

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **HANCOCK ELEMENTARY** SCHOOL

2020-21

37-68338-6096051

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: Hightower, Irene

Contact Person: Hightower, Irene

Position: Principal

Telephone Number: 858/496-8310

Address: 3303 Taussig St, Hancock Elementary, San Diego, CA, 92124-3501,

E-mail Address: ihightower@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Hancock Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Irene Hightower

PHONE: 858-496-8310

FAX: 858-278-6549

E-MAIL ADDRESS: ihightower@sandi.net

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

Title 1 Schoolwide Programs (SWP) CSI School

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

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

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

- | | |
|--|--|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: |
| <input checked="" type="checkbox"/> Other (list): <u>Staff Meeting</u> | Date of presentation: <u>9/28/2020</u> |

- The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
- The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The site plan or revisions to the site plan were adopted by the SSC on: 9/29/2020

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

Irene Hightower
Type/Print Name of School Principal

/Irene Hightower/ 10/7/2020
Signature of School Principal / Date

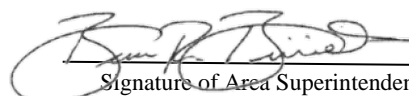
Melinda Rushton
Type/Print Name of SSC Chairperson

/Melinda Rushton/ 10/7/2020
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Bruce Bivins
Type/Print Name of Area Superintendent

 10/7/2020
Signature of Area Superintendent / Date

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

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

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

This School Plan for Student Achievement fulfills the requirements of a Title I Schoolwide Program School. Hancock Elementary serves a number of students of equity issues including approximately 70% of students who qualify for free and reduced lunch and 98% who come from military families at Levels E1 - E6 of enlistment. Through this plan, Hancock students receive the academic, social and emotional support needed to foster their development as lifelong learners, and they use their communication and problem-solving skills to act as meaningful participants in our global society. Hancock Elementary School provides a challenging learning environment, holding high expectations for success for all students through differentiated instruction and equal educational opportunities for all. We value individual differences and learning styles, and we are committed to helping each child reach his/her highest potential. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We value parents and community members and encourage their active involvement in students' learning.

PURPOSE AND DESCRIPTION

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

The Hancock community and committees met on the following dates and discussed this plan during the 2019-20 and 2020-21 school years:

January 13, 2020 - SSC met to review goals and completed the SPSA evaluation and Budget Presentation.

January 21, 2020 - SGT met to review budget for 2020-21.

February 7, 2020 - SSC met to approve review and approve the budget for 2020-21.

September 29, 2020 - SSC met to review goals and approve the submission of the SPSA to the Board of Education.

Hancock Elementary does not have more than 21 students who have been identified as English Learners so an ELAC is not a committee at Hancock.

RESOURCE INEQUITIES

In analyzing Hancock's root causes for deficiencies among our students the data reveals the following:

In examining data from the California Assessment of Student Performance and Progress (CAASPP) between 2015 - 2019 the data shows in grades 3-5 students met or exceeded standards from 45% (2015) to 68% (2019) a 23% increase over a four year span in the area of English Language Arts. The

same group met or exceeded standards from 32% (2015) - 60% (2019) a 28% increase over a four year span in the area of Math. Although this shows fairly consistent increases over the last four years there is still work to be done and inequities that may contribute to the inability to have more students succeed.

In analyzing data points through benchmark data where students contribute to the leaking pipeline of students not meeting graduation expectancies the data reveals in 2019 33% of 1st grade students are not meeting or exceeding standards on the Developmental Reading Assessment (DRA), 33% of 3rd graders are not meeting or exceeding standards on the CAASPP and 27% of 5th graders are not meeting or exceeding standards on the CAASPP. In order to address more benchmark data the Instructional Leadership Team (ILT) at Hancock has decided that students in grades 2-5 will be participating in the Formative Assessment System for Teachers (FAST) from Fastbridge during the 2019-20 school year in the areas of ELA and Math. The ILT also decided that teachers and students in grades 3-5 will also participate in CAASPP Interim Assessment Blocks (IAB) for the 2019-20 school year in order to provide students more opportunities to experience the assessment system they will be encountering in the Spring as well as provide more data for teachers to inform their instruction. The data results will allow teachers more opportunities to reteach and provide interventions to students whose data shows they are not meeting standards on these benchmark assessments.

Hancock teachers met with the principal in one-on-one meetings, in grade level teams with their ILT members as well as sit on various committees at the school site (SSC, SGT, PTF). Their input on resource inequities revealed the following:

Lack of funds to truly address the needs of students social and emotional well-being. With a school of over 600 students who are from 98% military families there is continuous movement of students due to service members duty stations being assigned on average every three years, service members who are deployed for months or even years at a time leaving one parent or sometimes no parent - maybe a guardian or other family member to raise the child, service members who assigned to hazardous conditions or areas, etc., and then bring the stress of those conditions home to their children. The school is in need of more resources in the form of Counseling and Guidance, but the budget does not allow for a full-time district counselor. The district only supports a 0.30 FTE School Counselor. The school recognizes the importance of a positive, safe, supportive and inclusive school environment so the SSC has voted to utilize its Title I Supplemental Funds (30106) to purchase and additional 0.30 FTE equating to 0.60 FTE or three days a week; which is still not enough to meet the needs of the school site.

The district has recently adopted English Language Arts Curriculum for K-5 students (Benchmark) and is currently in the process of training teachers and implementing the new curriculum. Previously the school has been left to rely on its own to provide for guided reading books, shared reading books, big books for early primary students, read alouds, and writing curriculum. Due to the pandemic of COVID-19 which shut down schools as of March 13, 2020, it has been difficult to maintain consistent ELA instruction with our students due to a variety of attendance issues - internet instability, parents working and students unable to attend live sessions, devices breaking down, etc.

Although there are multiple resources and assessments in the area of ELA there are few for Math which is the area on CAASPP where Hancock students perform lower in comparison to ELA. The site will attempt to address this through the use of FAST and the CAASPP IABs within the areas of Math as well as ELA. Students will also work on ST Math, a district provided online Math program to enhance automaticity in math number sense problem solving.

Although Hancock traditionally has not had a large population of English Learners, the few students that are enrolled have benefited from having Benchmark English Language Development adopted curriculum as well as having teachers embed lessons with English Language Development strategies throughout the day in multiple curricular areas.

The school site recognizes the number of students who are not meeting or exceeding grade level in the area of ELA. Because the skills and strategies of reading, writing, word study, etc., fall within all curricular areas the school site, through the SSC, has purchased an Inschool Resource Teacher to address the needs of these students through intervention support. The amount of funding allocated through the Local Control Funding Formula (LCFF) and Title I funds only allows for a 0.60 FTE or three days a week person. More resources would allow for more intervention support with more students.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Irene Hightower	Principal
Anne Gonzalez	Classroom Teacher
Dawn Ong	Classroom Teacher
Michelle Efron	Classroom Teacher
Melinda Rushton	Other School Representative
Amy Bull	Parent/Chairperson
April Owens	Parent
Kelly Wolff	Parent
Jozlyn Adams	Parent
Maria R. Arguijo	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

It has been difficult to review this goal due to the impact the pandemic of COVID-19 has had on all of our schools nationwide. We ended 2019-20 with having lots of attendance issues due to how attendance could be counted and parents becoming frustrated with online schooling. We are heightening our expectations for attendance as a district this year, but are still having to afford many opportunities for students to show they are attending to school work. It is definitely not what we would do under normal circumstances, but are extremely pleased that many of our students are choosing to participate in online learning and are making their best effort to attend live sessions and submit classwork online.

*Major Differences

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

The major difference between our goal last year and moving forward are the limitations we have under COVID-19 and the skewed attendance data due to the pandemic.

*Changes

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

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

We will not be making any major changes as the importance of attendance, even during a pandemic, must be tracked and students must be accounted for in order to be sure they are being cared for and have whatever best opportunity we can provide for an education. The staff we have for attendance tracking is a must whether we are in person or online learning.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
January 2021	TK - 5	Increase overall school wide attendance rate.	97.49%	98%	Attendance	Monthly
June 2021	TK - 5	Decrease overall school wide chronic absenteeism rate	7.5%	3%	Chronic Absenteeism	Annually

*Identified Need

On the 18/19 Cumulative Attendance Percentages for Serra Cluster that is sent from the district's Pupil Accounting Department Hancock rates averaged over the year at 97.49%. The school will strive to increase our percentage to 98% through our identified strategies and personnel on the Attendance Team.

On the California Dashboard (2019) Hancock is in the Orange for Chronic Absenteeism the overall school chronic absenteeism rate is 7.5%. This was an increase of 1.2% from the previous year when we were in the green for 6.4%. The school will strive to reduce chronic absenteeism with all of our targeted groups which include African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged groups.

*Online Learning Implications

Our Attendance Team meets weekly to review why students are absent. Our team is comprised of the Principal, Vice Principal, School Counselor, School Nurse and Attendance Assistant. The group reviews each student who becomes chronically absent and begins the reach out process to determine what factors are causing a student to be absent. Each team member is there to provide their expertise on how to approach the family, determine if the problem is physical, academic, social/emotional or other reasons. We provide opportunities and resources for restoring students and families so they may return to school as quickly as possible and understand the importance of school no matter what platform we may be attending school.

Teachers will utilize their Trauma Informed Practices Training from 2019 to ensure students are welcomed, feel safe, and know they are cared for by their teacher.

SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK - 5	Black or African American	Decrease overall chronic absenteeism rate.	10.8%	5%	Chronic Absenteeism	Annually
June 2021	TK - 5	Students with Disabilities	Decrease overall chronic absenteeism rate.	8.2%	5%	Chronic Absenteeism	Annually
June 2021	TK - 5	Hispanic or Latino	Decrease overall chronic absenteeism rate.	9.9%	5%	Chronic Absenteeism	Annually
June 2021	TK - 5	Socioeconomically Disadvantaged	Decrease overall chronic absenteeism rate.	7.3%	3%	Chronic Absenteeism	Annually
June 2021	TK - 5	English Learner	Decrease overall chronic absenteeism rate.	4.5%	2%	Chronic Absenteeism	Annually

Strategy/Activity 1 - Attendance Team Members

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of increased attendance and chronic absenteeism. The groups identified on the California Dashboard for chronic absenteeism are African American, Students with Disabilities, Hispanic and Socio Economically Disadvantaged. We understand that students may span more than one identification bracket. If we increase attendance in one area it may raise the level for other areas.

*Strategy/Activity - Description

The School Counselor and Attendance Assistant will meet weekly with the Principal, Vice Principal and School Nurse to form the Attendance Team who will identify students who become chronically absent and provide interventions and strategies to promote higher attendance with these students as well as provide strategies, incentives and awards to all students school wide. Families who fall into the chronically absent realm will be invited to Attendance Team meetings in order to help provide strategies to parents in order to increase their child's attendance. Home visits will be arranged for families when it is deemed safe and necessary.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01361V	Attendance Asst - Vacancy, SBB2518545	0.37500	\$12,378.38	\$16,496.66	0136-30100-00-2404-3130-0000-01000-0000	Title I Basic Program	[no data]		Attendance Assistant to assist with the data collection of student overall attendance and those that fall in the area of chronic absenteeism. Will assist the team with

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

									interventions and support for students in the area of attendance
F01361X	School Counselor	0.30000	\$26,121.60	\$41,377.42	0136-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		School Counselor to provide supports for students in the area of attendance and chronic absenteeism.

***Additional Supports for this Strategy/Activity**
 The School Nurse is an integral member of the Attendance Team in order to support strategies identified above.

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

In School Resource Teacher to support students who did not meet grade level standards through intervention groups and provide support in ELPAC assessments, data, and reclassification of English Learners.

Library Assistant to provide students with access to books at home.

Visiting Teachers to provide time for classroom teachers to participate in PLCs to allow for analysis of student data, lesson design, and improve instructional strategies through collaboration and professional development.

Software Licenses for Achieve 3000 and Reading A-Z to provide supports for the classroom as well as access to online reading at home.

The school site identified these resources from the previous year as having the most positive effect on students and instruction.

