

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **HANCOCK ELEMENTARY** SCHOOL

2023-24

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: July 11, 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.*



2023-24 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:

- | | |
|--|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>4/27/2023</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Parent Teacher Foundation (PTF) | Date of presentation: <u>5/3/2023</u> |
| <input checked="" type="checkbox"/> Other (list): <u>Staff</u> | Date of presentation: <u>4/24/2023</u> |

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: 5/8/2023

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

Irene Hightower
Type/Print Name of School Principal

Dawn Ong
Type/Print Name of SSC Chairperson

Meridith Galaviz
Type/Print Name of ELAC Representative

Bruce Sivas
Type/Print Name of Area Superintendent

[Signature] 5/8/23
Signature of School Principal / Date

[Signature] 5/8/23
Signature of SSC Chairperson / Date

[Signature] 5/9/23
Signature of ELAC Representative / Date

[Signature] 5/12/23
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures to:
Site Area Superintendent

Due May 12, 2023

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. School Site Council Roster
 - F. 2022-23 SPSA Assessment and Evaluation
 - G. Title I Duty Statements

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

This School Plan for Student Achievement fulfills the requirements of a Title I Schoolwide Program School and an ATSI Program. Hancock Elementary serves a number of students of equity issues including approximately 71% of students who qualify for free and reduced lunch and 95% 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)

This SPSA aligns with San Diego Unified School District's LCAP goals listed below:

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

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ENGAGING EDUCATIONAL PARTNERS

Educational Partners Budget Meetings	Date(s)
SSC - Required	2/21/23 3/6/23
ELAC - Required if 21 or more English Learners	2/2/23
Other Educational Partner (please list)	
Other Educational Partner (please list)	

Educational Partners SPSA Meetings	Date(s)
SSC - Required	4/10/23 5/8/23
ELAC - Required if 21 or more English Learners	4/27/23

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 neediest 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 Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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 95% 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 0.25 FTE equating to 0.75 FTE; 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 continue to face 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.

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 2022-23**Analysis**

For the 2022-23 School Year we opened schools with certain COVID-19 protocols that were still in place that required students to be home if they had COVID-like symptoms and then 10 days minimum if they were positive. Fortunately, as the year progressed the COVID restrictions relaxed allowing students to return to school faster. We are hopeful that these new protocols and lighter restrictions will decrease our chronic absenteeism and we can focus more on students who are not attending for non-COVID related issues.

Major Differences

The major difference between our goals last year and moving forward are the COVID protocols that continued to change and are hopefully relaxed enough going into the 2023-24 that our chronic absenteeism will not include students absent due to COVID restrictions. We are also increasing our School Counselor from a 0.60 to a 0.75 overall between all resources so they will be more readily available for our students and families. Another major difference was moving from one class of Transitional Kindergarten classes to three Universal Transitional Kindergarten classes. Students new to school do have a tendency to contract viruses that they have not been exposed to in the past leading to more absenteeism.

Changes

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 necessary. As our budget had increased our community was loud clear that they would like more counseling time which will be increased for the 2023-24 school year.

Identified Need: Safe, Collaborative, and Inclusive Culture

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Based on attendance reports in the district's Hoonuit application Hancock's chronic absenteeism rate goes as follows:

2019-20 - 6%

2020-21 - 8%

2021-22 - 36%

Showing a clear effect, the pandemic had and the after effect of COVID 19 protocols and procedures that were required by the federal, state and county health offices to force families to keep their children at home. As requirements changed, loosened, ramped up, etc. the 2021-22 school year set a precedent that had never been seen before. Even at the beginning of the 2022-23 school year there were still many protocols in place that required families to provide negative test results for students to return to school. As a military community some of these protocols and procedures were seen as invasive and many times were not followed requiring students to be out of school for more days than might have been necessary. Hancock currently stands at 23% chronic absenteeism, and we hope to continue to improve as COVID restrictions become more relaxed over time.

