THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HANCOCK ELEMENTARY SCHOOL

2022-23

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: 619/605-3200;
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
☒ SPSA Assessment and Evaluation Summary
☒ Parent & Family Engagement Policy
☒ School Parent Compact

Board Approval: *January 24, 2023*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: __Hancock Elementary__   PHONE: __619-605-3200__   FAX: __858-278-6549__

SITE CONTACT PERSON: __Irene Hightower__   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 I Schoolwide Programs (SWP)   ☐ CSI School   ☐ ATSI School

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

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

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

☒	English Learner Advisory Committee (ELAC)	Date of presentation: __10/4/22__
☐	Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
☐	Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
☐	Site Governance Team (SGT)	Date of presentation: _____
☒	Other (list): __PTF__	Date of presentation: __10/7/22__

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

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

3. The site plan or revisions to the site plan were adopted by the SSC on: __10/10/2022__

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	10/10/22
Type/Print Name of School Principal	Signature of School Principal / Date
Dawn Ong	10/10/22
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Meridith Galaviz	10/10/22
Type/Print Name of ELAC Representative	Signature of ELAC Representative / Date
Bruce R. Ivins	10/5/22
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

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

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title I School wide Program School. Hancock Elementary serves a number of students of equity issues including approximately 64% 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 (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

The Hancock community and committees met on the following dates and discussed this plan for the 2022-23 school year:
February 3, 2022 - ELAC met to hear about the SPSA and budget for the 2022-23 school year and provide input to SSC.
February 7, 2022 - SSC met to hear preliminary information about the school budget.
February 10, 2022 - Staff met to provide input to SSC for the 2022-23 budget.
February 13, 2022 - An online video of the budget for the 2022-23 school year was presented and link was made available in the school newsletter that goes out to all stakeholders to provide input by February 20, 2022, for SSC to consider
February 14, 2022 – SGT met to provide input to SSC for the 2022-23 budget.
February 22, 2022 - SSC met to approve review and approve the budget for 2022-23.
October 10, 2022 - SSC met to review goals and approve the submission of the SPSA to the Board of Education.

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, there was a significant decrease in 2022 where students in grades 3-5 met or exceeded standards in English Language Arts at 49% and in Math at 41%.

Unfortunately the pandemic of COVID-19 did not allow for much in person instruction for a majority of students during the 2020-21 school year. Teachers began bringing in students for Phase 1 instruction as early as October 19, 2020. But it was limited to the most needy students for short periods of time. Teachers began expanding more and more until Phase 2 began April 12, 2021. Due to the number of students wanting to return, spacing recommendations by the County Health Dept., parents who could not bring students due to their work schedules and little to no childcare options, the number of students who returned full-time was limited. The impact on learning continued to affect our students during the 2021-22 school year. In the fall of 2021 the requirements for students who had been exposed to COVID-19 could keep a student out for up to 21 days at a time. If students were exposed they could be out of school for multiple rounds. As the year went on the county loosened restrictions if students could attain a negative COVID test, but many parents for various reasons could not or would not have their child receive a test and therefore would put students out of the classroom for many rounds of 10 day intervals. Although we attempted to provide Independent Study Contracts and live interactions of instruction students would continually miss class online or not complete and turn in their contracts. These among other limitations increased the amount of learning loss for many of the students at Hancock.

Hancock teachers met with the principal in one-on-one meetings, in grade level teams with their ILT members as well as sat on various committees at the school site (SSC, SGT, PTF, ELAC). 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 close to 700 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. We also recognize the COVID-19 pandemic will create a wider gap in students' social and emotional well-being as well as those of our families. 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 0.50 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 an additional 0.10 FTE equating to 0.60 FTE or three days a week; which is still not enough to meet the needs of the school site.

Due to the pandemic of COVID-19 which shut down schools as of March 13, 2020, and then continued to impact student during the 2021-22 school year as mentioned above, it has been difficult to maintain consistent ELA instruction with our students due to a variety of attendance issues - requirements to be out of school for a number of days if someone in the home was COVID positive, requirement to have a negative COVID test to return to school earlier and parents refusal or inability to get a COVID test during surges, students/parents being offered Independent Study Contracts and live interactions for instruction, but not attending or completing assignments.

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. PLCs will focus on continuous cycles of improvement within the critical concepts of Math as outlined by the district. Students will 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. In past years the amount of funding allocated through the Local Control Funding Formula (LCFF) and Title I funds only allowed for a 0.60 FTE or three days a week person. The site has strategically voted to increase the funding of the Inschool Resource teacher from 0.60 to 1.0 full-time in order to attempt to address some of the inequities we know we're faced for the 2021-22 school year and based on the results of the 2022 SBAC/CAASPP continue to show the achievement gap that has been created by the long-term effects of the pandemic.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Irene Hightower	Principal
Anne Gonzalez	Classroom Teacher
Dawn Ong	Classroom Teacher
Arlette Anquillano	Classroom Teacher
Jessie Salas	Other School Representative
Beth Story	Parent
Karla Travieso Ayala	Parent
Katherine Gruber	Parent
Jamie Sanders	Parent
Sammantha Lee Lagae	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

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

Call to Action Belief Statement

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

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

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 and 2020-21 school years having lots of attendance issues due to how attendance could be counted and parents becoming frustrated with online schooling. Even as we transitioned to as much in person learning at the end of the 2021 school year and the entire 2021-22 school year, there were still a number of students who could not fully attend due to students being sent home with Covid-like symptoms and having to quarantine for 10 or more days, contracting Covid and being out of school or having a positive family member and requiring to quarantine. We are heightening our expectations for attendance as a district this year as the county has loosened restrictions around Covid. But we realize that this is our new normal.

*Major Differences

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

The major difference between our goal last year and moving forward are the continued affect COVID-19 has on our student's attendance which will continue to skew data.

*Changes

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

We will not be making any major changes as the importance of attendance data 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.

*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.

Due to the pandemic the California Dashboard was not updated and the data previously posted remains the same.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK - 5	Increase overall school wide attendance rate.	97.49%	98%	Attendance	Monthly
June 2023	TK -5	Decrease overall school wide chronic absenteeism rate	7.5%	3%	Chronic Absenteeism	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK - 5	Black or African American	Decrease overall chronic absenteeism rate.	10.8%	5%	Chronic Absenteeism	Annually
June 2023	TK - 5	Students with Disabilities	Decrease overall chronic absenteeism rate.	8.2%	5%	Chronic Absenteeism	Annually
June 2023	TK - 5	Hispanic or Latino	Decrease overall chronic absenteeism rate.	9.9%	5%	Chronic Absenteeism	Annually
June 2023	TK - 5	English Learner	Decrease overall chronic absenteeism rate.	4.5%	2%	Chronic Absenteeism	Annually

Supporting Black Youth - Additional Goals

✓ 1. Hancock's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓ 2. The staff diversity goal at Hancock is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Hancock's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

✓ 3. In the 2022-23 school year, Hancock will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.

✓ 4. Hancock will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

✓ 5. Hancock's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

✓ 6. Hancock will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓ 8. Hancock will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups

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, Associate 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 necessary.   Additionally the district is providing a resource person from Placement and Appeal to sit in on Attendance Team meetings and may help provide home visits with chronic cases. We also are hiring a Community Based School Site Coordinator who will also become a part of our Attendance Team and provide assistance and resource to our families when needed that relate to student attendance.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01362A	Attendance Asst -	0.37500	$12,655.88	$17,371.19	0136-30100-00-2404-3130-0000-01000-0000	Title I Basic Program	[no data]		Attendance assistant tracks the absences for students, follows up with parents, and attends weekly attendance team meetings with the site.
F01362B	School Counselor -	0.10000	$8,954.30	$14,387.53	0136-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Counselor leads weekly attendance team meetings, follow up meetings with parents, and makes home visits to support student attendance.