*Major Differences

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

The In School Resource Teacher did not participate in PLCs during the 2018-19 school year. This year she will be able to attend monthly PLCs with teachers during their grade level PLCs on Thursday minimum days so she may touch base with teachers on their identified students, their progress, and assist with suggesting strategies and ideas on how to increase student achievement through Tier 1 instruction. During the 2019-20 school year she was

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

able to attend many PLC meetings and through the pandemic has been able to participate somewhat based on her personal schedule and the needs of her personal family.

PLCs have been consistent and more frequent due to the pandemic and eliminates the need for visiting teachers for the moment.

*Changes

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

This year the In School Resource Teacher will be able to attend monthly PLCs with teachers during their grade level PLCs so she may touch base with teachers on their identified students, their progress, and assist with suggesting strategies and ideas on how to increase student achievement through Tier 1 instruction.

Teachers will hold regular PLCs to consider the progress of students during their flex time while we are in online learning.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	will meet or exceed standards	68%	75%	CAASPP ELA	Annually
June 2021	3	will meet or exceed standards	67%	75%	CAASPP ELA	Annually
June 2021	4	will meet or exceed standards	64%	75%	CAASPP ELA	Annually
June 2021	5	will meet or exceed standards	74%	80%	CAASPP ELA	Annually
June 2021	2-5	Increase the number of students on the FAST aReading scoring at College Pathway	34%	50%	FAST aReading	Trimester

*Identified Need

The school's overall data for the 2018 school year indicates 64% of 3rd - 5th grade students met or exceeded standards in ELA. In the 2019 school year the data indicates 68% of 3rd-5th grade students met or exceeded standards in ELA. There was a gain of 4% overall in the area of ELA from 2018-19. However during the 2014-15 school year the overall data for ELA on CAASPP was 45%. There has been a steady and significant gain of 23 percentage points over a 5 year period indicating that the strategies the school has been implementing for all students leads to improving student achievement and is closing the achievement gap.

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In analyzing the data closely the students with disability subgroup is clearly a group that has an identified need. Each year of the CAASPP since its implementation the students with disabilities subgroup has always shown as the lowest performing group with a significant number of students within the subgroup.

In order to continue to provide supports for these students as well as all students in the area of English Language Arts the school will focus on studying and gaining in-depth understanding of the Critical Concepts, implement Trauma Informed Practices, monitor students through benchmark and formative assessments during PLCs, work with the In School Resource Teacher on providing targeted intervention supports for students at each grade level, provide supports and intervention from our online programs (Achieve 3000 and Reading A-Z), and provide books for home through our Library Assistant.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, we will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. Teachers will utilize various formative assessments through Google Classroom slide decks, Google Form questions, Kahoot responses, and frequent checks for understanding throughout lessons in order to ensure students are understanding along the way and not just at the end of a lesson or unit.
- Summative assessments will be used to assess mastery toward grade level standards and in determining student grades along with formative assessment data.
- Structures and digital tools will be utilized to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	will meet or exceed standards	34%	45%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	will meet or exceed standards	53%	65%	CAASPP ELA	Annually
June 2021	4	Students with Disabilities	will meet or exceed standards	22%	40%	CAASPP ELA	Annually

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5	Students with Disabilities	will meet or exceed standards	11%	30%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	will meet or exceed standards	65%	75%	CAASPP ELA	Annually
June 2021	3-5	English Learner	will meet or exceed standards	small group size	50%	CAASPP ELA	Annually

Strategy/Activity 1- Professional Learning

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

All students with an emphasis on students with disabilities will benefit from this strategy/activity in the area of English Language Arts.

***Strategy/Activity - Description**

Professional Learning

Teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in a continuous cycle of learning which includes looking at student work/data, analyzing what students need (reteaching, next critical concept, etc.) planning lessons to implement, planning assessments around the standard/critical concept, and identifying dates of implementation when we return to in person learning. If in person learning does not occur the SSC will meet and reallocate funds to best meet the needs of our students during online learning.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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

There is minimal funds in our Discretionary Account available for Visiting Teachers if needed.

Strategy/Activity 2 - In school Resource Teacher

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

All students with an emphasis on students with disabilities will benefit from this strategy/activity in the area of English Language Arts.

***Strategy/Activity - Description**

In School Resource Teacher will provide intervention support for students identified by teachers through analysis of work samples and data. She will support teachers during their PLCs in order to provide suggested supports for the classroom on these students as well as other students who are in need of some support, but do not participate in interventions.

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

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Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01361W	Inschool Resource Tchr	0.55000	\$52,297.85	\$77,869.46	0136-30100-00-1109-2140-0000-01000-0000	Title I Basic Program	[no data]		In School Resource teacher to support students with Tier 2 interventions.

Strategy/Activity 3 - Library Assistant

*Students to be served by this Strategy/Activity

All students with an emphasis on students with disabilities will benefit from this strategy/activity in the area of English Language Arts.

*Strategy/Activity - Description

Library Assistant - will provide all students the opportunity to select books for home reading which is a proven strategy to involve parents in their child's daily reading at home in order to improve student achievement. The Library Assistant has been instrumental in providing student devices during online learning as well as troubleshooting problems with parents and students prior to having the device exchanged during online learning. She will continue to provide support to students during online learning by going into whole group sessions to provide shared reading or read aloud times.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01361Y	Library Asst	0.25000	\$7,227.00	\$16,774.51	0136-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		Library to support students with devices during online learning and with literacy supports online or when we return to in person learning.

*Additional Supports for this Strategy/Activity

The district supports the Library Assistant position through position allocations, but the amount of time provided isn't nearly enough to provide support equitably to our student population of over 600 students.

Strategy/Activity 4 - Software Licenses

*Students to be served by this Strategy/Activity

All students with an emphasis on students with disabilities will benefit from this strategy/activity in the area of English Language Arts.

*Strategy/Activity - Description

Software Licenses - will provide all students the opportunity to access online reading resources and support within the classroom as well as at home. Students in grades TK - 2 will have access to Reading A-Z (RAZ Kids) and students in grades 3-5 will have access to Achieve 3000. Both programs have a history of proven effectiveness in raising student achievement. They both provide teachers data results on their students' progress within each program. It has been extremely supportive to have these programs available during online learning.

*Proposed Expenditures for this Strategy/Activity

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N013681	Software License		\$18,475.00	\$18,475.00	0136-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Software to assist students with online or in person instruction and additional practice during asynchronous learning.
N013691	Software License		\$4,000.00	\$4,000.00	0136-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Software to assist students with online or in person instruction and additional practice during asynchronous learning.

Strategy/Activity 5 -Supplies

*Students to be served by this Strategy/Activity

All students with an emphasis on students with disabilities will benefit from this strategy/activity in the area of English Language Arts.

*Strategy/Activity - Description

Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs. We have also been able to support students during online learning in order to provide supplies at home.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N013670	Supplies		\$2,503.00	\$2,503.00	0136-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies to support student learning online or in person.
N013679	Supplies		\$7,235.00	\$7,235.00	0136-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Supplies to support student learning online or in person.

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

In School Resource Teacher to support students who did not meet grade level standards through intervention groups and provide support in ELPAC assessments, data, and reclassification of English Learners.

Visiting Teachers to provide time for classroom teachers to participate in PLCs to allow for analysis of student data, lesson design, and improve instructional strategies through collaboration and professional development.

The school site identified these resources from the previous year as having the most positive effect on students and instruction.

*Major Differences

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

The In School Resource Teacher previously had difficulty attending regular PLC meetings. This year she will be able to attend regular PLCs with teachers during their grade level PLCs so she may touch base with teachers on their identified students, their progress, and assist with suggesting strategies and ideas on how to increase student achievement through Tier 1 instruction.

Visiting Teachers consistency became a problem throughout the school year due to visiting teachers dropping assignments at the last minute, not picking up assignments in a timely manner, or not picking up assignments at all. This impacted the grade levels ability to have consistent PLCs with all team members present.

*Changes

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

The In School Resource Teacher did not participate in PLCs during the 2018-19 school year. This year she will be able to attend monthly PLCs with teachers during their grade level PLCs on Thursday minimum days so she may touch base with teachers on their identified students, their progress, and assist with suggesting strategies and ideas on how to increase student achievement through Tier 1 instruction. During the 2019-20 school year she was able to attend many PLC meetings and through the pandemic has been able to participate somewhat based on her personal schedule and the needs of her personal family.

PLCs have been consistent and more frequent due to the pandemic and eliminates the need for visiting teachers for the moment.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	will meet or exceed standards	60%	75%	CAASPP Math	Annually
June 2021	3	will meet or exceed standards	68%	75%	CAASPP Math	Annually
June 2021	4	will meet or exceed standards	54%	75%	CAASPP Math	Annually
June 2021	5	will meet or exceed standards	57%	75%	CAASPP Math	Annually
June 2021	2-5	Increase the number of students on the FAST aReading scoring at College Pathway	35%	50%	FAST aMath	Trimester

*Identified Need

The school's overall data for the 2018 school year indicates 58% of 3rd - 5th grade students met or exceeded standards in Math. In the 2019 school year the data indicates 60% of 3rd-5th grade students met or exceeded standards in Math. There was a gain of 2% overall in the area of Math from 2018-19. However during the 2014-15 school year the overall data for Math on CAASPP was 32%. There has been a steady and significant gain of 37 percentage points over a 5 year period indicating that the strategies the school has been implementing for all students leads to improving student achievement and is closing the achievement gap.

In analyzing the data closely the students with disability subgroup is clearly a group that has an identified need. Each year of the CAASPP since its implementation the students with disabilities subgroup has always shown as the lowest performing group with a significant number of students within the subgroup.

In order to continue to provide supports for these students as well as all students in the area of Mathematics the school will focus on studying and gaining in-depth understanding of the Critical Concepts, implement Trauma Informed Practices, monitor students through benchmark and formative assessments

during PLCs, work with the In School Resource Teacher on providing targeted intervention supports for students at each grade level, and provide supports and interventions.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, we will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. Teachers will utilize various formative assessments through Google Classroom slide decks, Google Form questions, Kahoot responses, and frequent checks for understanding throughout lessons in order to ensure students are understanding along the way and not just at the end of a lesson or unit.
- Summative assessments will be used to assess mastery toward grade level standards and in determining student grades along with formative assessment data.
- Structures and digital tools will be utilized to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	will meet or exceed standards	46%	70%	CAASPP Math	Annually
June 2021	3	Students with Disabilities	will meet or exceed standards	59%	70%	CAASPP Math	Annually
June 2021	4	Students with Disabilities	will meet or exceed standards	22%	50%	CAASPP Math	Annually
June 2021	5	Students with Disabilities	will meet or exceed standards	44%	70%	CAASPP Math	Annually

Strategy/Activity 1 - Professional Learning

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

All students with an emphasis on students with disabilities will benefit from this strategy/activity in the area of Math.

*Strategy/Activity - Description									
Teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in a continuous cycle of learning which includes looking at student work/data, analyzing what students need (reteaching, next critical concept, etc.) planning lessons to implement, planning assessments around the standard/critical concept, and identifying dates of implementation when we return to in person learning. If in person learning does not occur the SSC will meet and reallocate funds to best meet the needs of our students during online learning.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
Minimal funding is available in the site's Discretionary account.									
Strategy/Activity 2 - In School Resource Teacher									
*Students to be served by this Strategy/Activity									
All students with an emphasis on students with disabilities will benefit from this strategy/activity in the area of Math.									
*Strategy/Activity - Description									
In School Resource Teacher will provide intervention support for students identified by teachers through analysis of work samples and data. She will support teachers during their PLCs in order to provide suggested supports for the classroom on these students as well as other students who are in need of some support, but do not participate in interventions.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0136-30100-00-1109-2140-0000-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01361W	In School Resource teacher to support students with Tier 2 interventions.
*Additional Supports for this Strategy/Activity									
Strategy/Activity 3 - Supplies									
*Students to be served by this Strategy/Activity									
All students with an emphasis on students with disabilities will benefit from this strategy/activity in the area of Math.									
*Strategy/Activity - Description									
Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs.									
*Proposed Expenditures for this Strategy/Activity									

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0136-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : N013679	Supplies to support student learning online or in person.
	Supplies				0136-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N013670	Supplies to support student learning online or in person.
	Supplies				0136-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 5 - Supporting Students with Disabilities Ref Id : N01363S	Supplies to support student learning online or in person.