Goal 1 - Safe, Collaborative, and Inclusive Culture

By Date	Schoolwide or Student Group	Grade(s)	Objective	Baseline Performance	Target Performance	Measure of Success	Frequency
June 2024	Schoolwide	UTK-5	Decrease Chronic Absenteeism	34.5%	20%	Attendance, Chronic Absenteeism	Every 2 Weeks
June 2024	English Learner	UTK-5	Decrease Chronic Absenteeism	41.2%	20%	Attendance, Chronic Absenteeism	Every 2 Weeks
June 2024	Students with Disabilities	UTK-5	Decrease Chronic Absenteeism	41.3%	20%	Attendance, Chronic Absenteeism	Every 2 Weeks
June 2024	Black/African American	UTK-5	Decrease Chronic Absenteeism	25.7%	12%	Attendance, Chronic Absenteeism	Every 2 Weeks
June 2024	Multiple Races/Two or More	UTK-5	Decrease Chronic Absenteeism	28%	12%	Attendance, Chronic Absenteeism	Every 2 Weeks

Supporting Black Youth

1. In the 2023-24 school year, Hancock Elementary 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.
2. Hancock Elementary 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.
3. Increase access to advanced classes--GATE, seminar, advanced placement for black youth.

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

4. Hancock Elementary 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 English Learners, Black/African American, Students with Disabilities, and Multiple Races/Two or More. 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 to help provide strategies to parents 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 are also hiring a Community Based School Site Coordinator who will also become a part of our Attendance Team and provide assistance and resources 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	Unduplicated Student Group	Reference	Rationale
F01362A	School Counselor	0.25000	\$23,261.00	\$35,638.90	0136-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Please see job duty statement for Title I position
F013629	Attendance Asst	0.37500	\$13,326.75	\$28,357.40	0136-30100-00-2404-3130-0000-01000-0000	Title I Basic Program	[no data]		Please see job duty statement for Title I position

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

Call to Action Belief Statements

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

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

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

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

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2022-23

Analysis

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 and 1:1 student devices.

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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/Smarty Ants 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

There are not any major differences from the 2022-23 school year to the 2023-24 school year

Changes

There are no major changes for the 2023-24 school year. We hope with the relaxed restrictions for student attendance for COVID protocols more students are attending and will be available to attend intervention groups.

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 are 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	Schoolwide or Student Group	Grade(s)	Objective	Baseline Performance	Target Performance	Measure of Success	Frequency
June 2024	Schoolwide	3-5	Meet or exceed grade level standards	49%	60%	CAASPP ELA	Annually
June 2024	Schoolwide	3-5	Increase the number of students on the FAST AUTOREading at the 85th percentile and above	30%	45%	FAST AUTOREading	Trimester
June 2024	Students with	3-5	Meet or exceed	15%	50%	CAASPP ELA	Annually

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Disabilities		grade level standards				
June 2024	Black or African American	3-5	Meet or exceed grade level standards	46%	56%	CAASPP ELA	Annually
Identified Need - Math							
<p>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%.</p> <p>In analyzing the data closely, the students with disability subgroup are 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.</p> <p>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.</p>							
Goal 3 - Mathematics							
By Date	Schoolwide or Student Group	Grade(s)	Objective	Baseline Performance	Target Performance	Measure of Success	Frequency
June 2024	Schoolwide	3-5	will meet or exceed standards	41%	51%	CAASPP Math	Annually
June 2024	Schoolwide	3-5	Increase the number of students on the DEMI Communication section Evidence of Proficiency	70%	75%	DEMI	Annually
June 2024	Students with Disabilities	3-5	will meet or exceed standards	9%	50%	CAASPP Math	Annually
June 2024	Black or African American	3-5	will meet or exceed standards	33%	50%	CAASPP Math	Annually

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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 when the goals were written.							
Goal 4 - English Learners							
By Date	Grade(s)	Student Group	Objective	Baseline Performance	Target Performance	Measure of Success	Frequency
June 2024	K-5	English Learner	students eligible for reclassification will be reclassified	100%	100%	Reclassification Rates	Annually
June 2024	K-5	English Learner	increase the number of EL students who progress at least one ELPI Level	69.2%	75%	ELPAC	Annually
June 2024	K-5	English Learner	all students will take the ELPAC assessment	96.6% (28/29)	100%	ELPAC	Annually
June 2024	K-5	English Learner	maintain the number of At Risk English Learners (AREL)	0 students	0 students	ELPAC	Annually
Lesson Planning, Data Analysis, and Professional Development							
Description							
<p>Student to be served by this strategy/activity: All students</p> <ul style="list-style-type: none"> • Educators (classroom and non-classroom) participate in PLCs once a month to analyze student work/data and make adjustments to Tier 1 instruction and plan differentiated small groups for Tier 2 intervention instruction. • In School Resource Teacher will support educators during PLC around student data, lesson design, to strengthen Tier I instruction. RT models and coaches around effective teaching strategies to have high level of engagement during learning. Provides small group intervention to students showing need based on the data. • In School Resource Teacher to ensure ELPAC Initial and Summative Assessments for English Learners • Educators in Grades K-2 will use Universal/Dyslexia screener to determine the next students for students three times a year. 							