*Additional Supports for this Strategy/Activity

The School Nurse is an integral member of the Attendance Team in order to support strategies identified above.

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

Call to Action Belief Statements

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

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

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

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

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

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

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.
Hourly Teacher pay 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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

During the 21-22 year the Inschool Resource Teacher participated in monthly PLCs with teachers during their grade level PLCs after school hours via Zoom or in person. She was assisted by the additional FTE the district provided who also served as an in school resource teacher to double efforts on providing supports to students whom teachers decided at PLC meetings for intervention supports. Unfortunately the additional FTE resource will not be available for the 2022-23 school year. It may be more difficult for the one resource teacher to provide support as it was available during the 2021-22 school year.

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.
While planning the budget for the 2021-22 school year the staff, SSC and all community groups (PTF, SGT, ELAC) agreed that the Inschool Resource Teacher should be prioritized and increased the position from a 0.60 to a 1.0 daily position in order to address what we anticipate to be a large learning gap for almost every student in our community.
During the 2021-22 school year we anticipate teachers will move to meeting in PLCs after hours due to a lack of available substitutes and the Inschool Resource Teacher will be able to attend as meetings will most likely remain on Zoom either on Thursday minimum days or after work hours.
Because students are on campus this year, the Inschool Resource Teacher may push in or pull out small groups in order to work with identified groups of students. The ILT and staff also agreed to allow the additional 1.0 FTE the district provided to be a second Inschool Resource Teacher to double the work for the large number of students we see are behind grade level.
*Identified Need - English Language Arts
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. Although this shows fairly consistent increases, there was a significant decrease in 2022 where students in grades 3-5 met or exceeded standards in English Language Arts.
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.

*Goal 2 - English Language Arts						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3-5	will meet or exceed standards	49%	60%	CAASPP ELA	Annually
June 2023	3	will meet or exceed standards	41%	51%	CAASPP ELA	Annually
June 2023	4	will meet or exceed standards	56%	66%	CAASPP ELA	Annually
June 2023	5	will meet or exceed standards	53%	63%	CAASPP ELA	Annually

June 2023	3-5	Increase the number of students on the FAST aReading scoring at the 85th percentile and above	15%	25%	FAST aReading	Trimester

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	will meet or exceed standards	15%	50%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	will meet or exceed standards	46%	56%	CAASPP ELA	Annually
June 2023	3-5	English Learner	will meet or exceed standards	small group size	50%	CAASPP ELA	Annually

*Identified Need - Math

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 32% (2015) - 60% (2019) a 28% increase over a four year span in the area of Math. Although this shows fairly consistent increases, there was a significant decrease in 2022 where students in grades 3-5 met or exceeded standards in Math at 41%.

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.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	will meet or exceed standards	41%	51%	CAASPP Math	Annually
June 2023	3	will meet or exceed standards	44%	54%	CAASPP Math	Annually
June 2023	4	will meet or exceed standards	54%	64%	CAASPP Math	Annually
June 2023	5	will meet or exceed standards	26%	50%	CAASPP Math	Annually

June 2023	3-5	Increase the number of students on the DEMI Communication section Evidence of Proficiency	47%	57%	DEMI	Biannually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	will meet or exceed standards	9%	50%	CAASPP Math	Annually
June 2023	3-5	Black or African American	will meet or exceed standards	33%	50%	CAASPP Math	Annually
June 2023	3-5	English Learner	will meet or exceed standards	small group size	50%	CAASPP Math	Annually

*Identified Need - English Learners

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.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	students eligible for reclassification will be reclassified	80%	100%	Reclassification Rates	Annually

*Identified Need - Graduation/Promotion Rate

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. Although this shows fairly consistent increases, there was a significant decrease in 2022 where students in grades 3-5 met or exceeded standards in English Language Arts.

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.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the number of students on the FAST aReading scoring at the 85th percentile and above	8%	20%	FAST aReading	Trimester
June 2023	5	Increase the number of students on the FAST aReading scoring at the 85th percentile and above	11%	25%	FAST aReading	Trimester

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	will meet or exceed standards	15%	50%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	will meet or exceed standards	9%	50%	CAASPP Math	Annually
June 2023	3-5	English Learner	will meet or exceed standards	small group size	50%	CAASPP ELA	Annually
June 2023	3-5	English Learner	will meet or exceed standards	small group size	50%	CAASPP Math	Annually
June 2023	3-5	Black or African American	will meet or exceed standards	46%	56%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	will meet or exceed standards	33%	50%	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 the areas of English Language Arts, Math, English Language Development especially the students who tend to be marginalized including our students who speak another language, students of color and students who qualify for free or reduced lunch.

*Strategy/Activity - Description
Professional Learning
Teachers will be able to participate in regular Professional Learning Communities (PLCs) throughout the school year. Hourly monthly time after school hours will allow teachers the opportunity 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. The lack of consistent visiting teachers during the pandemic allowed teachers the opportunity to be paid for their time outside of school hours to perform their work during PLCs and allowed for more consistency among the grade level.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01366I	Classroom Teacher Hrly		$9,000.00	$11,142.90	0136-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Teachers will meet in PLCs after school hours to plan, review data, analyze student needs, and plan lessons.

*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 the areas of English Language Arts, Math, English Language Development especially the students who tend to be marginalized including our students who speak another language, students of color and students who qualify for free or reduced lunch.

*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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01362C	Inschool Resource Tchr	0.20000	$19,783.20	$28,498.15	0136-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Resource teacher is supporting EL students providing ELPAC assessments and data reports to teachers.

| F01362D | Inschool Resource Tchr | 0.65000 | $64,295.40 | $92,618.97 | 0136-30100-00-1109-2140-0000-01000-0000 | Title I Basic Program | [no data] | | Resource teacher provides intervention support for selected students and supports teachers during their PLCs. |
| F01362F | Inschool Resource Tchr | 0.15000 | $14,837.40 | $21,373.61 | 0136-30106-00-1109-2140-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | Resource teacher provides intervention support for selected students and supports teachers during their PLCs. |

Strategy/Activity 3 - Library Assistant

*Students to be served by this Strategy/Activity

All students will benefit from this strategy/activity in the areas of English Language Arts, Math, English Language Development especially the students who tend to be marginalized including our students who speak another language, students of color and students who qualify for free or reduced lunch.

*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 as well as troubleshooting problems with teachers and students prior to having the device exchanged. She will ensure students moving into required quarantine situations due to Covid have access to learning platforms in order to keep up with their classroom on assignments.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01362E	Library Asst	0.25002	$7,532.35	$17,858.97	0136-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		Library assistant to provide students with books for reading at home and reading support to students on a weekly basis.

*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 almost 700 students.

Strategy/Activity 4 - Supplies

*Students to be served by this Strategy/Activity

All students will benefit from this strategy/activity in the areas of English Language Arts, Math, English Language Development especially the students who tend to be marginalized including our students who speak another language, students of color and students who qualify for free or reduced lunch.

