistant purchased collection of culturally relevant literature.	Students are engaged in literacy enrichment through the checkout of library books.	Continue to fund library books for culturally relevant titles.

SCHOOL NAME: HARDY ELEMENTARY SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800 SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*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, as well as those at-risk for chronic absences. She will focus on the at-risk groups to monitor absences and increase attendance. The increased support for social-emotional learning that teachers will provide as a result of additional PLC time will increase engagement in instructional activities to promote more active involvement and attendance at school for Students with Disabilities, as well as Hispanic, Black/African American 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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

						monitoring results, etc.).	
Guidance Asst -	0.43750	$18,992.22	09800-2404	Guidance Assistant will monitor attendance and will support student social-emotional learning to increase engagement and attendance.	GA monitored daily student attendance and communicated with parents daily to encourage active engagement with school, including extended absences due to quarantine or isolation days.	Student participation increased because of the parent communication for students who were absent.	GA is an instrumental position to continue to fund to maintain and continue to increase school attendance and engagement.

Goal 2 - English Language Arts

Strategy/Activity 1

*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.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		$8,000.00	09800-5841	Software to support individual literacy practice.	Students have access to online programs to support reading during small group practice at school, as well as	Of the students who access programs regularly, at least 50% showed growth in their reading	With the return to in-person learning, teachers include software as intervention support during the school

					review and practice at home.	levels to meet grade level expectations.	day and reinforcement of skills as homework.

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 with Disabilities and Black/African American students meeting or exceeding grade level standards in math.

*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	09800-5841	Supplemental software, such as IXL Math to support targeted intervention	Students access programs to support math practice during small group learning and access	Of the students who access the program regularly, more than 50% showed growth in their math concepts & skills to	With the return to in-person learning, teachers include math software as intervention support during the school

				practice for students.	to reinforce skills as homework.	meet grade level expectations.	day and reinforcement of skills as homework.

Goal 4- Supporting English Learners

Strategy/Activity 1

*Strategy/Activity - Description

Activities to help English Learners meet this goal include Professional Learning Communities (PLC). 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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$2,749.67	09800-4301	Composition books, sentence strips, chart paper, and writing tools to support reading, writing, listening,	Teachers use materials to support ELD instruction daily in the classroom.	Supplies were utilized as intended to support ELD instruction.	Continue to allocate funding for instructional materials for ELD curriculum, as focus

				and speaking in English.			for this high-priority group of students.
Non Clsrm Tchr Hrly		$2,995.25	09800-1957	Pay teachers hourly to complete ELPAC assessment, to assist with knowing student English proficiency levels and to drive instruction for dELD.	Teachers successfully completed all Initial and Summative ELPAC testing.	The number of hours is far beyond the teacher workday, and hourly pay is needed to complete the required task for ELPAC assessments.	Allocate an adequate funding for NCT hourly for ELPAC testing.
Classroom PARAS Hrly		$1,330.90	09800-2151	Small group literacy intervention during the school day-phonics and early reading for primary and writing for upper grades.	The goal was to provide small group instruction to review and reinforce literacy skills.	Para staff members were not available or did not take advantage of this funding opportunity, so funds were transferred to cover other costs.	Reduce the funding allocated for the purpose.
Prof&Curriclm Dev Vist Tchr		$1,916.96	09800-1192	Pay for Visiting Teachers so teachers are released to complete ELPAC assessment, to assist with knowing student English proficiency levels and to drive instruction for dELD.	Teachers completed ELPAC testing as required.	Teachers prefer to be released from class a minimal number of days for assessment purposes. Subs were not always available to cover classes.	Continue to allocate funding for visiting teachers so that TK-2 teachers can be trained and completed Summative ELPAC testing for their own students.

Software License	--	--	09800-5841	Literacy-based software to support EL students.	Students have access to online programs to support language development during small group practice at school, as well as review and practice at home.	Of the students who access programs regularly, at least 50% showed growth in their reading levels to meet language development proficiency expectations.	With the return to in-person learning, teachers include software as intervention support during the school day and reinforcement of skills as homework.

Goal 5 - Supporting Students with Disabilities

<table>
<tr><td colspan="8" align="center">Strategy/Activity 1</td></tr>
<tr><td colspan="8">*Strategy/Activity - Description</td></tr>
<tr><td colspan="8">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 Sudents 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.</td></tr>
<tr><td colspan="8">*Proposed Expenditures for this Strategy/Activity</td></tr>
<tr><td colspan="8" align="center">Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</td></tr>
</table>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst -	--	--	09800-2404	Guidance Assistant works with students and families to encourage regular	GA monitored daily student attendance and communicated with parents daily to encourage active	Student participation increased because of the parent communication for	GA is an instrumental position to continue to fund to maintain and continue to

				attendance at school, to support stronger academic achievement for students.	engagement with school, including extended absences due to quarantine or isolation days.	students who were absent.	increase school attendance and engagement.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

*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.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst -	--	--	09800-2404	Guidance Assistant will support students	GA monitored daily student attendance and communicated with parents daily to	Student participation increased because of the parent	GA is an instrumental position to continue to fund to maintain

				and families to engage in regular attendance at school to maintain student participation in academic instruction.	encourage active engagement with school, including extended absences due to quarantine or isolation days.	communication for students who were absent.	and continue to increase school attendance and engagement.