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Educators in Grades 3-5 will use data from FAST Autoreading to determine the next steps for students three times a year.
- Educators in Grades 3-5 will use data from DEMI to determine the next steps for students twice a year.
- Student reading data and progress is monitored during site-driven and directed professional learning communities (PLCs)
- Grade level monthly professional learning communities focused on data analysis and student monitoring, collaborative grade level planning, lesson study, lesson design, setting learning targets, and/or reflecting on teaching practice

Expenditures

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Unduplicated Student Group	Reference	Rationale
F01362C	Inschool Resource Tchr	0.15000	\$15,566.40	\$22,394.15	0136-30106-00-1109-2140-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Please see job duty statement for Title I position

Effective Classroom Instruction

Description

Student to be served by this strategy/activity: All students

- Students have access to high quality reading materials and supplies to strengthen ELA, Math, and Science instruction
- Students will have access to materials (writing materials, notebooks, composition books, journals, planners, math manipulative, math tools, Chromebooks, etc.) in order to learn effectively in the classrooms
- Provide culturally appropriate and relevant texts to engage students in talking about texts and using high leverage comprehension strategies
- Provide books in which students' culture, race and ethnic background are reflected in the story line.
- All educators at a site will use the same board approved mathematics curricular resources as their main instructional materials.
- All educators at a site will use the same board approved English language arts curricular resources as their main instructional materials.
- Strategic scheduling of student groupings and special education staff support.
- Provide additional Co-teaching training to selected educators and para educators that partner with Ed Specialist
- In School Resource Teacher will co-facilitate professional learning communities (PLCs) in grades K-5
- In School Resource Teacher will assist in the development of professional learning opportunities based on the specific needs of the site in conjunction with administrators.
- Utilize FAST assessment in illuminate to assess students ELA skills.
- Classroom teachers in grades 3-5 will administer the DEMI assessment and analyze the results during PLC's. Results will be used to support students in setting math goals and language goals.
- Educators will monitor their various online programs (ST Math, Smarty Ants, Achieve, i-Ready, Reading A-Z, etc.) to effectively identify student performance and build groups for small group instruction and support
- Educators will clearly post & state for students the daily learning target(s) in the form of "I can..." statements, which will have an explicit connection to

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

the course Critical Concept(s)being addressed									
<ul style="list-style-type: none"> PLCs will monitor formative and summative assessments in order to plan for effective instruction for whole and small group instruction K-5 									
Expenditures									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Unduplicated Student Group	Reference	Rationale
F01362F	Inschool Resource Tchr	0.65000	\$67,454.40	\$97,041.35	0136-30100-00-1109-2140-0000-01000-0000	Title I Basic Program	[no data]		Please see job duty statement for Title I position
N0136BX	Supplies		\$26,680.75	\$26,680.75	0136-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental supplies such as writing tools, paper, journals, math tools, math manipulatives, etc., for students to effectively learn.
N01361Q	Supplies		\$1,306.95	\$1,306.95	0136-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental supplies such as writing tools, paper, journals, math tools, math manipulatives, etc., for students to effectively learn.
N01363N	Supplies		\$6,777.03	\$6,777.03	0136-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Supplemental supplies such as writing tools, paper, journals, math tools, math manipulatives, etc., for students to effectively learn.
N013642	Software License		\$21,793.10	\$21,793.10	0136-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Students and teachers will use various software purchased by the site (Achieve, Smarty Ants, and Reading A-Z) in order to improve student achievement and access after school hours to academic programs.
N0136ET	Non Clsrn Tchr Hrly		\$2,093.00	\$2,590.49	0136-09807-00-1957-0000-4760-01000-0000	LCFF S/C Non-Personnel	[no data]		Classroom Teacher PLC after school hours to plan for effective Tier 1 instruction
Interventions and Accelerations (During, Before, and After School Day) and Other Supports									
Description									
Student to be served by this strategy/activity: All students									
<ul style="list-style-type: none"> K-5 students that need additional literacy support will be selected to attend intervention groups with the In School Resource Teacher during the school day. Resource educator (classroom and non-classroom) will provide direct, push-in supplemental small group reading instruction to identified students in 									