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

In School Resource Teacher to support students who did not meet grade level standards through intervention groups and provide support in ELPAC assessments, data, and reclassification of English Learners.

Library Assistant to provide students with access to books at home.

Visiting Teachers to provide time for classroom teachers to participate in PLCs to allow for analysis of student data, lesson design, and improve instructional strategies through collaboration and professional development.

Software Licenses for Achieve 3000 and Reading A-Z to provide supports for the classroom as well as access to online reading at home.

The school site identified these resources from the previous year as having the most positive effect on students and instruction.

*Major Differences

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

The In School Resource Teacher did not participate in PLCs during the 2018-19 school year. This year she will be able to attend monthly PLCs with teachers during their grade level PLCs on Thursday minimum days so she may touch base with teachers on their identified students, their progress, and assist with suggesting strategies and ideas on how to increase student achievement through Tier 1 instruction. During the 2019-20 school year she was

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

able to attend many PLC meetings and through the pandemic has been able to participate somewhat based on her personal schedule and the needs of her personal family.

PLCs have been consistent and more frequent due to the pandemic and eliminates the need for visiting teachers for the moment.

***Changes**

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

This year the In School Resource Teacher will be able to attend monthly PLCs with teachers during their grade level PLCs so she may touch base with teachers on their identified students, their progress, and assist with suggesting strategies and ideas on how to increase student achievement through Tier 1 instruction.

Teachers will hold regular PLCs to consider the progress of students during their flex time while we are in online learning.

***Integrated English Language Development**

OLA will provide a Resource Teacher for the Principal to consult with throughout the year in order to best meet the needs of EL students as there are very few of them across the school site. They are in multiple classrooms at multiple levels of proficiency. Teachers that have EL students enrolled will use the lessons from the newly adopted Benchmark Curriculum. Teachers with EL students will have specific walk through feedback on their integrated ELD lessons.

***Designated English Language Development**

OLA will provide a Resource Teacher for the Principal to consult with throughout the year in order to best meet the needs of EL students as there are very few of them across the school site. They are in multiple classrooms at multiple levels of proficiency. Teachers that have EL students enrolled will use the lessons from the newly adopted Benchmark Curriculum. Teachers with EL students will have specific walk through feedback on their integrated ELD lessons.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	will meet or exceed standards	0%	50%	CAASPP ELA	Annually

***Identified Need**

Hancock Elementary has traditionally had a very small population of English Learners. The California Dashboard does not have an indicator for Hancock because the group is so significantly small in comparison to the overall population of the school. Because the school is 98% military there is movement of students throughout the year. The school site will set goals, but it is highly likely that the students within each goal will be significantly small and will potentially not be the same students as to when the goals were written.

***Online Learning Implications**

-District will provide students with targeted small group support through a push-in integrated model.

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)
- The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
- - These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
 - Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	English Learner	Be at Level 4 - Well Developed	29%	45%	Summative ELPAC	Annually

Strategy/Activity 1 - Professional Learning

*Students to be served by this Strategy/Activity

English Learners will benefit from this strategy/activity in the area of English Language Arts.

*Strategy/Activity - Description

Teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in a continuous cycle of learning which includes looking at student work/data, analyzing what students need (reteaching, next critical concept, etc.) planning lessons to implement, planning assessments around the standard/critical concept, and identifying dates of implementation when we return to in person learning. If in person learning does not occur the SSC will meet and reallocate funds to best meet the needs of our students during online learning.

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
There is minimal funds in our Discretionary Account available for Visiting Teachers if needed.									
Strategy/Activity 2- In School Resource Teacher									
*Students to be served by this Strategy/Activity									
English Learners will benefit from this strategy/activity in the area of English Language Arts.									
*Strategy/Activity - Description									
In School Resource Teacher - will provide intervention support for students identified by teachers through analysis of work samples and data. She will support teachers during their PLCs in order to provide suggested supports for the classroom on these students as well as other students who are in need of some support, but do not participate in interventions. She will also implement the initial and annual ELPAC for all students. This is important as a site that is 98% military we are constantly enrolling students throughout the year.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01361Z	Inschool Resource Tchr	0.20000	\$19,017.40	\$28,316.18	0136-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners		In School Resource teacher will support the implementation of the initial and annual ELPAC state assessment.
*Additional Supports for this Strategy/Activity									
Strategy/Activity 3 - Supplies									
*Students to be served by this Strategy/Activity									
English Learners will benefit from this strategy/activity in the area of English Language Arts.									
*Strategy/Activity - Description									
Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs. We have also been able to support students during online learning in order to provide supplies at home.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Supplies				0136-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N013670	Supplies to support student learning online or in person.
	Supplies				0136-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : N013679	Supplies to support student learning online or in person.
	Supplies				0136-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 5 - Supporting Students with Disabilities Ref Id : N01363S	Supplies to support student learning online or in person.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

In School Resource Teacher to support students who did not meet grade level standards through intervention groups and provide support in ELPAC assessments, data, and reclassification of English Learners.

Visiting Teachers to provide time for classroom teachers to participate in PLCs to allow for analysis of student data, lesson design, and improve instructional strategies through collaboration and professional development.

Software Licenses for Achieve 3000 and Reading A-Z to provide supports for the classroom as well as access to online reading at home.

The school site identified these resources from the previous year as having the most positive effect on students and instruction.

*Major Differences

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

The In School Resource Teacher did not participate in PLCs during the 2018-19 school year. This year she will be able to attend monthly PLCs with teachers during their grade level PLCs on Thursday minimum days so she may touch base with teachers on their identified students, their progress, and assist with suggesting strategies and ideas on how to increase student achievement through Tier 1 instruction. During the 2019-20 school year she was able to attend many PLC meetings and through the pandemic has been able to participate somewhat based on her personal schedule and the needs of her personal family.

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

PLCs have been consistent and more frequent due to the pandemic and eliminates the need for visiting teachers for the moment.

*Changes

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

This year the In School Resource Teacher will be able to attend monthly PLCs with teachers during their grade level PLCs so she may touch base with teachers on their identified students, their progress, and assist with suggesting strategies and ideas on how to increase student achievement through Tier 1 instruction.

Teachers will hold regular PLCs to consider the progress of students during their flex time while we are in online learning.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	will meet or exceed standards on ELA as measured by CAASPP	34%	45%	Other (Describe in Objective)	Annually
June 2021	3-5	will meet or exceed standards in Math on CAASPP	46%	70%	Other (Describe in Objective)	Annually

*Identified Need

While analyzing data from the 2019 CAASPP the students with disabilities is the group that comes up as the lowest performing overall in ELA with 34% meeting or exceeding standards and in Math 46% meeting or exceeding standards.

*Online Learning Implications

-Implementation of IEP Services in Online Learning Setting

-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).

-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes

-The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.

-All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	will meet or exceed standards	53%	65%	Other (Describe in Objective)	Annually

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			on the ELA CAASPP				
June 2021	4	Students with Disabilities	will meet or exceed standards on ELA CAASPP	22%	40%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	will meet or exceed standards on ELA CAASPP	11%	40%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	will meet or exceed standards in Math CAASPP	59%	70%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	will meet or exceed standards in Math on CAASPP	22%	50%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	will meet or exceed standards in Math on CAASPP	44%	70%	Other (Describe in Objective)	Annually

Strategy/Activity 1 - Professional Learning

*Students to be served by this Strategy/Activity

Students with disabilities will benefit from this strategy/activity in the areas of English Language Arts and Math.

*Strategy/Activity - Description

Professional Learning

Teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in a continuous cycle of learning which includes looking at student work/data, analyzing what students need (reteaching, next critical concept, etc.) planning lessons to implement, planning assessments around the standard/critical concept, and identifying dates of implementation when we return to in person learning. If in person learning does not occur the SSC will meet and reallocate funds to best meet the needs of our students during online learning.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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

There is minimal funds in our Discretionary Account available for Visiting Teachers if needed.

Strategy/Activity 2 - In School Resource Teacher

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

Students with disabilities will benefit from this strategy/activity in the areas of English Language Arts and Math.

***Strategy/Activity - Description**

In School Resource Teacher - will provide intervention support for students identified by teachers through analysis of work samples and data. She will support teachers during their PLCs in order to provide suggested supports for the classroom on these students as well as other students who are in need of some support, but do not participate in interventions.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0136-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 4- Supporting English Learners Ref Id : F01361Z	In School Resource teacher to support students with Tier 2 interventions.

Strategy/Activity 3 - Software Licenses

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

Students with disabilities will benefit from this strategy/activity in the areas of English Language Arts.

***Strategy/Activity - Description**

Software Licenses - will provide all students the opportunity to access online reading resources and support within the classroom as well as at home. Students in grades TK - 2 will have access to Reading A-Z (RAZ Kids) and students in grades 3-5 will have access to Achieve 3000. Both programs have a history of proven effectiveness in raising student achievement. They both provide teachers data results on their students' progress within each program. It has been extremely supportive to have these programs available during online learning.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0136-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : N013681	Software to assist students with online or in person instruction and additional practice during asynchronous learning.

Strategy/Activity 4 - Supplies

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

Students with disabilities will benefit from this strategy/activity in the areas of English Language Arts and Math.

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Strategy/Activity - Description									
Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs. We have also been able to support students during online learning in order to provide supplies at home.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01363S	Supplies		\$1,350.00	\$1,350.00	0136-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies to support student learning online or in person.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American students	will reduce in suspension rates	3.2%	1%	Suspensions (Classroom and School)	Annually

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Hancock Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Hancock Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Hancock Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Hancock Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. The staff diversity goal at Hancock Elementary is to maintain or increase the percentage of diverse educators from current year to following years.
6. Beginning in the Fall of 2020, all Hancock certificated staff will participate in Culturally Responsive professional development provided by the district's Youth Advocacy Department and follow through with suggested classroom and school practices.

*Identified Need

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

districts to measure pupil achievement.

Based on the 2018 California School Dashboard the suspension rate had been 3.2% for Black and African American students. In 2019 that number dropped to 0%. Although that is a move in a clearly more enlightened direction we still see the need to monitor student referrals which do not always lead to suspension. Student referrals should be based on infractions where students clearly understand the expectations and are given ample opportunities to improve. Teachers will use referrals as a preventative measure to receiving counseling and space to reflect on situations and will be restorative when students return to the classroom after being referred for support.

***Online Learning Implications**

- Hancock Elementary will continue to utilize strategies provided during Trauma Informed Care & Resilience Education training (Fall 2019) in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Hancock Elementary will continue to use a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
- Hancock will monitor students populations in order to ensure these student populations are connected and participating in online learning and will reach out to provide support for technology based services anytime students appear to be disengaged.

Strategy/Activity 1 - Professional Learning

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

All students with an emphasis on students who are identified as Black or African American will benefit from this strategy/activity.

***Strategy/Activity - Description**

Professional Learning

Teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in Culturally Responsive Teaching Practices, additional Trauma Informed Care professional development, and analyze data on student referrals. If in-person learning does not occur the SSC will meet and reallocate funds to best meet the needs of our students during online learning.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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

There is minimal funds in our Discretionary Account available for Visiting Teachers if needed.

Strategy/Activity 2 - Attendance Team Members

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

All students with an emphasis on students who are identified as Black or African American will benefit from this strategy/activity.

***Strategy/Activity - Description**

The School Counselor and Attendance Assistant will meet weekly with the Principal, Vice Principal and School Nurse to form the Attendance Team who will identify students who become chronically absent and provide interventions and strategies to promote higher attendance with these students as well as provide strategies, incentives and awards to all students school wide. Families who fall into the chronically absent realm will be invited to Attendance Team meetings in order to help provide strategies to parents in order to increase their child's attendance. Home visits will be arranged for families when it is deemed safe and necessary.

The counselor will also meet with the Principal and Vice Principal monthly to monitor the referrals being received and which students are receiving them.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor -				0136-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01361X	School Counselor will monitor attendance as well as referral data to ensure inequity is not becoming a factor in referring students who identify as Black or African American.
	Attendance Asst				0136-30100-00-2404-3130-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01361V	Attendance assistant will assist with monitoring student attendance and will provide support to families who need it.