*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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01367	Supplies		$7,528.85	$7,528.85	0136-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental supplies such as classroom books, highlighters, journals, post-its etc.
N01366L	Interprogram Svcs/Paper		$1,300.00	$1,300.00	0136-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Duplicating supplemental materials for student use.
N01367G	Supplies		$25,774.87	$25,774.87	0136-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental supplies such as classroom books, highlighters, journals, post-its etc.
N0136AP	Supplies		$12,427.96	$12,427.96	0136-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental supplies such as classroom books, highlighters, journals, post-its etc.

Strategy/Activity 5 - Attendance Team Members

*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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Strategy/Activity 6 - Software Licenses

*Students to be served by this Strategy/Activity

All students will benefit from this strategy/activity in the areas of English Language Arts, Math, English Language Development especially the students who tend to be marginalized including our students who speak another language, students of color and students who qualify for free or reduced lunch.

*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 Smarty Ants 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 as additional classroom supports, homework support as well as for students who are being sent home to quarantine.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01362X	Software License		$18,475.00	$18,475.00	0136-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software licenses such as Raz Kids and Achieve 3000.

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

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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 the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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.

*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.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the amount of parents responding	85%	90%	CAL - SCHLS (CSPS)

		Strongly Agree or Agree that the School encourages me to be an active partner with the school in educating my child			
June 2023	Other (Describe in Objective)	Increase the amount of parents participating in the CAL SCHLS Survey	35%	50%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2023	Other (Describe in Objective)	Increase the number of parents participating in Back to School Night	NA	85%	Attendance
June 2023	Other (Describe in Objective)	Increase the percentage of parent attendance at parent workshops	NA	10%	Attendance
June 2023	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**	**Estimated Salary/Non Salary Cost**	**Total Estimated Salary With Benefits/Non Salary cost**	**Funding Source Budget Code**	**Funding Source**	**LCFF Student Group**	**Reference**	**Rationale**
N01365N	Supplies		$1,416.00	$1,416.00	0136-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parent materials such as poster paper, markers, and binders for parent meetings and events. Light refreshments such as coffee, water, and doughnuts for parent meetings.

Strategy/Activity 2 - Communication

*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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01363O	Software License		$400.00	$400.00	0136-30103-00-5841-2495-1110-01000-0000	Title I Parent Involvement	[no data]		Software such as Adobe PDF writer to support communication with parents.
N013649	Interprogram Svcs/Paper		$1,300.00	$1,300.00	0136-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Paper for duplication of newsletters and flyers.
N01369X	Postage Expense		$500.00	$500.00	0136-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage for parent events.

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)	$ 158,540
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)	$ 272,374

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)	$ 59,332
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 59,332

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)	$ 54,502
[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): $ 54,502

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 272,374

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Hancock Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.2	$19,783.20
Hancock Elementary			3000 Benefits		0	$8,714.95
Hancock Elementary		Inschool Resource Tchr Total			0.2	$28,498.15
Hancock Elementary		(blank)	4301 Supplies	Supplies	0	$7,528.85
Hancock Elementary			5841 Software License	Software License	0	$18,475.00
Hancock Elementary		(blank) Total			0	$26,003.85
Hancock Elementary	09800 LCFF Intervention Support Total				0.2	$54,502.00
Hancock Elementary	30100 Title I Basic Program	Attendance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.375	$12,655.88
Hancock Elementary			3000 Benefits		0	$4,715.31
Hancock Elementary		Attendance Asst Total			0.375	$17,371.19
Hancock Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.65	$64,295.40
Hancock Elementary			3000 Benefits		0	$28,323.57
Hancock Elementary		Inschool Resource Tchr Total			0.65	$92,618.97
Hancock Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	0.25	$7,532.35
Hancock Elementary			3000 Benefits		0	$10,326.62
Hancock Elementary		Library Asst Total			0.25	$17,858.97
Hancock Elementary		(blank)	4301 Supplies	Supplies	0	$25,774.87
Hancock Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	$1,300.00
Hancock Elementary		(blank) Total			0	$27,074.87
Hancock Elementary	30100 Title I Basic Program Total				1.275	$154,924.00
Hancock Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	0	$1,416.00
Hancock Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	$1,300.00
Hancock Elementary			5841 Software License	Software License	0	$400.00
Hancock Elementary			5920 Postage Expense	Postage Expense	0	$500.00
Hancock Elementary		(blank) Total			0	$3,616.00
Hancock Elementary	30103 Title I Parent Involvement Total				0	$3,616.00
Hancock Elementary	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.15	$14,837.40
Hancock Elementary			3000 Benefits		0	$6,536.21
Hancock Elementary		Inschool Resource Tchr Total			0.15	$21,373.61
Hancock Elementary		School Counselor	1210 Counselor	Counselor	0.1	$8,954.30
Hancock Elementary			3000 Benefits		0	$5,433.23
Hancock Elementary		School Counselor Total			0.1	$14,387.53
Hancock Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$9,000.00
Hancock Elementary			3000 Benefits		0	$2,142.90
Hancock Elementary			4301 Supplies	Supplies	0	$12,427.96
Hancock Elementary		(blank) Total			0	$23,570.86
Hancock Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0.25	$59,332.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

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

Hancock Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23

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

The School Site Council reviews, gives input, and approves the Title I Parent & Family Engagement policy each year prior to distribution. A meeting is held in the fall (October) and copies are sent home via the school newsletter. Copies of the policy are always available in the office and on the school website. The policy is updated annually with input and approval of the School Site Council.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

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

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

The school provides information regarding the Title I program, its requirements and the rights of the parents to be involved at various meetings to include but not limited to Orientation, Back to School Night, English Learner Advisory Committee, School Site Council. A recording of the Title I information is also sent out via a video to all parents in the weekly newsletter that can be accessed and reviewed by any parent.

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

Hancock Elementary offers the following flexible number of meetings that parents may attend in order to be involved in the school:

Family Literacy, Math and Science Nights

Awards Assemblies

Flag Assemblies

Back to School Night (September)

Meet and Greet (August)

Parent Teacher Conferences (November & March)

Spring Open House (April)

Parents also have access to speak with teachers before and after school each day or may message parents via email or Class Dojo.

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

The school provides parent involvement within the Title I programs through regular meetings of the following committees:

School Site Council

Site Governance Team

Parent Teacher Foundation

English Learner Advisory Committee

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

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

Annual Title I meeting/video sent in newsletter in fall

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

Back to School Night

Parent Teacher Conferences

Parent/Principal Coffee

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

School Site Council Meetings

Site Governance Team Meetings

Parent Teacher Foundation Meetings

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

Parents may submit unsatisfactory comments to the SSC during Public Comment at any SSC meeting.

Parents may also submit unsatisfactory comments to the Principal directly.