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

grades K-5. Classroom teachers will select students in need of support via PLCs when data is monitored on a monthly basis

- Library Assistant to ensure students have books for home reading and 1:1 devices for classroom instruction, homework, access to district and site software for interventions, improvement, and enrichment
- Software for students to utilize in class or after school hours that provide academic intervention, practice, or enrichment. (ST Math, i-Ready, Smarty Ants, Achieve, Reading A-Z, etc.)

Expenditures

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Unduplicated Student Group	Reference	Rationale
F01362D	Inschool Resource Tchr	0.20000	\$20,755.20	\$29,858.87	0136-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		IRT to provide intervention support to students selected by classroom teachers
F01362E	Library Asst	0.45000	\$14,268.60	\$30,243.50	0136-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		Please see job duty statement for Title I position

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 2022-23

Analysis

In order for parents to be involved they must know about the meetings and workshops we provide, have materials for them to participate in 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 childcare and translation when requested. With the additional funding of Community Schools designation by the district Hancock's parent participation has greatly increased over the 2022-23 school year. We had 83% of parents respond to our Community Schools Needs Assessment this year and identified wellness (counseling, food security, mental health), academic supports (in school and after school supports), and enrichment (after school programs and clubs for students) as areas they would like to see continue or added at Hancock.

Major Differences

Materials and refreshments were provided at meetings and led to increased parent participation. Childcare was added so more parents would possibly participate in meetings. Hancock being designated as a Community School in the 2022-23 school year, has added funding for parents to be more involved in committees, especially SGT where Community School funds are requested and approved. Combining Title I Parent Involvement Funds with Community Schools funds provides multiple opportunities for parents to be involved at multiple levels.

Changes

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

Having the Community Schools Needs Assessment come out a couple of weeks prior to the Cal-Schls survey led to a decrease in parent participation in the Cal-Schls survey. While analyzing our CAL-SCHLS data we noticed a few parents responded that they do not agree that the school encourages them to be an active partner with the school in educating their child and do not agree that the school staff take parent concerns seriously. Both of these are in opposition to what our Community Schools pillars are and the survey for Community Schools did not surface those responses. We would like to correlate the two surveys, so parents respond similarly to both.

Goal 6 - Family Engagement

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

			Performance	Performance		
June 2024	Parents/Guardians	Increase the percentage of parents who feel welcome to participate at Hancock Elementary (Strongly Agree and Agree)	82%	90%	CAL - SCHLS (CSPS)	Annually
June 2024	Parents/Guardians	Increase the percentage or responses to school staff take parent concerns seriously (Strongly Agree and Agree)	79%	85%	CAL - SCHLS (CSPS)	Annually

Family Engagement

Families to be served by this Strategy/Activity

Please see below

Strategy/Activity - Description

Strategy1: Meeting Necessities

Families to be served: All families and students at the school site will benefit from this strategy/activity.

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

Strategy 2: Communication

Families to be served: All families and students at the school site will benefit from this 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	Unduplicated Student Group	Reference	Rationale
N01367I	Tech Professional OTBS Hrly		\$500.00	\$689.35	0136-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		OTBS hourly will provide translation from district staff when necessary
N0136EU	Other Nonclsrn		\$450.00	\$620.42	0136-30103-00-	Title I Parent	[no data]		Para hourly will provide childcare

Hancock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	PARAS Hrly				2955-2495-0000-01000-0000	Involvement			for after school meetings for parents
N01368V	Supplies		\$1,875.23	\$1,875.23	0136-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		materials such as paper, pencils, pens, sticky notes, etc and light refreshments including coffee, water, and muffins for parent meetings
N0136EV	Software License		\$500.00	\$500.00	0136-30103-00-5841-2495-1110-01000-0000	Title I Parent Involvement	[no data]		Software license such as Smore etc for ESA and School Counselor to use for newsletter, flyers, and other parent communication needs
N0136E5	Postage Expense		\$50.00	\$50.00	0136-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage when items need to be mailed to families who have moved out of the area

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)