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

In order for parents to be involved they must know about the meetings and workshops we provide, have materials for them to participate and have light refreshments available. This allows our parents to receive information, stay informed and be able to participate so they can directly support their children at home and at school. We will also provide child care once in person meetings can begin again. SSC will determine if funds will need to be redesignated based on the lack of in person return to meetings.

***Major Differences**

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

Materials and refreshments were provided at meetings and led to parent participation. Child care was added so more parents would possibly participate in meetings when in person meetings were available pre-pandemic. It is hopeful the continuation of these strategies will lead to further participation once we return to in person meetings. If meetings cannot happen in person the SSC will meet to reallocate funds to best meet the needs of online meetings.

***Changes**

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

All staff will work collaboratively to increase parent awareness of events and the impact their participation in school activities leads to their child's achievement.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
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Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Other (Describe in Objective)	Increase the amount of parents who strong agree that the school allows input and welcomes parents' contribution	50%	60%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the amount of parents participating in the CAL SCHLS Survey	35%	50%	CAL - SCHLS (CSPS)

*Identified Need

The number of parents who participated in the CAL SCHLS California Schools Parent Survey was 226 in the 2019 survey at a school where approximately 650 students attend. That is approximately 35%. We would like parents to know that their voice can be heard in the survey and should participate in order to show how much they do participate on campus and that their participation is vital to the school's function and to their child's achievement.

*Online Learning Implications

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-
District is also supplying families with training on SEL, Wellness, Health and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

-
For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parents participating in Back to School Night	NA	85%	Attendance
June 2021	Other (Describe in Objective)	Increase the percentage of parent attendance at parent workshops	NA	10%	Attendance
June 2021	SSC	Increase the percentage of parents attendance at SSC Meetings	50%	80%	Committee Attendance

Strategy/Activity 1 - Meeting Necessities

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

All families and students at the school site will benefit from this strategy/activity.

***Strategy/Activity - Description**

Provide materials, childcare and light refreshments for workshops and committee meetings.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0136Z	Supplies		\$603.00	\$603.00	0136-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent usage during SSC, SGT, ELAC, or PTF meetings.
N01364R	Inservice supplies		\$1,000.00	\$1,000.00	0136-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments for meetings.
N013678	Other Support Prsnl PARAS Hrly		\$800.00	\$1,062.32	0136-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide childcare for parents in the form of a paraeducator who can watch children during a committee meeting or training.

Strategy/Activity 2 - Postage

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

All families and students at the school site will benefit from this strategy/activity.

***Strategy/Activity - Description**

Postage is needed in order to mail out important documents or notices to families when needed or requested.

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

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N013692	Postage Expense		\$300.00	\$300.00	0136-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage expenses for required mailing of documents or materials.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

In School Resource Teacher to support students who did not meet grade level standards through intervention groups and provide support in ELPAC assessments, data, and reclassification of English Learners.

Visiting Teachers to provide time for classroom teachers to participate in PLCs to allow for analysis of student data, lesson design, and improve instructional strategies through collaboration and professional development.

Software Licenses for Achieve 3000 and Reading A-Z to provide supports for the classroom as well as access to online reading at home.

The school site identified these resources from the previous year as having the most positive effect on students and instruction.

*Major Differences

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

The In School Resource Teacher did not participate in PLCs during the 2018-19 school year. This year she will be able to attend monthly PLCs with teachers during their grade level PLCs on Thursday minimum days so she may touch base with teachers on their identified students, their progress, and assist with suggesting strategies and ideas on how to increase student achievement through Tier 1 instruction. During the 2019-20 school year she was able to attend many PLC meetings and through the pandemic has been able to participate somewhat based on her personal schedule and the needs of her personal family.

PLCs have been consistent and more frequent due to the pandemic and eliminates the need for visiting teachers for the moment.

***Changes**

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

This year the In School Resource Teacher will be able to attend monthly PLCs with teachers during their grade level PLCs so she may touch base with teachers on their identified students, their progress, and assist with suggesting strategies and ideas on how to increase student achievement through Tier 1 instruction.

Teachers will hold regular PLCs to consider the progress of students during their flex time while we are in online learning.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3	Increase the number of students on the FAST aReading scoring at College Pathway	32%	50%	Grade 3 ELA Reading	Trimester
June 2020	5	Increase the number of students on the FAST aReading scoring at College Pathway	25%	40%	Grade 5 ELA Reading	Trimester

***Identified Need**

The school's overall data for the 2018 school year indicates 64% of 3rd - 5th grade students met or exceeded standards in ELA. In the 2019 school year the data indicates 68% of 3rd-5th grade students met or exceeded standards in ELA. There was a gain of 4% overall in the area of ELA from 2018-19. However during the 2014-15 school year the overall data for ELA on CAASPP was 45%. There has been a steady and significant gain of 23 percentage points over a 5 year period indicating that the strategies the school has been implementing for all students leads to improving student achievement and is closing the achievement gap.

In analyzing the data closely the students with disability subgroup is clearly a group that has an identified need. Each year of the CAASPP since its implementation the students with disabilities subgroup has always shown as the lowest performing group with a significant number of students within the subgroup.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- In preparation for offering both online and on-site learning during the 2020-2021 school year, we will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. Teachers will utilize various formative assessments through Google Classroom slide decks, Google Form questions, Kahoot responses, and frequent checks for understanding throughout lessons in order to ensure students are understanding along the way and not just at the end of a lesson or unit.
- Summative assessments will be used to assess mastery toward grade level standards and in determining student grades along with formative assessment data.
- Structures and digital tools will be utilized to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	will meet or exceed standards	34%	45%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	will meet or exceed standards	46%	70%	CAASPP Math	Annually
June 2021	3-5	English Learner	will meet or exceed standards	small group size	50%	CAASPP ELA	Annually
June 2021	3-5	English Learner	will meet or exceed standards	small group size	50%	CAASPP Math	Annually
June 2021	3-5	Black or African American	will meet or exceed standards	65%	75%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	will meet or exceed standards	46%	56%	CAASPP Math	Annually

Strategy/Activity 1 - Professional Learning

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

All students will benefit from this strategy/activity in particular students with disabilities.

***Strategy/Activity - Description**

Professional Learning

Teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in a continuous cycle of learning which includes looking at student work/data, analyzing what students need (reteaching, next critical concept, etc.) planning lessons to implement, planning assessments around the standard/critical concept, and identifying dates of implementation when we return to in person learning. If in person learning does not occur the SSC will meet and reallocate funds to best meet the needs of our students during online learning.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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

There is minimal funds in our Discretionary Account available for Visiting Teachers if needed.

Strategy/Activity 2 - In School Resource Teacher

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

All students will benefit from this strategy/activity in particular students with disabilities.

***Strategy/Activity - Description**

In School Resource Teacher will provide intervention support for students identified by teachers through analysis of work samples and data. She will support teachers during their PLCs in order to provide suggested supports for the classroom on these students as well as other students who are in need of some support, but do not participate in interventions.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0136-30100-00-1109-2140-0000-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01361W	In School Resource teacher to support students with Tier 2 interventions.

Strategy/Activity 3 - Software Licenses

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

All students will benefit from this strategy/activity in particular students with disabilities.

*Strategy/Activity - Description									
Software Licenses - will provide all students the opportunity to access online reading resources and support within the classroom as well as at home. Students in grades TK - 2 will have access to Reading A-Z (RAZ Kids) and students in grades 3-5 will have access to Achieve 3000. Both programs have a history of proven effectiveness in raising student achievement. They both provide teachers data results on their students' progress within each program. It has been extremely supportive to have these programs available during online learning.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0136-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : N013681	Software to assist students with online or in person instruction and additional practice during asynchronous learning.
	Software License				0136-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N013691	Software to assist students with online or in person instruction and additional practice during asynchronous learning.
*Additional Supports for this Strategy/Activity									
Strategy/Activity 4 - Supplies									
*Students to be served by this Strategy/Activity									
All students will benefit from this strategy/activity in particular students with disabilities.									
*Strategy/Activity - Description									
Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs. We have also been able to support students during online learning in order to provide supplies at home.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0136-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N013670	Supplies to support student learning online or in person.
	Supplies				0136-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : N013679	Supplies to support student learning online or in person.
	Supplies				0136-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 5 - Supporting Students with Disabilities Ref Id : N01363S	Supplies to support student learning online or in person.

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The site administrator will work alongside all members of the Hancock staff and parents to ensure the following are in place and being implemented at full capacity:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies that focus on student engagement and learning.
- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning is at expected level called out in this plan.
- All staff knows student learning is the utmost priority and will recognize and make adjustments as needed.
- An Attendance Team made up of the School Counselor, Nursing Staff, Attendance Clerk , Principal and Vice Principal to monitor student attendance, connect with parents and reengage students who have chronic absenteeism.
- All grade levels will participate in PLC work to monitor student achievement, assess students within the critical concepts based on the proficiency scales, plan lessons based on critical concepts and implement curriculum.
- Teachers will assess students using DRA, FAST, and the CAASPP at the end of the year. Teachers will also monitor students through common formative assessments developed in PLCs.
- The administrator will lead and the teachers will participate in Professional Development in the areas of Trauma Informed Practices, Culturally Responsive Teaching and the Brain, Teaching Practices from America's Best Urban Schools, Acquiring and Responding to Evidence of Understanding and Focusing on Mastery.
- The administrator will conduct focused walkthroughs based on the work completed in PLCs and the Professional Development information shared.
- Ensure all budgeted items are being implemented at the fullest potential while following guidelines of each bargaining units contracts and any constraints provided by district budget restrictions such as hiring freezes or mid year cuts.
- Collaborate with all stakeholders in each committee (such as SSC, SGT, ELAC) to ensure all stakeholders are informed, make decisions based on data and student achievement, and have a voice/input in the plan and any modifications to this plan.
- Communicate any changes to this plan via clear and open communication with all stakeholders and votes will be done in a public forum through the SSC with stakeholder input from other advisory committees.
- Implement a strategic plan that ties to this document and the items outlined in the goals, objectives and budgets.

Online Learning additional supports:

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- The Attendance Team will work with teachers on student who consistently do not participate in online learning.
- Teacher participate in district provided professional learning opportunities for online learning to engage students in the virtual format.
- Parents will receive information on resources and parent workshops through the weekly newsletter, school messenger messages, Peach Jar flyers, and the various social media platforms that are specific to inform parents about Hancock School events.
- The SSC will meet to discuss and potentially divert funds in order to meet the needs of an online setting for items that were meant for in person activities.

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

Hancock Elementary Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 115,456

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)

\$ 217,363

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)	\$47,880
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$47,880

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)	\$54,026
[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): \$ 54,026

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$217,363

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Hancock Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109	Pull/Out Push In	0.2000	\$ 19,017.40	
		Inschool Resource Tchr	3000			\$ 9,298.78	
			4301	Supplies		\$ 7,235.00	
			5841	Software License		\$ 18,475.00	
	09800 LCFF Intervention Support Total					0.2000	\$ 54,026.18
	30100 Title I Basic Program	Attendance Asst	2404	Guidance/Attendance Asst	0.3750	\$ 12,378.38	
		Attendance Asst	3000			\$ 4,118.28	
		Inschool Resource Tchr	1109	Pull/Out Push In	0.5500	\$ 52,297.85	
		Inschool Resource Tchr	3000			\$ 25,571.61	
		Library Asst	2231	Other Support Prsnl PARAS	0.2500	\$ 7,227.00	
Library Asst		3000			\$ 9,547.51		
		4301	Supplies		\$ 1,350.00		
30100 Title I Basic Program Total					1.1750	\$ 112,490.63	
30103 Title I Parent Involvement			2281	Other Support Prsnl PARAS Hrly		\$ 800.00	
			3000			\$ 262.32	
			4301	Supplies		\$ 603.00	
			4304	Inservice supplies		\$ 1,000.00	
			5920	Postage Expense		\$ 300.00	
30103 Title I Parent Involvement Total						\$ 2,965.32	
30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210	Counselor	0.3000	\$ 26,121.60		
	School Counselor	3000			\$ 15,255.82		
		4301	Supplies		\$ 2,503.00		
		5841	Software License		\$ 4,000.00		
30106 Title I Supplmnt Prog Imprvmnt Total					0.3000	\$ 47,880.42	
Grand Total					1.6750	\$ 217,362.55	

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

Hancock Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Hancock Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. School Site Council members review, give input, and approve the Title I parent & family engagement policy.