Principal will submit any parent comments on the plan when the plan is made available to the Local Educational Agency.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

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

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

Hancock Elementary provides information and assistance to parents on the above topics during:

Back to School Night

Parent Teacher Conferences

School Site Council

Site Governance Team

Parent Academic Workshops provided by the Family Engagement Department

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

Hancock Elementary provides information and assistance to parents on the above topics during:

Back to School Night

Parent Teacher Conferences

School Site Council

Site Governance Team

Parent Academic Workshops provided by the Family Engagement Department

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

Hancock Elementary addresses the above topics through:

Staff Meetings

School Site Council Meetings

Site Governance Team Meetings

English Learner Advisory Committee Meetings

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities,

such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Hancock Elementary addresses the above through:

School Site Council Meetings

Site Governance Team Meetings

English Learner Advisory Committee Meetings

District Family Engagement Department Resources

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

Hancock Elementary addresses the above through:

Informational flyers, emails and phone calls are sent home via Peach Jar, School Messenger, the Weekly Hancock Happenings Newsletter, School Website, School Facebook, PTF Facebook, Electronic Marquee

All office personnel are trained to address parent concerns immediately and to forward parents to the correct contacts to address their concerns.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Hancock Elementary addresses the above through:

SPSA Survey

School Site Council Meetings

Site Governance Team Meetings

PTF Meetings

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Hancock Elementary, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA

(20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Hancock Elementary provides information in languages other than English when necessary and required by the district and state of California at the required percentages. Parents may also request translation for IEP and Parent Teacher conferences which is provided by our district's Translation Department in advance of the meeting.

APPENDIX C

SCHOOL PARENT COMPACT

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

Title I School-Parent Compact 2022-23
Hancock Elementary

2.4 School-Parent Compact

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

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

Hancock Elementary addresses the above through:
Providing high quality professional development to teachers in order to improve their practice, assessment, and instructional techniques.

Having teachers formally collaborate with their colleagues by grade level on a regular basis to examine student progress and plan instruction based on student needs.

Having teachers meet with parents during conferences in the fall and spring to provide ideas on how to support their children at home.

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

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

Parents and teachers meet each fall and spring for parent teacher conferences.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Parents receive progress reports/report cards each fall, spring and end of the school year.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents access staff each day before and after school.

Parents are invited to participate in Meet & Greet before school begins, Back to School Night, Parent Conference, Flag Assemblies and Awards assemblies. Parents are encouraged to volunteer in their child's classroom or in other capacities around the school at the beginning of each school year.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Parents have access to staff each day before and after school.

Teachers communicate with parents via email or Class Dojo

Parents receive a weekly newsletter that they can reply to via email

If parents need a language other than English the school will access someone on site or the district's Translation Department for assistance.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional data for schools can be found in:
• Illuminate
• California Dashboard

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

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

Student Group	ELA 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Math 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	296	55.4	248	55.2	263	63.5	248	68.1	274	49.6	-5.8	-18.5	294	44.9	248	50.8	262	56.5	248	59.7	273	41.4	-3.5	-18.3
Female	140	59.3	111	63.1	120	67.5	128	71.9	144	52.8	-6.5	-19.1	139	38.8	111	47.7	120	52.5	128	55.5	144	42.4	3.6	-13.1
Male	156	51.9	137	48.9	143	60.1	120	64.2	130	46.2	-5.7	-18.0	155	50.3	137	53.3	142	59.9	120	64.2	129	40.3	-10.0	-23.9
African American	39	43.6	34	29.4	28	53.6	26	65.4	24	45.8	2.2	-19.6	39	25.6	34	23.5	28	39.3	26	46.2	24	33.3	7.7	-12.9
Asian	1	-	0	-	0	-	2	-	3	-	-	-	1	-	0	-	0	-	2	-	3	-	-	-
Filipino	10	70.0	9	-	7	-	7	-	9	-	-	-	10	60.0	9	-	7	-	7	-	9	-	-	-
Hispanic	73	50.7	55	47.3	65	55.4	65	63.1	86	54.7	4.0	-8.4	72	40.3	55	45.5	65	47.7	65	60.0	86	39.5	-0.8	-20.5
Native American	3	-	1	-	3	-	3	-	2	-	-	-	3	-	1	-	3	-	3	-	2	-	-	-
Pacific Islander	4	-	3	-	1	-	1	-	6	-	-	-	4	-	3	-	1	-	1	-	6	-	-	-
White	129	65.1	113	64.6	117	65.8	111	70.3	113	45.1	-20.0	-25.2	128	55.5	113	65.5	116	64.7	111	64.0	112	39.3	-16.2	-24.7
Multiracial	36	36.1	33	51.5	40	72.5	33	69.7	31	54.8	18.7	-14.9	36	33.3	33	36.4	40	52.5	33	51.5	31	61.3	28.0	9.8
English Learner	5	-	6	-	4	-	5	-	7	-	-	-	5	-	6	-	4	-	5	-	7	-	-	-
English-Speaking	291	55.7	242	56.2	259	64.5	243	69.5	267	50.6	-5.1	-18.9	289	45.3	242	52.1	258	57.4	243	60.9	266	42.1	-3.2	-18.8
Reclassified†	1	-	2	-	2	-	3	-	7	-	-	-	1	-	2	-	2	-	3	-	7	-	-	-
Initially Eng. Speaking	290	55.5	240	55.8	257	64.2	240	69.2	260	50.4	-5.1	-18.8	288	45.5	240	51.7	256	57.0	240	60.8	259	42.5	-3.0	-18.3
Econ. Disadv.*	203	49.8	166	48.2	178	58.4	170	65.3	158	42.4	-7.4	-22.9	201	43.3	166	42.2	177	53.1	170	61.2	158	37.3	-6.0	-23.9
Non-Econ. Disadv.	93	67.7	82	69.5	85	74.1	78	74.4	116	59.5	-8.2	-14.9	93	48.4	82	68.3	85	63.5	78	56.4	115	47.0	-1.4	-9.4
Gifted	71	71.8	47	63.8	31	83.9	46	95.7	4	-	-	-	71	74.6	47	72.3	31	83.9	46	97.8	4	-	-	-
Not Gifted	225	50.2	201	53.2	232	60.8	202	61.9	270	48.9	-1.3	-13.0	223	35.4	201	45.8	231	52.8	202	51.0	269	40.5	5.1	-10.5
With Disabilities	33	15.2	30	26.7	29	20.7	29	24.1	29	17.2	2.0	-6.9	33	21.2	30	26.7	29	17.2	29	37.9	29	6.9	-14.3	-31.0
WO Disabilities	263	60.5	218	59.2	234	68.8	219	74.0	245	53.5	-7.0	-20.5	261	47.9	218	54.1	233	61.4	219	62.6	244	45.5	-2.4	-17.1
Homeless	0	-	0	-	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	289	55.7	242	55.0	253	63.6	240	68.8	266	50.4	-5.3	-18.4	287	44.6	242	50.4	252	56.7	240	60.0	103	38.8	-5.8	-21.2