\$ 186,058

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, 09807, 30100, 30103, 30106, 30107, 31820)

\$ 306,418

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)	\$ 59,340
Title I Student Intervention (30107)	\$0
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school (30106,30107): \$ 59,340

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, 09807)	\$ 61,020
[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, 09807): \$ 61,020

Total of federal, state, and/or local funds for this school (09800, 09807, 30100, 30103, 30106, 30107, 31820): \$ 306,418

	Resource Description	Account Description	Job Code	FTE	Total
0136 Hancock Elementary	09800 LCFF Intervention Support	1109 Pull/Out Push In	2040 Inschool Resource Tchr	0.2	\$20,755.20
0136 Hancock Elementary	09800 LCFF Intervention Support	3000 Benefits			\$9,103.67
0136 Hancock Elementary	09800 LCFF Intervention Support	4301 Supplies	-		\$6,777.03
0136 Hancock Elementary	09800 LCFF Intervention Support	5841 Software License	-		\$21,793.10
0136 Hancock Elementary	09800 LCFF Intervention Support Total				\$58,429.00
0136 Hancock Elementary	09807 LCFF S/C Non-Personnel	1957 Non Clsrm Tchr Hrly	-		\$2,093.00
0136 Hancock Elementary	09807 LCFF S/C Non-Personnel	3000 Benefits			\$497.49
0136 Hancock Elementary	09807 LCFF S/C Non-Personnel Total				\$2,590.49
0136 Hancock Elementary	30100 Title I Basic Program	1109 Pull/Out Push In	2040 Inschool Resource Tchr	0.65	\$67,454.40
0136 Hancock Elementary	30100 Title I Basic Program	2231 Other Support Prsnl PARAS	6472 Library Asst	0.45	\$14,268.60
0136 Hancock Elementary	30100 Title I Basic Program	2404 Guidance/Attendance Asst	6419 Attendance Asst	0.375	\$13,326.75
0136 Hancock Elementary	30100 Title I Basic Program	3000 Benefits			\$60,592.50
0136 Hancock Elementary	30100 Title I Basic Program	4301 Supplies	-		\$26,680.75
0136 Hancock Elementary	30100 Title I Basic Program Total				\$182,323.00
0136 Hancock Elementary	30103 Title I Parent Involvement	2455 Tech Professional OTBS Hrly	-		\$500.00
0136 Hancock Elementary	30103 Title I Parent Involvement	2955 Other Nonclsrm PARAS Hrly	-		\$450.00
0136 Hancock Elementary	30103 Title I Parent Involvement	3000 Benefits			\$359.77
0136 Hancock Elementary	30103 Title I Parent Involvement	4301 Supplies	-		\$1,875.23
0136 Hancock Elementary	30103 Title I Parent Involvement	5841 Software License	-		\$500.00
0136 Hancock Elementary	30103 Title I Parent Involvement	5920 Postage Expense	-		\$50.00
0136 Hancock Elementary	30103 Title I Parent Involvement Total				\$3,735.00
0136 Hancock Elementary	30106 Title I Supplmnt Prog Imprvmnt	1109 Pull/Out Push In	2040 Inschool Resource Tchr	0.15	\$15,566.40
0136 Hancock Elementary	30106 Title I Supplmnt Prog Imprvmnt	1210 Counselor	2605 School Counselor	0.25	\$23,261.00
0136 Hancock Elementary	30106 Title I Supplmnt Prog Imprvmnt	3000 Benefits			\$19,205.65
0136 Hancock Elementary	30106 Title I Supplmnt Prog Imprvmnt	4301 Supplies	-		\$1,306.95
0136 Hancock Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				\$59,340.00
0136 Hancock Elementary Total					\$306,417.49

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 2023-24

- 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), Monthly Coffee with the Principal, 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