It has distributed the policy to parents of Title I students. The policy is distributed to parents of Title I students in the fall. Copies of the policy are available at the office and posted on the school website. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

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

- The School Site Council reviews, gives input, and approves the Parent and Family Engagement Policy prior to distribution
- The annual Title I parent meeting will be held in the fall (October)
- A copy of the Parent and Family Engagement Policy is sent home in the fall.
- Copies are always available in the office and on the website.
- The policy is updated annually with approval from the School Site Council.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Hancock offers a flexible number of parent classes and/or meetings and may provide, with funds provided under this part, supplies and refreshments for these meetings when we are in person.
- Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.
- Provide parents of participating students with timely information about Title I programs.
- Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.

· Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The annual Title I meeting is held in the fall.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Volunteer Opportunities for Parents/families when in person
- Family Literacy and Math Nights
- Awards Assemblies
- Individual classroom activities as planned by individual classes/teachers
- Back To School Night in September
- Winter Parent/Teacher Conferences in November
- Spring Parent/Teacher Conferences in March
- Spring Open House in April
- Parents have access to teachers each school day before and after school when in person and office hours during online learning.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- School Site Council meetings
- Site Governance Team meetings
- Parent Teacher Foundation meetings and events

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Annual Title I meeting
- Flyers and phone calls sent home
- Trimester Standards Based Report Card Report

· Teacher communication with parents

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Parent Conferences
- Back to School Night
- Parent Coffees focused on these topics (e.g. ELPAC and SBAC test results)

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- School Site Council meetings
- Site Governance Team meetings
- Parent Teacher Foundation meetings

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- During Back to School Night and at Parent Conferences
- Parent Academic Workshops at Hancock from Family Engagement District Staff
- Site Governance Team
- School Site Council

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- At Parent Teacher Conferences
- Parent Academic Workshops at Hancock from Family Engagement District Staff
- Site Governance Team
- School Site Council

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

- Staff Meetings
- School Site Council
- Site Governance Team

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

- School Site Council
- Family Literacy and Math Nights
- Trimester Awards assemblies
- Parent Teacher Foundation meetings and events
- Parent Academic Workshops at Hancock from Family Engagement District Staff

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Informational flyers and phone calls are sent home via Peach Jar, School Messenger, Weekly Hancock Happenings email, PTF Facebook, Twitter
- All office personnel are trained to address parent concerns immediately and to forward parents to the correct contacts to address their concerns
- Electronic Marquees

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- SPSA Survey
- School Site Council
- Parent Teacher Foundation meetings

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Informational flyers and phone calls are sent home via Peach Jar, School Messenger, Weekly Hancock Happenings email, PTF Facebook, Twitter
- All office personnel are trained to address parent concerns immediately and to forward parents to the correct contacts to address their concerns
- Electronic Marquees

If the schoolwide program 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.

- Parents may submit unsatisfactory comments to the SSC during Public Comment on any SSC meeting
- Parents may submit unsatisfactory comments directly to the Principal
- Principal will submit any parent comments on the plan when the plan is made available to the local educational agency.

This policy was adopted by Hancock Elementary on 9/29/2020 and will be in effect for the period of school year 2020-21.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 2, 2020.

Irene Hightower, Principal

9/29/2020

APPENDIX C

SCHOOL PARENT COMPACT



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

HANCOCK ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

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

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

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

How does the school address this?

- Teachers and staff improve their practice, assessment, and instructional techniques by engaging in regular professional development in the content areas.
- Teachers formally collaborate by grade level on a regular basis to examine student progress and plan instruction based on student needs.
- Parent teacher conferences - November and March.
- Standards Based Report Cards - November 2020, March 2021 and June 2021.

- Back To School Night – September 2020 - completed virtually
- Spring Open House – April 2021 (date to be determined due to pandemic)
- Parent Notification of child’s SBAC (Gr. 3-5) and ELPAC (English Learners Gr. K-5) scores
- Parents have access to teachers each school day before and after school during in person school. During pandemic teachers have daily office hours for parents and students to attend
- Teachers share emails with parents, send home a welcome letter at onset of school year and when children newly enroll.
- Volunteer Opportunities for Parent Volunteers
- Principal Coffees Monthly in person. During Pandemic information sent via Screencastify Videos
- Academic recognition events (flag assemblies and trimester awards) in person only.
- Individual classroom activities as planned by individual classes/teachers
- IEP/SST meetings
- Family Literacy and Math Nights when in person
- Parent Teacher Foundation meetings and events in person or virtually.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- During Back to School Night and at Parent Conferences
- Parent Academic Workshops at Hancock from Family Engagement District Staff
- Site Governance Team
- School Site Council

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

- At Parent Teacher Conferences
- Parent Academic Workshops at Hancock from Family Engagement District Staff
- Site Governance Team
- School Site Council

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

- Staff Meetings
- School Site Council
- Site Governance Team

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

- School Site Council
- Family Literacy and Math Nights
- Trimester Awards assemblies
- Parent Teacher Foundation meetings and events
- Parent Academic Workshops at Hancock from Family Engagement District Staff

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

- Informational flyers and phone calls are sent home via Peach Jar, School Messenger, Weekly Hancock Happenings email, PTF Facebook, Twitter
- All office personnel are trained to address parent concerns immediately and to forward parents to the correct contacts to address their concerns
- Electronic Marquees

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

- SPSA Survey
- School Site Council
- Parent Teacher Foundation meetings

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

- Informational flyers and phone calls are sent home via Peach Jar, School Messenger, Weekly Hancock Happenings email, PTF Facebook, Twitter
- All office personnel are trained to address parent concerns immediately and to forward parents to the correct contacts to address their concerns
- Electronic Marquees

This Compact was adopted by the School Site Council on 9/29/2020, and will be in effect for the period of school year 2020-21.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 2, 2020.

Irene Hightower, Principal

9/29/2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

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

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

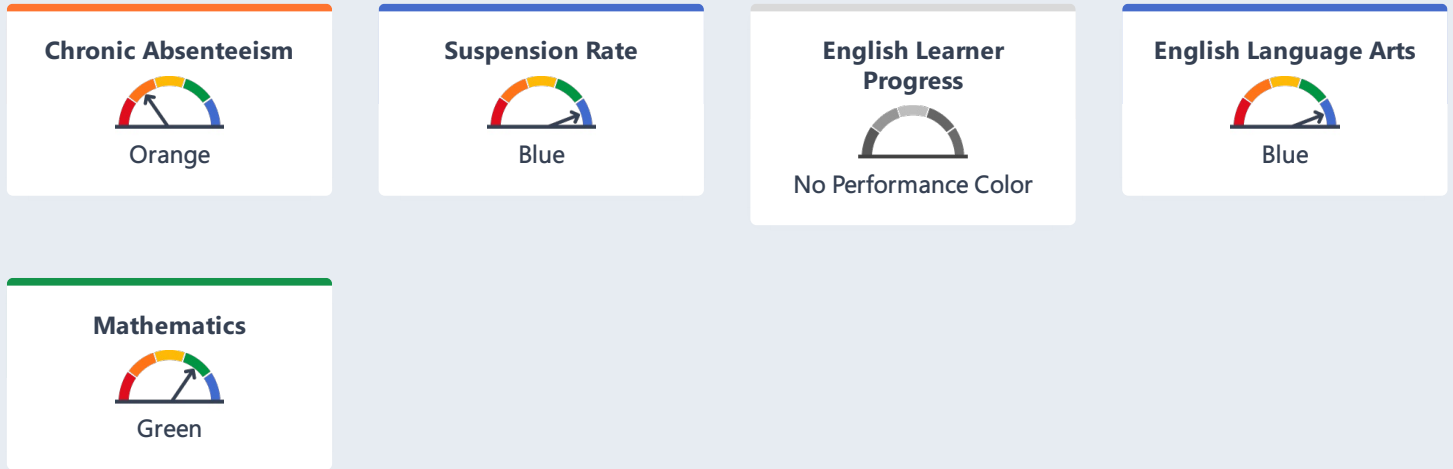
Reclassification data results can be requested from the school site.

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

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

Hancock Elementary

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

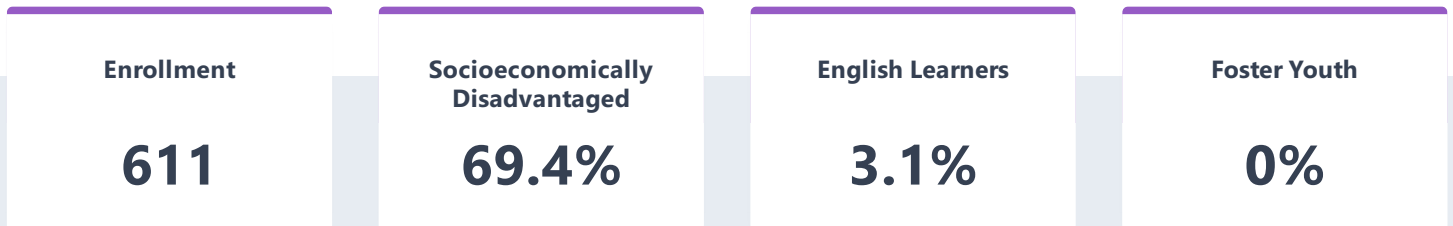


School Details

NAME Hancock Elementary	ADDRESS 3303 Taussig Street San Diego, CA 92124-3501	WEBSITE http://www.sandi.net/ha...	GRADES SERVED K-5
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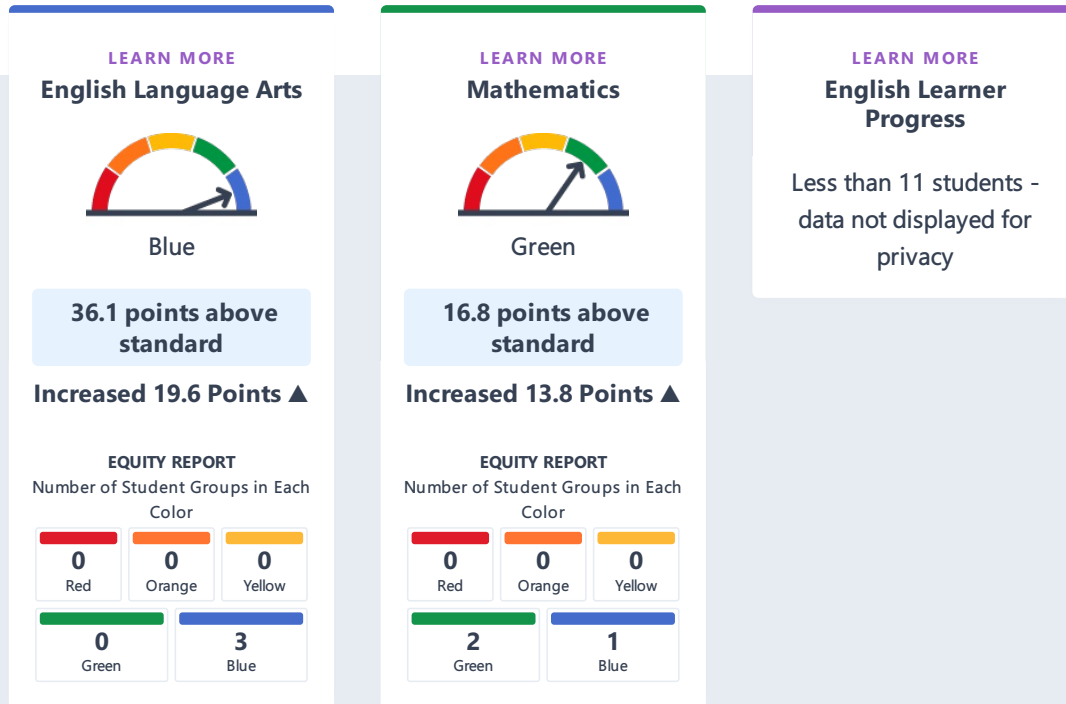
Student Population

Explore information about this school's student population.