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

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

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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	112	51.8	85	57.6	95	61.1	0	-	105	41.9	-9.9	-	112	49.1	85	50.6	95	61.1	88	68.2	105	44.8	-4.3	-23.4
Female	55	47.3	40	75.0	40	65.0	0	-	48	45.8	-1.5	-	55	45.5	40	52.5	40	55.0	54	64.8	48	41.7	-3.8	-23.1
Male	57	56.1	45	42.2	55	58.2	0	-	57	38.6	-17.5	-	57	52.6	45	48.9	55	65.5	34	73.5	57	47.4	-5.2	-26.1
African American	8	-	12	25.0	11	63.6	0	-	8	-	-	-	8	-	12	16.7	11	54.5	7	-	8	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Filipino	5	-	4	-	2	-	0	-	5	-	-	-	5	-	4	-	2	-	2	-	5	-	-	-
Hispanic	28	42.9	19	57.9	23	34.8	0	-	37	48.6	5.7	-	28	50.0	19	52.6	23	39.1	24	66.7	37	45.9	-4.1	-20.8
Native American	2	-	0	-	1	-	0	-	2	-	-	-	2	-	0	-	1	-	1	-	2	-	-	-
Pacific Islander	2	-	1	-	0	-	0	-	3	-	-	-	2	-	1	-	0	-	1	-	3	-	-	-
White	48	58.3	39	66.7	44	70.5	0	-	38	23.7	-34.6	-	48	56.3	39	66.7	44	75.0	39	66.7	38	31.6	-24.7	-35.1
Multiracial	19	26.3	10	50.0	13	61.5	0	-	12	58.3	32.0	-	19	26.3	10	20.0	13	46.2	13	76.9	12	66.7	40.4	-10.2
English Learner	4	-	3	-	2	-	0	-	2	-	-	-	4	-	3	-	2	-	2	-	2	-	-	-
English-Speaking	108	51.9	82	58.5	93	62.4	0	-	103	41.7	-10.2	-	108	50.0	82	52.4	93	62.4	86	69.8	103	44.7	-5.3	-25.1
Reclassified†	0	-	0	-	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	3	-	-	-
Initially Eng. Speaking	108	51.9	82	58.5	93	62.4	0	-	100	40.0	-11.9	-	108	50.0	82	52.4	93	62.4	86	69.8	100	44.0	-6.0	-25.8
Econ. Disadv.*	77	46.8	60	53.3	64	54.7	0	-	64	37.5	-9.3	-	77	42.9	60	41.7	64	56.3	57	71.9	64	43.8	0.9	-28.1
Non-Econ. Disadv.	35	62.9	25	68.0	31	74.2	0	-	41	48.8	-14.1	-	35	62.9	25	72.0	31	71.0	31	61.3	41	46.3	-16.6	-15.0
Gifted	21	66.7	22	59.1	6	-	0	-	4	-	-	-	21	76.2	22	72.7	6	-	16	100.0	4	-	-	-
Not Gifted	91	48.4	63	57.1	89	60.7	0	-	105	41.9	-6.5	-	91	42.9	63	42.9	89	60.7	72	61.1	105	44.8	1.9	-16.3
With Disabilities	8	-	12	33.3	12	16.7	0	-	14	14.3	-	-	8	-	12	50.0	12	8.3	13	53.8	14	0.0	-	-53.8
WO Disabilities	104	53.8	73	61.6	83	67.5	0	-	91	46.2	-7.6	-	104	49.0	73	50.7	83	68.7	75	70.7	91	51.6	2.6	-19.1
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	111	51.4	83	56.6	89	60.7	0	-	102	42.2	-9.2	-	111	48.6	83	50.6	89	61.8	83	68.7	32	37.5	-11.1	-31.2

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

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

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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	79	54.4	102	53.9	85	67.1	0	-	83	56.6	2.2	-	79	55.7	102	51.0	85	55.3	84	53.6	83	53.0	-2.7	-0.6
Female	34	58.8	45	55.6	42	73.8	0	-	52	59.6	0.8	-	34	47.1	45	48.9	42	54.8	36	47.2	52	55.8	8.7	8.6
Male	45	51.1	57	52.6	43	60.5	0	-	31	51.6	0.5	-	45	62.2	57	52.6	43	55.8	48	58.3	31	48.4	-13.8	-9.9
African American	10	20.0	13	46.2	9	-	0	-	6	-	-	-	10	30.0	13	30.8	9	-	11	45.5	6	-	-	-
Asian	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	1	-	3	-	3	-	0	-	1	-	-	-	1	-	3	-	3	-	1	-	1	-	-	-
Hispanic	18	50.0	23	43.5	23	73.9	0	-	26	61.5	11.5	-	18	50.0	23	39.1	23	60.9	19	47.4	26	46.2	-3.8	-1.2
Native American	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	41	68.3	44	59.1	39	64.1	0	-	38	52.6	-15.7	-	41	65.9	44	65.9	39	56.4	38	60.5	38	52.6	-13.3	-7.9
Multiracial	7	-	17	52.9	10	80.0	0	-	10	60.0	-	-	7	-	17	41.2	10	50.0	13	46.2	10	80.0	-	33.8
English Learner	0	-	2	-	2	-	0	-	4	-	-	-	0	-	2	-	2	-	2	-	4	-	-	-
English-Speaking	79	54.4	100	55.0	83	68.7	0	-	79	59.5	5.1	-	79	55.7	100	52.0	83	56.6	82	54.9	79	55.7	0.0	0.8
Reclassified†	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	2	-	0	-	-	-
Initially Eng. Speaking	79	54.4	98	54.1	83	68.7	0	-	79	59.5	5.1	-	79	55.7	98	51.0	83	56.6	80	53.8	79	55.7	0.0	1.9
Econ. Disadv.*	60	48.3	67	44.8	59	62.7	0	-	46	43.5	-4.8	-	60	55.0	67	43.3	59	54.2	57	52.6	46	45.7	-9.3	-6.9
Non-Econ. Disadv.	19	73.7	35	71.4	26	76.9	0	-	37	73.0	-0.7	-	19	57.9	35	65.7	26	57.7	27	55.6	37	62.2	4.3	6.6
Gifted	23	69.6	14	71.4	18	88.9	0	-	1	-	-	-	23	78.3	14	71.4	18	88.9	15	93.3	1	-	-	-
Not Gifted	56	48.2	88	51.1	67	61.2	0	-	82	56.1	7.9	-	56	46.4	88	47.7	67	46.3	69	44.9	82	52.4	6.0	7.5
With Disabilities	14	7.1	10	40.0	7	-	0	-	5	-	-	-	14	14.3	10	20.0	7	-	7	-	5	-	-	-
WO Disabilities	65	64.6	92	55.4	78	70.5	0	-	78	57.7	-6.9	-	65	64.6	92	54.3	78	57.7	77	58.4	78	53.8	-10.8	-4.6
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	77	55.8	100	54.0	84	66.7	0	-	82	57.3	1.5	-	77	55.8	100	51.0	84	54.8	82	54.9	32	59.4	3.6	4.5