2.2 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 2023-24
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 https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	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	88	67.0	105	41.9	-9.9	-25.1	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	54	72.2	48	45.8	-1.5	-26.4	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	34	58.8	57	38.6	-17.5	-20.2	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	7	-	8	-	-	-	8	-	12	16.7	11	54.5	7	-	8	-	-	-
Asian	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Filipino	5	-	4	-	2	-	2	-	5	-	-	-	5	-	4	-	2	-	2	-	5	-	-	-
Hispanic	28	42.9	19	57.9	23	34.8	24	58.3	37	48.6	5.7	-9.7	28	50.0	19	52.6	23	39.1	24	66.7	37	45.9	-4.1	-20.8
Native American	2	-	0	-	1	-	1	-	2	-	-	-	2	-	0	-	1	-	1	-	2	-	-	-
Pacific Islander	2	-	1	-	0	-	1	-	3	-	-	-	2	-	1	-	0	-	1	-	3	-	-	-
White	48	58.3	39	66.7	44	70.5	39	66.7	38	23.7	-34.6	-43.0	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	13	84.6	12	58.3	32.0	-26.3	19	26.3	10	20.0	13	46.2	13	76.9	12	66.7	40.4	-10.2
English Learner	4	-	3	-	2	-	2	-	2	-	-	-	4	-	3	-	2	-	2	-	2	-	-	-
English-Speaking	108	51.9	82	58.5	93	62.4	86	68.6	103	41.7	-10.2	-26.9	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	86	68.6	100	40.0	-11.9	-28.6	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	57	64.9	64	37.5	-9.3	-27.4	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	31	71.0	41	48.8	-14.1	-22.2	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	-	16	100.0	4	-	-	-	21	76.2	22	72.7	6	-	16	100.0	4	-	-	-
Not Gifted	91	48.4	63	57.1	89	60.7	72	59.7	105	41.9	-6.5	-17.8	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	13	46.2	14	14.3	-	-31.9	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	75	70.7	91	46.2	-7.6	-24.5	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	83	68.7	102	42.2	-9.2	-26.5	111	48.6	83	50.6	89	61.8	83	68.7	32	37.5	-11.1	-31.2

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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	84	64.3	83	56.6	2.2	-7.7	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	36	61.1	52	59.6	0.8	-1.5	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	48	66.7	31	51.6	0.5	-15.1	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	-	11	72.7	6	-	-	-	10	30.0	13	30.8	9	-	11	45.5	6	-	-	-
Asian	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	1	-	3	-	3	-	1	-	1	-	-	-	1	-	3	-	3	-	1	-	1	-	-	-
Hispanic	18	50.0	23	43.5	23	73.9	19	47.4	26	61.5	11.5	14.1	18	50.0	23	39.1	23	60.9	19	47.4	26	46.2	-3.8	-1.2
Native American	1	-	1	-	1	-	1	-	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	38	71.1	38	52.6	-15.7	-18.5	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	13	53.8	10	60.0	-	6.2	7	-	17	41.2	10	50.0	13	46.2	10	80.0	-	33.8
English Learner	0	-	2	-	2	-	2	-	4	-	-	-	0	-	2	-	2	-	2	-	4	-	-	-
English-Speaking	79	54.4	100	55.0	83	68.7	82	65.9	79	59.5	5.1	-6.4	79	55.7	100	52.0	83	56.6	82	54.9	79	55.7	0.0	0.8
Reclassified†	0	-	2	-	0	-	2	-	0	-	-	-	0	-	2	-	0	-	2	-	0	-	-	-
Initially Eng. Speaking	79	54.4	98	54.1	83	68.7	80	65.0	79	59.5	5.1	-5.5	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	57	57.9	46	43.5	-4.8	-14.4	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	27	77.8	37	73.0	-0.7	-4.8	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	15	86.7	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	69	59.4	82	56.1	7.9	-3.3	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	-	7	-	5	-	-	-	14	14.3	10	20.0	7	-	7	-	5	-	-	-
WO Disabilities	65	64.6	92	55.4	78	70.5	77	70.1	78	57.7	-6.9	-12.4	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	82	64.6	82	57.3	1.5	-7.3	77	55.8	100	51.0	84	54.8	82	54.9	32	59.4	3.6	4.5