Academic Performance

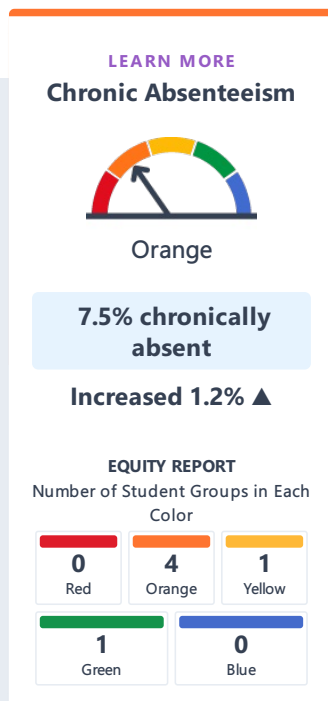
View Student Assessment Results and other aspects of school performance.



HANCOCK ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Blue

0.4% suspended at least once

Declined 0.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
0 Green	5 Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students



Blue

36.1 points above standard

Increased 19.6 Points ▲

Number of Students: 222

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

Hispanic
Socioeconomically Disadvantaged

White



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Two or More Races

Pacific Islander

Students with Disabilities

African American



No Performance Color

31.2 points above standard

Increased 28.6 Points ▲

Number of Students: 21

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

35.4 points above standard

Increased 8.1 Points ▲

Number of Students: 30

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

24.3 points below standard

Increased 43.5 Points ▲

Number of Students: 32

Hispanic



Blue

31.8 points above standard

Increased 21.5 Points ▲

Number of Students: 58

Socioeconomically Disadvantaged



Blue

31.7 points above standard

Increased 21.7 Points ▲

Number of Students: 154

White



Blue

35.9 points above standard

Increased 15.8 Points ▲

Number of Students: 101

Distance From Standard (English Language Arts)

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

2017

2018

2019

All Students 8.8 points above standard

16.5 points above standard

36.1 points above standard

English Language Arts Data Comparisons: English Learners

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


Current English Learners	Reclassified English Learners	English Only
No Data	No Data	36.7 points above standard
No Data	No Data	Increased 19.2 Points ▲
Number of Students: 3	Number of Students: 3	Number of Students: 212

Mathematics

All Students

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

All Students


Green

16.8 points above standard







Increased 13.8 Points ▲

Number of Students: 222

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

 Red No Students	 Orange No Students	 Yellow No Students
 Green Hispanic White	 Blue Socioeconomically Disadvantaged	 No Performance Color African American American Indian Asian English Learners Filipino



African American



No Performance Color

11 points below standard

Increased 5.2 Points ▲

Number of Students: 21

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

9.2 points above standard

Increased 10.3 Points ▲

Number of Students: 30

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

9.7 points below standard

Increased 47.4 Points ▲

Number of Students: 32

Hispanic



Green

12.5 points above standard

Increased 14.4 Points ▲

Number of Students: 58

White



Green

23 points above standard

Increased 8.6 Points ▲

Number of Students: 101

Socioeconomically Disadvantaged



Blue

12.8 points above standard

Increased 15.4 Points ▲

Number of Students: 154

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

	2017	2018	2019
All Students	7.6 points above standard	3 points above standard	16.8 points above standard

Mathematics Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	17.4 points above standard
No Data	No Data	Increased 14 Points ▲
Number of Students: 3	Number of Students: 3	Number of Students: 212

English Learner Progress Indicator

All English Learner Students

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

[LEARN MORE](#)
English Learner Progress

Less than 11 students - data not displayed for privacy

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

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

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Orange

7.5% chronically absent

Increased 1.2% ▲

Number of Students: 717

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

African American

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged



Yellow

White



Green

Two or More Races



Blue

No Students



No Performance Color

American Indian

Asian

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

English Learners



No Performance Color

4.5% chronically absent

Increased 4.5% ▲

Number of Students: 22

Filipino



No Performance Color

11.1% chronically absent

Increased 11.1% ▲

Number of Students: 18

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

African American



Orange

10.8% chronically absent

Increased 5.5% ▲

Number of Students: 65

Students with Disabilities



Orange

8.2% chronically absent

Increased 2.3% ▲

Number of Students: 110

Hispanic



Orange

9.9% chronically absent

Increased 2.6% ▲

Number of Students: 161

Socioeconomically Disadvantaged



Orange

7.3% chronically absent

Increased 0.7% ▲

Number of Students: 491

White



Yellow

6.3% chronically absent

Maintained 0.1%

Number of Students: 350

Two or More Races



Green

4.5% chronically absent

Declined 0.7% ▼

Number of Students: 110

Conditions and Climate

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

Suspension Rate

All Students

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

All Students



Blue

0.4% suspended at least once

Declined 0.6% ▼

Number of Students: 734

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

White



Green

No Students



Blue

- African American
- Hispanic
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities



No Performance Color

- American Indian
- Asian
- English Learners
- Filipino
- Homeless
- Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

English Learners



No Performance Color

0% suspended at least once

Declined 6.3% ▼

Number of Students: 22

Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 18

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



Yellow

0.8% suspended at least once

Increased 0.3% ▲

Number of Students: 358

African American



Blue

0% suspended at least once

Declined 3.2% ▼

Number of Students: 68

Hispanic



Blue

0% suspended at least once

Declined 1.5% ▼

Number of Students: 165

Two or More Races



Blue

0% suspended at least once

Declined 1% ▼

Number of Students: 112

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Declined 1.1% ▼

Number of Students: 504

Students with Disabilities



Blue

0% suspended at least once

Declined 1.9% ▼

Number of Students: 111

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.3%	1%	0.4%



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	261	44.1	296	55.4	248	55.2	263	63.5	248	68.1	24.0	4.6	254	31.9	294	44.9	248	50.8	262	56.5	248	59.7	27.8	3.2
Female	122	52.5	140	59.3	111	63.1	120	67.5	128	71.9	19.4	4.4	120	30.0	139	38.8	111	47.7	120	52.5	128	55.5	25.5	3.0
Male	139	36.7	156	51.9	137	48.9	143	60.1	120	64.2	27.5	4.1	134	33.6	155	50.3	137	53.3	142	59.9	120	64.2	30.6	4.3
African American	36	41.7	39	43.6	34	29.4	28	53.6	26	65.4	23.7	11.8	36	22.2	39	25.6	34	23.5	28	39.3	26	46.2	24.0	6.9
Asian**	0	-	1	81.0	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
Filipino	4	-	10	70.0	9	-	7	-	7	-	-	-	4	-	10	60.0	9	-	7	-	7	-	-	-
Hispanic	68	33.8	73	50.7	55	47.3	65	55.4	64	62.5	28.7	7.1	67	20.9	72	40.3	55	45.5	65	47.7	64	59.4	38.5	11.7
Indochinese**	1	-	1	41.7	0	-	2	-	-	-	-	-	1	-	1	-	0	-	2	-	-	-	-	-
Native American	0	-	3	64.7	1	-	3	-	3	-	-	-	0	-	3	-	1	-	3	-	3	-	-	-
Pacific Islander	4	-	4	47.6	3	-	1	-	1	-	-	-	4	-	4	-	3	-	1	-	1	-	-	-
White	119	48.7	129	65.1	113	64.6	117	65.8	112	70.5	21.8	4.7	116	37.9	128	55.5	113	65.5	116	64.7	112	64.3	26.4	-0.4
Multiracial	29	44.8	36	36.1	33	51.5	40	72.5	33	69.7	24.9	-2.8	26	42.3	36	33.3	33	36.4	40	52.5	33	51.5	9.2	-1.0
English Learner	6	-	5	15.2	6	-	4	-	5	-	-	-	6	-	5	-	6	-	4	-	5	-	-	-
English-Speaking	255	44.7	291	55.7	242	56.2	259	64.5	243	69.5	24.8	5.0	248	32.3	289	45.3	242	52.1	258	57.4	243	60.9	28.6	3.5
Reclassified†	3	-	1	89.7	2	-	2	-	3	-	-	-	3	-	1	-	2	-	2	-	3	-	-	-
Initially Eng. Speaking	252	44.8	290	55.5	240	55.8	257	64.2	240	69.2	24.4	5.0	245	32.7	288	45.5	240	51.7	256	57.0	240	60.8	28.1	3.8
Econ. Disadv.*	189	38.6	203	49.8	166	48.2	178	58.4	170	65.3	26.7	6.9	183	31.1	201	43.3	166	42.2	177	53.1	170	61.2	30.1	8.1
Non-Econ. Disadv.	72	58.3	93	67.7	82	69.5	85	74.1	78	74.4	16.1	0.3	71	33.8	93	48.4	82	68.3	85	63.5	78	56.4	22.6	-7.1
Gifted	61	57.4	71	71.8	47	63.8	31	83.9	46	95.7	38.3	11.8	59	55.9	71	74.6	47	72.3	31	83.9	46	97.8	41.9	13.9
Not Gifted	200	40.0	225	50.2	201	53.2	232	60.8	202	61.9	21.9	1.1	195	24.6	223	35.4	201	45.8	231	52.8	202	51.0	26.4	-1.8
With Disabilities	44	6.8	33	15.2	30	26.7	29	20.7	34	32.4	25.6	11.7	43	9.3	33	21.2	30	26.7	29	17.2	34	44.1	34.8	26.9
WO Disabilities	217	51.6	263	60.5	218	59.2	234	68.8	214	73.8	22.2	5.0	211	36.5	261	47.9	218	54.1	233	61.4	214	62.1	25.6	0.7
Homeless	1	-	0	45.5	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	254	43.7	289	55.7	242	55.0	253	63.6	240	68.8	25.1	5.2	247	31.6	287	44.6	242	50.4	252	56.7	240	60.0	28.4	3.3

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

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	85	42.4	112	51.8	85	57.6	95	61.1	88	67.0	24.6	5.9	84	46.4	112	49.1	85	50.6	95	61.1	88	68.2	21.8	7.1
Female	34	50.0	55	47.3	40	75.0	40	65.0	54	72.2	22.2	7.2	34	38.2	55	45.5	40	52.5	40	55.0	54	64.8	26.6	9.8
Male	51	37.3	57	56.1	45	42.2	55	58.2	34	58.8	21.5	0.6	50	52.0	57	52.6	45	48.9	55	65.5	34	73.5	21.5	8.0
African American	8	-	8	43.6	12	25.0	11	63.6	7	-	-	-	9	-	8	-	12	16.7	11	54.5	7	-	-	-
Asian**	0	-	0	81.0	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	5	70.0	4	-	2	-	2	-	-	-	0	-	5	-	4	-	2	-	2	-	-	-
Hispanic	18	33.3	28	42.9	19	57.9	23	34.8	23	56.5	23.2	21.7	18	38.9	28	50.0	19	52.6	23	39.1	23	65.2	26.3	26.1
Indochinese**	0	-	0	41.7	0	-	1	-	-	-	-	-	0	-	0	-	0	-	1	-	-	-	-	-
Native American	0	-	2	64.7	0	-	1	-	1	-	-	-	0	-	2	-	0	-	1	-	1	-	-	-
Pacific Islander	2	-	2	47.6	1	-	0	-	1	-	-	-	2	-	2	-	1	-	0	-	1	-	-	-
White	46	50.0	48	58.3	39	66.7	44	70.5	40	67.5	17.5	-3.0	45	51.1	48	56.3	39	66.7	44	75.0	40	67.5	16.4	-7.5
Multiracial	11	36.4	19	26.3	10	50.0	13	61.5	13	84.6	48.2	23.1	10	60.0	19	26.3	10	20.0	13	46.2	13	76.9	16.9	30.7
English Learner	1	-	4	15.2	3	-	2	-	2	-	-	-	1	-	4	-	3	-	2	-	2	-	-	-
English-Speaking	84	41.7	108	51.9	82	58.5	93	62.4	86	68.6	26.9	6.2	83	45.8	108	50.0	82	52.4	93	62.4	86	69.8	24.0	7.4
Reclassified†	0	-	0	89.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Initially Eng. Speaking	84	41.7	108	51.9	82	58.5	93	62.4	86	68.6	26.9	6.2	83	45.8	108	50.0	82	52.4	93	62.4	86	69.8	24.0	7.4
Econ. Disadv.*	62	41.9	77	46.8	60	53.3	64	54.7	57	64.9	23.0	10.2	62	46.8	77	42.9	60	41.7	64	56.3	57	71.9	25.1	15.6
Non-Econ. Disadv.	23	43.5	35	62.9	25	68.0	31	74.2	31	71.0	27.5	-3.2	22	45.5	35	62.9	25	72.0	31	71.0	31	61.3	15.8	-9.7
Gifted	21	52.4	21	66.7	22	59.1	6	-	16	100.0	47.6	-	20	60.0	21	76.2	22	72.7	6	-	16	100.0	40.0	-
Not Gifted	64	39.1	91	48.4	63	57.1	89	60.7	72	59.7	20.6	-1.0	64	42.2	91	42.9	63	42.9	89	60.7	72	61.1	18.9	0.4
With Disabilities	16	0.0	8	15.2	12	33.3	12	16.7	16	50.0	50.0	33.3	16	12.5	8	-	12	50.0	12	8.3	16	56.3	43.8	48.0
WO Disabilities	69	52.2	104	53.8	73	61.6	83	67.5	72	70.8	18.6	3.3	68	54.4	104	49.0	73	50.7	83	68.7	72	70.8	16.4	2.1
Homeless	1	-	0	45.5	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	82	43.9	111	51.4	83	56.6	89	60.7	83	68.7	24.8	8.0	81	45.7	111	48.6	83	50.6	89	61.8	83	68.7	23.0	6.9