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

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

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

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	105	60.0	61	54.1	83	62.7	0	-	86	52.3	-7.7	-	103	32.0	61	50.8	82	52.4	76	56.6	85	25.9	-6.1	-30.7
Female	51	72.5	26	57.7	38	63.2	0	-	44	52.3	-20.2	-	50	26.0	26	38.5	38	47.4	38	50.0	44	27.3	1.3	-22.7
Male	54	48.1	35	51.4	45	62.2	0	-	42	52.4	4.3	-	53	37.7	35	60.0	44	56.8	38	63.2	41	24.4	-13.3	-38.8
African American	21	47.6	9	-	8	-	0	-	10	30.0	-17.6	-	21	23.8	9	-	8	-	8	-	10	10.0	-13.8	-
Asian	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Filipino	4	-	2	-	2	-	0	-	3	-	-	-	4	-	2	-	2	-	4	-	3	-	-	-
Hispanic	27	59.3	13	38.5	19	57.9	0	-	23	56.5	-2.8	-	26	23.1	13	46.2	19	42.1	22	63.6	23	21.7	-1.4	-41.9
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	0	-	3	-	-	-	1	-	1	-	1	-	0	-	3	-	-	-
White	40	70.0	30	70.0	34	61.8	0	-	37	59.5	-10.5	-	39	43.6	30	63.3	33	60.6	34	64.7	36	33.3	-10.3	-31.4
Multiracial	10	60.0	6	-	17	76.5	0	-	9	-	-	-	10	40.0	6	-	17	58.8	7	-	9	-	-	-
English Learner	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	1	-	1	-	-	-
English-Speaking	104	60.6	60	55.0	83	62.7	0	-	85	52.9	-7.7	-	102	32.4	60	51.7	82	52.4	75	57.3	84	26.2	-6.2	-31.1
Reclassified†	1	-	0	-	2	-	0	-	4	-	-	-	1	-	0	-	2	-	1	-	4	-	-	-
Initially Eng. Speaking	103	60.2	60	55.0	81	61.7	0	-	81	54.3	-5.9	-	101	32.7	60	51.7	80	51.2	74	58.1	80	27.5	-5.2	-30.6
Econ. Disadv.*	66	54.5	39	46.2	55	58.2	0	-	48	47.9	-6.6	-	64	32.8	39	41.0	54	48.1	56	58.9	48	20.8	-12.0	-38.1
Non-Econ. Disadv.	39	69.2	22	68.2	28	71.4	0	-	38	57.9	-11.3	-	39	30.8	22	68.2	28	60.7	20	50.0	37	32.4	1.6	-17.6
Gifted	27	77.8	11	63.6	7	-	0	-	3	-	-	-	27	70.4	11	72.7	7	-	15	100.0	3	-	-	-
Not Gifted	78	53.8	50	52.0	76	60.5	0	-	83	50.6	-3.2	-	76	18.4	50	46.0	75	49.3	61	45.9	82	23.2	4.8	-22.7
With Disabilities	11	18.2	8	-	10	20.0	0	-	10	10.0	-8.2	-	11	9.1	8	-	10	20.0	9	-	10	0.0	-9.1	-
WO Disabilities	94	64.9	53	62.3	73	68.5	0	-	76	57.9	-7.0	-	92	34.8	53	58.5	72	56.9	67	58.2	75	29.3	-5.5	-28.9
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	101	60.4	59	54.2	80	63.7	0	-	82	53.7	-6.7	-	99	31.3	59	49.2	79	53.2	75	56.0	39	23.1	-8.2	-32.9

* 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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

School Name: Hancock Elementary
SPSA Evaluation of Title I Funded Actions/Activities: 30100,30103,30106,31820
School Year: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1 - Attendance Team Members

*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 necessary.

*Proposed Expenditures for this Strategy/Activity

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

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

						monitoring results, etc.).	
Attendance Asst -	0.37500	$16,431.74	30100-2404	Attendance assistant to monitor attendance and chronic absenteeism.	Hancock Attendance rate had been within the top 3 of the Cluster pre-Covid. Students and parents wanted their children to come to school.	Covid has had a detrimental effect on Hancock's attendance rate. We are now in the middle of the 8 schools in the Canyon Hills Cluster.	Provide incentives for student attendance – awards, Saturday school for make ups, drawings for prizes.
School Counselor	0.30000	$41,249.33	30106-1210	Additional counseling time.	Counselor is able 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. The counselor was extremely effective in determining students in need of	Counselor is not available daily as the district and supplemental Title budget does not allow for a full time counselor.	If more funds 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

					supports during the pandemic and helped families with needed materials, supplies, technology and online counseling.		chronic absences or tardiness.

Goal 2 - English Language Arts

Strategy/Activity 1- Professional Learning

*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 there is a lack of visiting teachers the SSC will meet and reallocate funds to allow teachers to be paid for their time to meet after hours.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		$11,981.00	30100-1192	PLCs for teachers.	Allowing time for teachers to participate in	It was extremely difficult to get substitutes during	The SSC moved the funding and teachers agreed to

					Professional Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	the school year due to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	be paid hourly to meet in PLCs in order to get the work done.
Prof&Curriclm Dev Vist Tchr		$5,990.50	30106-1192	PLCs for teachers.	Allowing time for teachers to participate in Professional Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	It was extremely difficult to get substitutes during the school year due to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	The SSC moved the funding and teachers agreed to be paid hourly to meet in PLCs in order to get the work done.
Strategy/Activity 2 - In school Resource Teacher							

Hancock Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	0.65000	$87,579.58	30100-1109	IRT provides intervention supports for students. (push-in/pull out)	Students who are not meeting grade level standards in ELA and ELD receive interventions from a highly qualified	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate	When more funding is available to provide more time they will be applied to this strategy to provide more

					certificated teacher.	effectively with In School Resource Teacher.	than one IRT. IRT will direct teachers on what types of information and data she will need in order to best effectively communicate needs of students to her.
Inschool Resource Tchr -	0.10000	$13,473.79	30106-1109	IRT provides intervention supports for students. (push-in/pull out)	Students who are not meeting grade level standards in ELA and ELD receive interventions from a highly qualified certificated teacher.	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate effectively with In School Resource Teacher.	When more funding is available to provide more time they will be applied to this strategy to provide more than one IRT. IRT will direct teachers on what types of information and data she will need in order to best effectively communicate needs of students to her.
Strategy/Activity 3 - Library Assistant							
*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 as well as troubleshooting problems with teachers and students prior to having the device exchanged. She will ensure students moving into required quarantine situations due to Covid have access to learning platforms in order to keep up with their classroom on assignments.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst -	0.25000	$17,137.70	30100-2231	Additional library support.	Students are able to have access to library books to take home for reading, learn a love of reading through her activities and	Because the funds from the district and the additional funds that the Title I budget supports do not allow for a full time position they	Because it is mostly effective at 100% of students having access to laptops and 95% of students being able to access

				storytelling, and learn about researching topics related to Common Core Standards. She is also the person that ensures that each student 1 to 1 access to laptops in order to complete class and home work.	are occasional delays in getting books and laptops to students. There is also about a 5% loss in lost books and laptops during the school year.	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.

Strategy/Activity 5 -Supplies

*Strategy/Activity - Description

Supplemental 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 as they are sent home to quarantine.

*Proposed Expenditures for this Strategy/Activity

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

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

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		$23,393.00	30100-4301	Supplemental supplies such as classroom books, journals, highlighters, post its, etc.	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		$505.00	30106-4301	Supplemental supplies such as classroom books, journals, highlighters, post its, etc.	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.

Goal 3 - Mathematics

Strategy/Activity 1 - Professional Learning

*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 there is a lack of visiting teachers the SSC will meet and reallocate funds to allow teachers to be paid for their time to meet after hours.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC time for teachers.	Allowing time for teachers to participate in Professional	It was extremely difficult to get substitutes during the school year due	The SSC moved the funding and teachers agreed to be paid hourly to

					Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	meet in PLCs in order to get the work done.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLC time for teachers.	Allowing time for teachers to participate in Professional Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	It was extremely difficult to get substitutes during the school year due to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	The SSC moved the funding and teachers agreed to be paid hourly to meet in PLCs in order to get the work done.
Strategy/Activity 2 - In School Resource Teacher							
*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	30100-1109	Provides interventions support for students in mathematics.	Students who are not meeting grade level standards in ELA and ELD receive interventions from a highly qualified certificated teacher. Students	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate effectively with In	When more funding is available to provide more time they will be applied to this strategy to provide more than one IRT.