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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										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	105	60.0	61	54.1	83	62.7	76	73.7	86	52.3	-7.7	-21.4	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	38	81.6	44	52.3	-20.2	-29.3	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	38	65.8	42	52.4	4.3	-13.4	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	-	8	-	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	-	4	-	3	-	-	-	4	-	2	-	2	-	4	-	3	-	-	-
Hispanic	27	59.3	13	38.5	19	57.9	22	81.8	23	56.5	-2.8	-25.3	26	23.1	13	46.2	19	42.1	22	63.6	23	21.7	-1.4	-41.9
Native American	0	-	0	-	1	-	1	-	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	34	73.5	37	59.5	-10.5	-14.0	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	7	-	9	-	-	-	10	40.0	6	-	17	58.8	7	-	9	-	-	-
English Learner	1	-	1	-	0	-	1	-	1	-	-	-	1	-	1	-	0	-	1	-	1	-	-	-
English-Speaking	104	60.6	60	55.0	83	62.7	75	74.7	85	52.9	-7.7	-21.8	102	32.4	60	51.7	82	52.4	75	57.3	84	26.2	-6.2	-31.1
Reclassified†	1	-	0	-	2	-	1	-	4	-	-	-	1	-	0	-	2	-	1	-	4	-	-	-
Initially Eng. Speaking	103	60.2	60	55.0	81	61.7	74	74.3	81	54.3	-5.9	-20.0	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	56	73.2	48	47.9	-6.6	-25.3	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	20	75.0	38	57.9	-11.3	-17.1	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	-	15	100.0	3	-	-	-	27	70.4	11	72.7	7	-	15	100.0	3	-	-	-
Not Gifted	78	53.8	50	52.0	76	60.5	61	67.2	83	50.6	-3.2	-16.6	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	9	-	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	67	82.1	76	57.9	-7.0	-24.2	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	75	73.3	82	53.7	-6.7	-19.6	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.

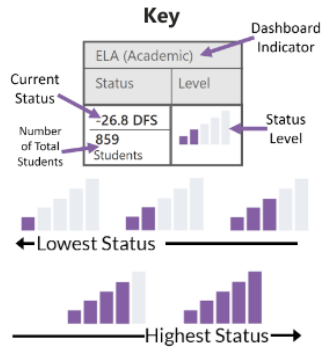
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Dashboard Student Group Report

Hancock Elementary

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard



Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	9.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not available for 2022)	N/A	N/A	N/A

Report designed by:



Student Group	Pupil Achievement						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	69.2% n=13		-4.3 dfs n=228		-20 dfs n=227		0.5% n=800		34.5% n=773			
Student Program												
English Learner ATSI	69.2% n=13		-26.4 dfs n=12		-46.8 dfs n=12		2.9% n=34		41.2% n=34			
Foster Youth												
Homeless Youth			n=2		n=2		n=6		n=6			
Socioeconomically Disadvantaged			-13.4 dfs n=157		-28.1 dfs n=157		0.2% n=447		36.1% n=440			
Students with Disabilities ATSI			-90.3 dfs n=30		-100.5 dfs n=30		1.7% n=116		41.3% n=109			
Student Race/Ethnicity												
Black/African American ATSI			-28.3 dfs n=20		-42.8 dfs n=20		0% n=83		25.7% n=74			
American Indian or Alaska Native			n=2		n=2		n=7		n=7			
Asian			n=1		n=1		0% n=12		25% n=12			
Filipino			n=8		n=8		0% n=17		18.8% n=16			
Hispanic			-8.4 dfs n=67		-25.8 dfs n=67		0.4% n=256		37.5% n=248			
Pacific Islander			n=6		n=6		0% n=11		n=9			
White			1.2 dfs n=99		-12.9 dfs n=98		0.6% n=331		36.9% n=325			
Multiple Races/Two or More ATSI			15.7 dfs n=25		10 dfs n=25		1.2% n=83		28% n=82			

Updated on 2/15/2023, based on ESSA and dashboard files released 2/13/2023

APPENDIX E**SCHOOL SITE COUNCIL ROSTER**

X Check box when updates are completed

School Site Roster - Due October 7th 2022

School Name: Hancock Elementary

STAFF: Minimum of 5 members. CLASSROOM teachers must make up the MAJORITY in this category.

Tenure	Position	Name	SSC Office			
	Principal	Irene Hightower				
2022-2024	Other School Rep	Jessie Salas				
2021-2023	Classroom Teacher	Anne Gonzalez	Secretary			
2022-2023	Classroom Teacher	Arlette Anquillano				
2022-2023	Classroom Teacher	Dawn Ong	Chair			

PARENTS/COMMUNITY MEMBERS (CM)/STUDENTS: Minimum of 5

All parent SSC members are DAC alternate members. Community members must be designated by the SSC to vote at the DAC.