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

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	99	41.4	79	54.4	102	53.9	85	67.1	84	64.3	22.9	-2.8	94	27.7	79	55.7	102	51.0	85	55.3	84	53.6	25.9	-1.7
Female	50	54.0	34	58.8	45	55.6	42	73.8	36	61.1	7.1	-12.7	48	29.2	34	47.1	45	48.9	42	54.8	36	47.2	18.0	-7.6
Male	49	28.6	45	51.1	57	52.6	43	60.5	48	66.7	38.1	6.2	46	26.1	45	62.2	57	52.6	43	55.8	48	58.3	32.2	2.5
African American	18	38.9	10	20.0	13	46.2	9	-	11	72.7	33.8	-	17	23.5	10	30.0	13	30.8	9	-	11	45.5	22.0	-
Asian**	0	-	0	81.0	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	3	-	1	70.0	3	-	3	-	1	-	-	-	3	-	1	-	3	-	3	-	1	-	-	-
Hispanic	24	25.0	18	50.0	23	43.5	23	73.9	19	47.4	22.4	-26.5	23	17.4	18	50.0	23	39.1	23	60.9	19	47.4	30.0	-13.5
Indochinese**	0	-	0	41.7	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	1	64.7	1	-	1	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
Pacific Islander	1	-	1	47.6	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
White	44	45.5	41	68.3	44	59.1	39	64.1	38	71.1	25.6	7.0	42	31.0	41	65.9	44	65.9	39	56.4	38	60.5	29.5	4.1
Multiracial	9	-	7	26.3	17	52.9	10	80.0	13	53.8	-	-26.2	8	-	7	-	17	41.2	10	50.0	13	46.2	-	-3.8
English Learner	2	-	0	15.2	2	-	2	-	2	-	-	-	2	-	0	-	2	-	2	-	2	-	-	-
English-Speaking	97	42.3	79	54.4	100	55.0	83	68.7	82	65.9	23.6	-2.8	92	28.3	79	55.7	100	52.0	83	56.6	82	54.9	26.6	-1.7
Reclassified†	0	-	0	89.7	2	-	0	-	2	-	-	-	0	-	0	-	2	-	0	-	2	-	-	-
Initially Eng. Speaking	97	42.3	79	54.4	98	54.1	83	68.7	80	65.0	22.7	-3.7	92	28.3	79	55.7	98	51.0	83	56.6	80	53.8	25.5	-2.8
Econ. Disadv.*	76	35.5	60	48.3	67	44.8	59	62.7	57	57.9	22.4	-4.8	71	26.8	60	55.0	67	43.3	59	54.2	57	52.6	25.8	-1.6
Non-Econ. Disadv.	23	60.9	19	73.7	35	71.4	26	76.9	27	77.8	16.9	0.9	23	30.4	19	57.9	35	65.7	26	57.7	27	55.6	25.2	-2.1
Gifted	25	52.0	23	69.6	14	71.4	18	88.9	15	86.7	34.7	-2.2	24	50.0	23	78.3	14	71.4	18	88.9	15	93.3	43.3	4.4
Not Gifted	74	37.8	56	48.2	88	51.1	67	61.2	69	59.4	21.6	-1.8	70	20.0	56	46.4	88	47.7	67	46.3	69	44.9	24.9	-1.4
With Disabilities	13	15.4	14	7.1	10	40.0	7	-	9	-	-	-	12	16.7	14	14.3	10	20.0	7	-	9	-	-	-
WO Disabilities	86	45.3	65	64.6	92	55.4	78	70.5	75	69.3	24.0	-1.2	82	29.3	65	64.6	92	54.3	78	57.7	75	57.3	28.0	-0.4
Homeless	0	-	0	45.5	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	96	39.6	77	55.8	100	54.0	84	66.7	82	64.6	25.0	-2.1	91	27.5	77	55.8	100	51.0	84	54.8	82	54.9	27.4	0.1

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	77	49.4	105	60.0	61	54.1	83	62.7	76	73.7	24.3	11.0	76	21.1	103	32.0	61	50.8	82	52.4	76	56.6	35.5	4.2
Female	38	52.6	51	72.5	26	57.7	38	63.2	38	81.6	29.0	18.4	38	23.7	50	26.0	26	38.5	38	47.4	38	50.0	26.3	2.6
Male	39	46.2	54	48.1	35	51.4	45	62.2	38	65.8	19.6	3.6	38	18.4	53	37.7	35	60.0	44	56.8	38	63.2	44.8	6.4
African American	10	60.0	21	47.6	9	-	8	-	8	-	-	-	10	20.0	21	23.8	9	-	8	-	8	-	-	-
Asian**	0	-	1	81.0	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Filipino	1	-	4	70.0	2	-	2	-	4	-	-	-	1	-	4	-	2	-	2	-	4	-	-	-
Hispanic	26	42.3	27	59.3	13	38.5	19	57.9	22	81.8	39.5	23.9	26	11.5	26	23.1	13	46.2	19	42.1	22	63.6	52.1	21.5
Indochinese**	1	-	1	41.7	0	-	1	-	-	-	-	-	1	-	1	-	0	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	1	-	1	47.6	1	-	1	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
White	29	51.7	40	70.0	30	70.0	34	61.8	34	73.5	21.8	11.7	29	27.6	39	43.6	30	63.3	33	60.6	34	64.7	37.1	4.1
Multiracial	9	-	10	60.0	6	-	17	76.5	7	-	-	-	8	-	10	40.0	6	-	17	58.8	7	-	-	-
English Learner	3	-	1	15.2	1	-	0	-	1	-	-	-	3	-	1	-	1	-	0	-	1	-	-	-
English-Speaking	74	51.4	104	60.6	60	55.0	83	62.7	75	74.7	23.3	12.0	73	21.9	102	32.4	60	51.7	82	52.4	75	57.3	35.4	4.9
Reclassified†	3	-	1	89.7	0	-	2	-	1	-	-	-	3	-	1	-	0	-	2	-	0	-	-	-
Initially Eng. Speaking	71	52.1	103	60.2	60	55.0	81	61.7	74	74.3	22.2	12.6	70	22.9	101	32.7	60	51.7	80	51.2	74	58.1	35.2	6.9
Econ. Disadv.*	51	39.2	66	54.5	39	46.2	55	58.2	56	73.2	34.0	15.0	50	18.0	64	32.8	39	41.0	54	48.1	56	58.9	40.9	10.8
Non-Econ. Disadv.	26	69.2	39	69.2	22	68.2	28	71.4	20	75.0	5.8	3.6	26	26.9	39	30.8	22	68.2	28	60.7	20	50.0	23.1	-10.7
Gifted	15	73.3	27	77.8	11	63.6	7	-	15	100.0	26.7	-	15	60.0	27	70.4	11	72.7	7	-	15	100.0	40.0	-
Not Gifted	62	43.5	78	53.8	50	52.0	76	60.5	61	67.2	23.7	6.7	61	11.5	76	18.4	50	46.0	75	49.3	61	45.9	34.4	-3.4
With Disabilities	15	6.7	11	18.2	30	26.7	10	20.0	9	-	-	-	15	0.0	11	9.1	30	26.7	10	20.0	9	-	-	-
WO Disabilities	62	59.7	94	64.9	53	62.3	73	68.5	67	82.1	22.4	13.6	61	26.2	92	34.8	53	58.5	72	56.9	67	58.2	32.0	1.3
Homeless	0	-	0	45.5	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	76	48.7	101	60.4	59	54.2	80	63.7	75	73.3	24.6	9.6	75	21.3	99	31.3	59	49.2	79	53.2	75	56.0	34.7	2.8

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

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

APPENDIX E

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

SCHOOL NAME: HANCOCK ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The School Counselor and Attendance Assistant will meet weekly with the Principal and School Nurse to form the Attendance Team who will identify students who become chronically absent and provide interventions and strategies to promote higher attendance with these students as well as provide strategies, incentives and awards to all students school wide. The Attendance Assistant will post daily attendance (from the previous day's attendance in Power School) to publicize the rate to students and families on a daily basis. Families who fall into the chronically absent or tardy realm will be invited to Attendance Team meetings in order to help provide strategies to parents in order to increase their child's attendance. Home visits will be arranged for families who have difficulty making the meetings.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Attendance Asst	0.37500	\$15,090.17	30100-2404	Increase student attendance school wide and decrease chronic absenteeism. (Laurie Beeler)	Hancock Attendance rate is within the top 3 of the Serra Cluster schools each month.	Hancock attendance rate averages 95% to 98% daily.	Provide incentives for student attendance – awards, Saturday school for make ups, drawings for prizes.
School Counselor	0.30000	\$39,493.72	30106-1210	Increase student	Counselor is able	Counselor is not	If more funds

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				attendance school wide and decrease chronic absenteeism.	to meet with students who are experiencing trauma or difficulties and are removed from the classroom setting in order to have them reset and return to the classroom in order to maximize instructional time. The counselor also addresses chronic absenteeism and tardiness.	available daily as the district and supplemental Title budget does not allow for a full time counselor.	become available they will be applied to this area to maximize the counselor's effectiveness. The counselor will lead weekly Attendance Team meetings (members – Counselor, Attendance Clerk, Nurse and Principal.) in order to increase daily attendance and address concerns with families of students who have chronic absences or tardiness.
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 2

***Strategy/Activity - Description**

In School Resource Teacher will provide intervention support for students identified by teachers through analysis of work samples and data. She will support teachers during their PLCs on minimum days in order to provide suggested supports for the classroom on these students as well as other students who are in need of some support, but do not participate in interventions.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.50000	\$68,940.43	30100-1109	support closing the achievement gap and professional development	Students who are not meeting grade level standards in ELA receive interventions from a highly qualified certificated teacher.	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate often with In School Resource Teacher.	When more funding is available to provide more time they will be applied to this strategy. In School Resource Teacher's schedule will accommodate to be present on Thursdays when teachers meet in monthly PLCs.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Library Assistant - will provide all students the opportunity to select books for home reading which is a proven strategy to involve parents in their child's daily reading at home in order to improve student achievement.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst -	0.25000	\$15,725.40	30100-2231	support closing the achievement gap	100% of students are able to check out books to have access to books at home, approximately 95% of students are able to return books and continue pattern.	When students (approximately 5%) do not return books or damage books without paying for them they cannot check out books therefore limiting their access outside of the classroom setting.	Because it is mostly effective at 95% of students being able to access books through the library, the only modification would be to allow students who don't return books or damage them to only have them at school and not for take home purposes.

Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity - Description**

Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs.