						School Resource Teacher.	IRT will direct teachers on what types of information and data she will need in order to best effectively communicate needs of students to her.
					who have difficulty reading will have their mathematics affected due to the nature of many word problems and constructed responses necessary in Math.		
Inschool Resource Tchr -	--	--	30106-1109	Provides interventions support for students in mathematics.	Students who are not meeting grade level standards in ELA and ELD receive interventions from a highly qualified certificated teacher. Students who have difficulty reading will have their mathematics affected due to the nature of many word problems and constructed responses necessary in Math.	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate effectively with In School Resource Teacher.	When more funding is available to provide more time they will be applied to this strategy to provide more than one IRT. IRT will direct teachers on what types of information and data she will need in order to best effectively communicate needs of students to her.

Strategy/Activity 3 - Supplies
*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Supplemental supplies such as math manipulatives, math journals, markers, white boards, etc.	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	Supplemental supplies such as math manipulatives, math journals, markers, white boards, etc.	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.

Goal 4- Supporting English Learners

Strategy/Activity 1 - Professional Learning

*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 there is a lack of visiting teachers the SSC will meet and reallocate funds to allow teachers to be paid for their time to meet after hours.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC release time.	Allowing time for teachers to participate in Professional	It was extremely difficult to get substitutes during the school year due	The SSC moved the funding and teachers agreed to be paid hourly to

					Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	meet in PLCs in order to get the work done.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLC release time.	Allowing time for teachers to participate in Professional Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	It was extremely difficult to get substitutes during the school year due to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	The SSC moved the funding and teachers agreed to be paid hourly to meet in PLCs in order to get the work done.
Strategy/Activity 3 - Supplies							
*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							

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Supplemental supplies such as classroom books, journals, post its, markers, etc.	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	Supplemental supplies such as classroom books, journals, post its, markers, etc.	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.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1 - Professional Learning

*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 there is a lack of visiting teachers the SSC will meet and reallocate funds to allow teachers to be paid for their time to meet after hours.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLCs for teachers.	Allowing time for teachers to participate in	It was extremely difficult to get substitutes during	The SSC moved the funding and teachers agreed to

					Professional Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	the school year due to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	be paid hourly to meet in PLCs in order to get the work done.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLCs for teachers.	Allowing time for teachers to participate in Professional Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	It was extremely difficult to get substitutes during the school year due to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	The SSC moved the funding and teachers agreed to be paid hourly to meet in PLCs in order to get the work done.
Strategy/Activity 2 - In School Resource Teacher							

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	30100-1109	Provides intervention supports for SWD.	Students who are not meeting grade level standards in ELA and ELD receive interventions from a highly qualified	Students cannot meet with intervention teacher more often due to time they must spend with the Education Specialist who is	Depending on the level of the SWD the case manager and IRT will determine if the student needs IRT support and if so

					certified teacher.	overseeing their IEP.	how much time she will provide.
Inschool Resource Tchr -	--	--	30106-1109		Provides intervention supports for SWD.	Students who are not meeting grade level standards in ELA and ELD receive interventions from a highly qualified certified teacher.	Students cannot meet with intervention teacher more often due to time they must spend with the Education Specialist who is overseeing their IEP.	Depending on the level of the SWD the case manager and IRT will determine if the student needs IRT support and if so how much time she will provide.

Strategy/Activity 4 - Supplies

*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

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

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

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	30100-4301	Supplemental supplies such as journals, classroom books, markers, etc.	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	Supplemental supplies such as journals, classroom books, markers, etc.	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.

Goal 7 - Family Engagement

Strategy/Activity 1 - Meeting Necessities

*Strategy/Activity - Description
Provide materials, childcare and light refreshments for workshops and committee meetings.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$2,418.00	30103-4301	Parent materials such as poster paper, binders, and markers for parent events and events.	Supplies were used to advertise events as well as to have on campus to support teachers in the classroom as volunteers and to participate in parent	We still struggle to get more volunteers on campus and on committees. Due to our nature of being 98% military many of our parent leaders leave within three	The SSC chose to increase this budget for the coming school year.

					workshops and committees.	years and then we many times struggle to find people to replace the parent leaders that were in place.	
Interprogram Svcs/Paper		$500.00	30103-5733	Paper for duplication of newsletters and fliers.	Since we did come back to campus for the most part paper was needed for duplication purposes for papers going home to families	There was no data to reflect that the paper purchased was not effective. If anything there were times we had to purchase paper in other budgets to support this activity.	SSC will continue to support this expenditure and may increase funds for the future.

Strategy/Activity 2 - Communication
*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
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Postage Expense		$500.00	30103-5920	Postage for parent events.	The site uses postage as items needed to be sent home at times via US mail throughout the year. As a military site many times reports and items need to be sent to families as they move to new duty stations.	Postage was absolutely necessary and nothing about it was ineffective.	The SSC chose to increase this budget for the coming school year.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1 - Professional Learning

*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 there is a lack of visiting teachers the SSC will meet and reallocate funds to allow teachers to be paid for their time to meet after hours.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC release time.	Allowing time for teachers to participate in	It was extremely difficult to get substitutes during	The SSC moved the funding and teachers agreed to

					Professional Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	the school year due to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	be paid hourly to meet in PLCs in order to get the work done.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLC release time.	Allowing time for teachers to participate in Professional Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	It was extremely difficult to get substitutes during the school year due to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	The SSC moved the funding and teachers agreed to be paid hourly to meet in PLCs in order to get the work done.
Strategy/Activity 2 - In School Resource Teacher							

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	30100-1109	IRT will provide intervention supports (push in/pull out support).	Students who are not meeting grade level standards in ELA and ELD receive interventions from a highly qualified	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate	When more funding is available to provide more time they will be applied to this strategy to provide more

					certificated teacher.	effectively with In School Resource Teacher.	than one IRT. IRT will direct teachers on what types of information and data she will need in order to best effectively communicate needs of students to her.
Inschool Resource Tchr -	--	--	30106-1109	IRT will provide intervention supports (push in/pull out support).	Students who are not meeting grade level standards in ELA and ELD receive interventions from a highly qualified certificated teacher.	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate effectively with In School Resource Teacher.	When more funding is available to provide more time they will be applied to this strategy to provide more than one IRT. IRT will direct teachers on what types of information and data she will need in order to best effectively communicate needs of students to her.
Strategy/Activity 4 - Supplies							
*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Supplemental supplies such as classroom books, markers, chart paper, etc.	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	Supplemental supplies such as classroom books, markers, chart paper, etc.	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.

Goal 6 - Supporting Black Youth

Strategy/Activity 1 - Professional Learning

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC release time.	Allowing time for teachers to participate in Professional	It was extremely difficult to get substitutes during the school year due	The SSC moved the funding and teachers agreed to be paid hourly to

					Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	meet in PLCs in order to get the work done.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLC release time.	Allowing time for teachers to participate in Professional Learning Communities which are led by Instructional Leadership Team members is considered the best way to monitor student progress and make adjustments to lessons in order to raise student achievement school wide.	It was extremely difficult to get substitutes during the school year due to Covid scares. Visiting teachers just were not picking up open jobs. PLCs were not occurring and we had to revamp our system and move funding so teachers could meet after school hours.	The SSC moved the funding and teachers agreed to be paid hourly to meet in PLCs in order to get the work done.

Strategy/Activity 2 - Attendance Team Members

***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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	--	--	30106-1210	Additional counseling time to monitor students.	Counselor is able to meet with students who are experiencing trauma or	Counselor is not available daily as the district and supplemental Title budget does not	If more funds become available they will be applied to this area to maximize

					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. The counselor was extremely effective in determining students in need of supports during the pandemic and helped families with needed materials, supplies, technology and online counseling.	allow for a full time counselor.	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.
Attendance Asst -	--	--	30100-2404	Attendance assistant will monitor attendance and chronic absenteeism.	Hancock Attendance rate had been within the top 3 of the Cluster pre-Covid. Students and parents wanted their children to come to school.	Covid has had a detrimental effect on Hancock's attendance rate. We are now in the middle of the 8 schools in the Canyon Hills Cluster.	Provide incentives for student attendance – awards, Saturday school for make ups, drawings for prizes.

What are my leadership strategies in service of the goals?

We will continue to provide a continuity of educational access by furnishing the supplies, PLC time, and staff that allows our students to academically succeed and continue to make progress. We will be monitoring our students' progress not only through summative assessments such as district and state assessments, but we will look at more formative assessments in order to "catch" students as they begin to dip in instruction throughout the year as well as new students who enroll. As a school whose population is extremely transient due to being 98% military we often are not teaching to a third of the students we start off the school year with. Monitoring students becomes extremely complex and the lists are extensive as students we were monitoring leave with their family to new duty stations and are replaced by students who come in with gaps in learning.

We will also continue to provide support to our families through our Title I Parent Involvement funds to allow for our committees and parent groups to continually provide input and involvement in support of our students and teaching staff.

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

Goal 2 - English Language Arts

Strategy/Activity 2 - In school Resource Teacher

*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

Directions:

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

Guiding Questions:

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

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

Inschool Resource Tchr	0.25000	$33,684.45	09800-1109	IRT provides intervention supports for students. (push-in/pull out)	Students who are not meeting grade level standards in ELA and ELD receive interventions from a highly qualified certificated teacher.	Students cannot meet with intervention teacher more often due to budget constraints. Teachers do not communicate effectively with In School Resource Teacher.	When more funding is available to provide more time they will be applied to this strategy to provide more than one IRT. IRT will direct teachers on what types of information and data she will need in order to best effectively communicate needs of students to her.

Strategy/Activity 4 - Software Licenses

*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 Smarty Ants 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 as additional classroom supports, homework support as well as for students who are being sent home to quarantine.

*Proposed Expenditures for this Strategy/Activity

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and	What is not working	Modifications based on

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Software License		$18,475.00	09800-5841	Software licenses such as Raz Kids and Achieve 3000.	Achieve 3000 and RaZ Kids are two program licenses we purchase and have proven to show documented frequent participation and increased progress in students. Students are able to access from home.	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

Strategy/Activity 5 -Supplies

*Strategy/Activity - Description

Supplemental 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 as they are sent home to quarantine.

*Proposed Expenditures for this Strategy/Activity

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$10,219.00	09800-4301	Supplemental supplies such as classroom books, journals, highlighters, post its, etc.	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.

Goal 3 - Mathematics

Strategy/Activity 2 - In School Resource Teacher

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	09800-1109	Provides interventions support for	Students who are not meeting grade level standards in ELA and ELD	Students cannot meet with intervention teacher more often	When more funding is available to provide more

| | | | | students in mathematics. | receive interventions from a highly qualified certificated teacher. Students who have difficulty reading will have their mathematics affected due to the nature of many word problems and constructed responses necessary in Math. | due to budget constraints. Teachers do not communicate effectively with In School Resource Teacher. | time they will be applied to this strategy to provide more than one IRT. IRT will direct teachers on what types of information and data she will need in order to best effectively communicate needs of students to her. |

Strategy/Activity 3 - Supplies

*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

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

<u>Guiding Questions:</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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and**	**Modifications based on qualitative and quantitative data.**

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	09800-4301	Supplemental supplies such as math manipulatives, math journals, markers, white boards, etc.	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.

Goal 4- Supporting English Learners

Strategy/Activity 2- In School Resource Teacher

*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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	09800-1109	ELPAC coordinator and push in support for English learners.	Students who are not meeting grade level standards in ELA and ELD receive	Students cannot meet with intervention teacher more often due to budget	When more funding is available to provide more time they will be

					interventions from a highly qualified certificated teacher. IRT is able to complete ELPAC assessments for Initials and Annuals as well as be able to reclassify all qualified students.	constraints. Teachers do not communicate effectively with In School Resource Teacher. Since the IRT reclassifies all eligible students we feel her work in that area is 100% effective	applied to this strategy to provide more than one IRT. IRT will direct teachers on what types of information and data she will need in order to best effectively communicate needs of students to her.

Strategy/Activity 3 - Supplies

*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

Directions:

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

Guiding Questions:

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

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

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	09800-4301	Supplemental supplies such as classroom books, journals, post its, markers, etc.	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.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 2 - In School Resource Teacher

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	09800-1109	Provides intervention supports for SWD.	Students who are not meeting grade level standards in ELA and ELD receive interventions from	Students cannot meet with intervention teacher more often due to time they must spend with	Depending on the level of the SWD the case manager and IRT will determine if the student needs IRT

					a highly qualified certificated teacher.	the Education Specialist who is overseeing their IEP.	support and if so how much time she will provide.

Strategy/Activity 3 - Software Licenses

*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 Smarty Ants 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 as additional classroom supports, homework support as well as for students who are being sent home to quarantine.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

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

| Software License | -- | -- | 09800-5841 | Supplemental software such as Raz Kids and Achieve 3000. | Achieve 3000 and RaZ Kids are two program licenses we purchase and have proven to show documented frequent participation and increased progress in students. Students are able to access from home. | 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 |

Strategy/Activity 4 - Supplies

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

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

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	09800-4301	Supplemental supplies such as journals, classroom books, markers, etc.	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.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 2 - In School Resource Teacher

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	09800-1109	IRT will provide intervention supports (push in/pull out support).	Students who are not meeting grade level standards in ELA and ELD receive interventions from	Students cannot meet with intervention teacher more often due to budget constraints.	When more funding is available to provide more time they will be applied to this

| | | | | | a highly qualified certificated teacher. | Teachers do not communicate effectively with In School Resource Teacher. | strategy to provide more than one IRT. IRT will direct teachers on what types of information and data she will need in order to best effectively communicate needs of students to her. |

Strategy/Activity 3 - Software Licenses
*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 Smarty Ants 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 as additional classroom supports, homework support as well as for students who are being sent home to quarantine.
*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

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

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License	--	--	09800-5841	Supplemental software such as Achieve 3000 and Raz Kids.	Achieve 3000 and RaZ Kids are two program licenses we purchase and have proven to show documented frequent participation and increased progress in students. Students are able to access from home.	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

Strategy/Activity 4 - Supplies

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective	Modifications based on

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Supplies	--	--	09800-4301	Supplemental supplies such as classroom books, markers, chart paper, etc.	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.

What are my leadership strategies in service of the goals?

We will continue to provide a continuity of educational access by furnishing the supplies, software and staff that allows our students to academically succeed and continue to make progress. We will be monitoring our students' progress not only through summative assessments such as district and state assessments, but we will look at more formative assessments in order to "catch" students as they begin to dip in instruction throughout the year as well as new students who enroll. As a school whose population is extremely transient due to being 98% military we often are not teaching to a third of the students we start off the school year with. Monitoring students becomes extremely complex and the lists are extensive as students we were monitoring leave with their family to new duty stations and are replaced by students who come in with gaps in learning.