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

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$10,387.00	30100-4301	Support closing the achievement gap.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.
Supplies		\$5,607.00	30106-4301	Support closing the achievement gap.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							ensure we are able to purchase necessary supplemental materials.
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Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 2

***Strategy/Activity - Description**

In School Resource Teacher - will provide intervention support for students identified by teachers through analysis of work samples and data. She will support teachers during their PLCs on minimum days in order to provide suggested supports for the classroom on these students as well as other students who are in need of some support, but do not participate in interventions.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	--	--	30100-1109	Support closing the achievement gap.	Students who are not meeting grade level standards in ELA receive interventions from a highly qualified certificated teacher.	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate often with In School Resource Teacher.	When more funding is available to provide more time they will be applied to this strategy. In School Resource Teacher's schedule will accommodate to be present on Thursdays when teachers meet in monthly PLCs.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Support closing the achievement gap.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.
Supplies	--	--	30106-4301	Support closing the achievement gap.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					grade level and by curriculum areas.		new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.
--	--	--	--	--	--------------------------------------	--	---

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 2

***Strategy/Activity - Description**

In School Resource Teacher - will provide intervention support for students identified by teachers through analysis of work samples and data. She will support teachers during their PLCs on minimum days in order to provide suggested supports for the classroom on these students as well as other students who are in need of some support, but do not participate in interventions.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	--	--	30100-1109	Support closing the achievement gap for students with disabilities.	Students who are not meeting grade level standards in ELA receive interventions from a highly qualified certificated teacher.	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate often with In School Resource Teacher.	When more funding is available to provide more time they will be applied to this strategy. In School Resource Teacher's schedule will accommodate to be present on Thursdays when teachers meet in monthly PLCs.

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Support closing the achievement gap for students with disabilities.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.
Supplies	--	--	30106-4301	Support closing the achievement gap for students with disabilities	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					grade level and by curriculum areas.		new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.
--	--	--	--	--	--------------------------------------	--	---

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 2

***Strategy/Activity - Description**

In School Resource Teacher - will provide intervention support for students identified by teachers through analysis of work samples and data. She will support teachers during their PLCs on minimum days in order to provide suggested supports for the classroom on these students as well as other students who are in need of some support, but do not participate in interventions.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	--	--	30100-1109	Support closing the achievement gap and increase graduation/promotion rates.	Students who are not meeting grade level standards in ELA receive interventions from a highly qualified certificated teacher.	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate often with In School Resource Teacher.	When more funding is available to provide more time they will be applied to this strategy. In School Resource Teacher's schedule will accommodate to be present on Thursdays when teachers meet in monthly PLCs.

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Support closing the achievement gap and increase graduation and promotion rates.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.
Supplies	--	--	30106-4301	Support closing the achievement gap and increase graduation and promotion rates.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					grade level and by curriculum areas.		new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.
--	--	--	--	--	--------------------------------------	--	---

Note/Reminders (optional):

Goal 6 - Family Engagement							
Strategy/Activity 1							
*Strategy/Activity - Description							
Provide materials for workshops and committee meetings and light refreshments.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$758.00	30103-4301	Support closing the achievement gap and increase parent participation.	Families all receive Standards Based Report Cards each Trimester and participate in Parent Teacher Conferences in the Fall and Spring. Multiple Families attend events throughout the year to include Back to School Night, Parent Academic Workshops, Family Literacy	Although almost every family participates in Parent Conferences for Standards Based Report Card periods, not all families participate in workshops, or the Literacy or Math nights.	A parent will live stream the workshops for those that cannot attend in person. Opportunity drawings will be held at workshops and Literacy/Math nights in order to incentivize more attendance.

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Night, Family Math Night, etc.		
Inservice supplies		\$2,000.00	30103-4304	Support closing the achievement gap and increase parent participation with light refreshments.	Multiple Families attend events throughout the year to include Back to School Night, Parent Academic Workshops, Family Literacy	Although almost every family participates in Parent Conferences for Standards Based Report Card periods, not all families participate in workshops, or the Literacy or Math nights.	Families expressed appreciation for the light refreshments and that it was an incentive for their attendance. For 2020-21 school year we will be adding child care funds to allow parents to attend meetings without disruption to the parent by their school aged children who have to come along.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: HANCOCK ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning

Teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in a continuous cycle of learning which includes looking at student work/data, analyzing what students need (reteaching, next critical concept, etc.) planning lessons to implement, planning assessments around the standard/critical concept, and identifying dates of implementation.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$9,999.54	09800-1192	support closing the achievement gap and professional development	Teachers are able to attend Professional Learning Community (PLC) meetings by being released from the classroom with funds for Visiting Teachers. Teachers are then able to review data, make adjustments to instruction, and plan	What does not work is when visiting teachers do not pick up the absence, or pick up and then drop the absence leaving the teacher unable to attend the PLC meeting with colleagues.	Staff and SSC felt the ability to meet in PLC's far outweighed the times teachers miss due to Visiting Teacher not picking up the absence and recommended that we continue the practice of having PLC's with Visiting Teacher funds

Hancock Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					for future instruction.		available to release teachers.
Note/Reminders (optional):							
Strategy/Activity 4							
*Strategy/Activity - Description							
Software Licenses - will provide all students the opportunity to access online reading resources and support within the classroom as well as at home. Students in grades TK - 2 will have access to Reading A-Z (RAZ Kids) and students in grades 3-5 will have access to Achieve 3000. Both programs have a history of proven effectiveness in raising student achievement. They both provide teachers data results on their students' progress within each program.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$5,000.00	09800-5841	Support closing the achievement gap in ELA.	Achieve 3000 and RaZ Kids are two program licenses we purchase and have proven to show documented frequent participation and increased progress in students.	Although there are a plethora of software programs that could be potentially advantageous to our students there isn't enough funding or time in the day to have students utilize every program that is available.	The site agreed to continue with the current licenses as they were determined to be effective. Any potential new programs will be vetted by the classroom teachers and a recommendation will be made to SSC.
Note/Reminders (optional):							
Strategy/Activity 5							
*Strategy/Activity - Description							

Hancock Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$3,603.00	09800-4301	Support closing the achievement gap.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning - teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in a continuous cycle of learning which includes looking at student work/data, analyzing what students need (reteaching, next critical concept, etc.) planning lessons to implement, planning assessments around the standard/critical concept, and identifying dates of implementation.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support closing the achievement gap.	Teachers are able to attend Professional Learning Community (PLC) meetings by being released from the classroom with funds for Visiting Teachers. Teachers are then able to review data, make adjustments to instruction, and plan for future instruction.	What does not work is when visiting teachers do not pick up the absence, or pick up and then drop the absence leaving the teacher unable to attend the PLC meeting with colleagues.	Staff and SSC felt the ability to meet in PLC's far outweighed the times teachers miss due to Visiting Teacher not picking up the absence and recommended that we continue the practice of having PLC's with Visiting Teacher funds available to release teachers.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional

Hancock Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Support closing the achievement gap.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning - teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in a continuous cycle of learning which includes looking at student work/data, analyzing what students need (reteaching, next critical concept, etc.) planning lessons to implement, planning assessments around the standard/critical concept, and identifying dates of implementation.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support closing the achievement gap.	Teachers are able to attend Professional Learning Community (PLC) meetings by being released from the classroom with funds for Visiting Teachers. Teachers are then able to review data, make adjustments to instruction, and plan for future instruction.	What does not work is when visiting teachers do not pick up the absence, or pick up and then drop the absence leaving the teacher unable to attend the PLC meeting with colleagues.	Staff and SSC felt the ability to meet in PLC's far outweighed the times teachers miss due to Visiting Teacher not picking up the absence and recommended that we continue the practice of having PLC's with Visiting Teacher funds available to release teachers.

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

In School Resource Teacher - will provide intervention support for students identified by teachers through analysis of work samples and data. She will

Hancock Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

support teachers during their PLCs on minimum days in order to provide suggested supports for the classroom on these students as well as other students who are in need of some support, but do not participate in interventions. She will also implement the initial and annual ELPAC for all students. This is important as a site that is 98% military we are constantly enrolling students throughout the year.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.25001	\$34,471.57	09800-1109	Support closing the achievement gap for English Learners.	Students who are not meeting grade level standards in ELA receive interventions from a highly qualified certificated teacher.	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate often with In School Resource Teacher.	When more funding is available to provide more time they will be applied to this strategy. In School Resource Teacher's schedule will accommodate to be present on Thursdays when teachers meet in monthly PLCs.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning - teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in a continuous cycle of learning which includes looking at student work/data, analyzing what students need (reteaching, next critical concept, etc.) planning lessons to implement, planning assessments around the standard/critical concept, and identifying dates of implementation.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support closing the achievement gap for students with disabilities.	Teachers are able to attend Professional Learning Community (PLC) meetings by being released from the classroom with funds for Visiting Teachers. Teachers are then able to review data, make adjustments to instruction, and plan for future instruction.	What does not work is when visiting teachers do not pick up the absence, or pick up and then drop the absence leaving the teacher unable to attend the PLC meeting with colleagues.	Staff and SSC felt the ability to meet in PLC's far outweighed the times teachers miss due to Visiting Teacher not picking up the absence and recommended that we continue the practice of having PLC's with Visiting Teacher funds available to release teachers.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Software Licenses - will provide all students the opportunity to access online reading resources and support within the classroom as well as at

Hancock Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

home. Students in grades TK - 2 will have access to Reading A-Z (RAZ Kids) and students in grades 3-5 will have access to Achieve 3000. Both programs have a history of proven effectiveness in raising student achievement. They both provide teachers data results on their students' progress within each program. The programs can be set at a student's reading level so that students with disabilities can access the online curriculum.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	--	--	09800-5841	Support closing the achievement gap for students with disabilities.	Achieve 3000 and RaZ Kids are two program licenses we purchase and have proven to show documented frequent participation and increased progress in students.	Although there are a plethora of software programs that could be potentially advantageous to our students there isn't enough funding or time in the day to have students utilize every program that is available.	The site agreed to continue with the current licenses as they were determined to be effective. Any potential new programs will be vetted by the classroom teachers and a recommendation will be made to SSC.

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs.

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

Analysis:

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

Description:

Hancock Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Support closing the achievement gap for students with disabilities	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning - teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Visiting teachers will allow teachers to come out of the classroom to participate in a continuous cycle of learning which includes looking at student work/data, analyzing what students need (reteaching, next critical concept, etc.) planning lessons to implement, planning assessments around the standard/critical concept, and identifying dates of implementation.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support closing the achievement gap and increase graduation and promotion rate.	Teachers are able to attend Professional Learning Community (PLC) meetings by being released from the classroom with funds for Visiting Teachers. Teachers are then able to review data, make adjustments to instruction, and plan for future instruction.	What does not work is when visiting teachers do not pick up the absence, or pick up and then drop the absence leaving the teacher unable to attend the PLC meeting with colleagues.	Staff and SSC felt the ability to meet in PLC's far outweighed the times teachers miss due to Visiting Teacher not picking up the absence and recommended that we continue the practice of having PLC's with Visiting Teacher funds available to release teachers.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Software Licenses - will provide all students the opportunity to access online reading resources and support within the classroom as well as at

Hancock Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

home. Students in grades TK - 2 will have access to Reading A-Z (RAZ Kids) and students in grades 3-5 will have access to Achieve 3000. Both programs have a history of proven effectiveness in raising student achievement. They both provide teachers data results on their students' progress within each program.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	--	--	09800-5841	Support closing the achievement gap and increase the graduation and promotion rates.	Achieve 3000 and RaZ Kids are two program licenses we purchase and have proven to show documented frequent participation and increased progress in students.	Although there are a plethora of software programs that could be potentially advantageous to our students there isn't enough funding or time in the day to have students utilize every program that is available.	The site agreed to continue with the current licenses as they were determined to be effective. Any potential new programs will be vetted by the classroom teachers and a recommendation will be made to SSC.

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Supplies - will allow the school site to purchase needed instructional supplies which is a critical part of teaching and learning, maximizes instructional time, helps to close the achievement gap and provide necessary documents and data for professional development and PLCs.

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

Analysis:

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

Description:

Hancock Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Support closing the achievement gap and increase graduation and promotion rates.	Students have access to supplies needed in order to participate appropriately in class based on teacher requests for what is needed by grade level and by curriculum areas.	Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies.	Work with staff, families and our Parent Teacher Foundation on what we can get in donations, how much we need to keep in reserve, as new curriculum adoptions are embarking we reserve funds to ensure we are able to purchase necessary supplemental materials.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?