Tenure	Parent/CM/Student	Name	SSC Office			
2022-2024	Parent	Beth Story				
2022-2024	Parent	Karla Travieso Ayala				
2022-2024	Parent	Katherine Gruber				
2022-2024	Community Member	Jamie Sanders				
2022-2024	Parent	Sammantha Lee Lagae				

APPENDIX F**2022-23 SPSA ASSESSMENT AND EVALUATION**

Hancock Elementary EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

SCHOOL YEAR: 2022-23

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

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

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

This must be completed as part of your 2023-24 SPSA

- “Due” at end of cycle for developing 2023-24 SPSA, approximately end of May

-When completed, download as PDF and upload to [DTS](#)

Resource	Expenditure	LCAP Section	What is effective for this strategy / activity? <i>Share specific evidence (qualitative/quantitative data) of success/effectiveness in implementing this activity or strategy.</i>	What is ineffective for this strategy / activity? <i>Share specific evidence (qualitative/quantitative data) that this activity or strategy is not working.</i>	Modifications based on results of qualitative and quantitative data <i>Continue or discontinue and why? What changes will be implemented?</i>
SAMPLE 3010x	SAMPLE (2905 Community Assistant I)	LCAP 2&3	<ul style="list-style-type: none"> Provided vital information in English and a language other than English to parents at SSC / ELAC / PTO meetings as evidenced by agendas, sign-in sheets, minutes. The evidence showed an increase of parent participation by 20%. Completed 4 parent education workshops. Feedback from parents indicated that the workshops were educational, helpful, and purposeful. The workshops educated parents to work with the school to help their children. Completed 20 home visits. Parents were grateful for the visits and support from the school. They indicated that they learned a lot about the importance of attendance and parent's roles in education. 150 out of 500 (30%) parents responded to surveys. Annual parent survey results showed 95% parent satisfaction with parent and family engagement. 	<ul style="list-style-type: none"> Although vital information was provided to parents at SSC / ELAC / PTO meetings, not all parents comprehended the information as evidenced by parent survey results and drop-in requests for clarification. Parent attendance at all workshops was low because those workshops were held during the time that parents were at work. There was not enough time to conduct more home visits and connect with parents. 150 out of 500 (30%) parents responded to the survey. 	<ul style="list-style-type: none"> Request time at SSC / ELAC / PTO meetings to allow the parent liaison to explain the information to parents. Provide workshops at varying times so that more parents can attend. Add additional time for home visits. Continue to reach out to more parents through a variety of activities. We recommend continuing this activity.

Hancock Elementary EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

3010x/CSI	1109 Pull/Out Push In	LCAP 2&3	<ul style="list-style-type: none"> Students are selected to work with intervention support teacher based on various data point to include: F&P, FAST, Achieve 3000, i-Ready Students who are not meeting grade level standards in ELA and ELD receive interventions from a highly qualified certificated teacher. ILT and teachers in PLCs select what the focus of intervention will be and for how many weeks Data from intervention support is shared at Student Study Team meetings and can help determine if student moves to more intensive interventions or to SPED testing 	<ul style="list-style-type: none"> Some students cannot be selected based on the focus or levels as determined in PLC Some classroom teachers rely too heavily on the Intervention Teacher's support to move students academically A few students go through multiple rounds of intervention, but do not make gains 	<ul style="list-style-type: none"> Admin will remind classroom teachers it is ultimately their responsibility to make gains for students and not just the Intervention Teacher Students who are not selected should receive interventions from the classroom teacher Students who do not make gains will be brought to Student Study Team for higher level documentation, intervention and support up to and including SPED assessments We recommend continuing this activity
3010x/CSI	1157 Classroom Teacher Hrly	LCAP 2&3	<ul style="list-style-type: none"> Classroom teachers meet monthly after school hours to plan for instruction, intervention and support ILT lead teachers share information from ILT meetings including data results and ILT analysis of data Student progress is monitored and grade level colleagues can make suggestions for struggling students Teachers are paid for their time eliminating the need for 	<ul style="list-style-type: none"> It is difficult for admin to monitor discussions as the teachers are hold PLCs when they are in meetings after school 	<ul style="list-style-type: none"> Teachers submit minutes from the PLCs to Admin We recommend continuing this activity

Hancock Elementary EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

			<p>substitutes who may be late, cancel and the last minute</p> <ul style="list-style-type: none"> Teachers never miss a PLC 		
3010x/CSI	1210 Counselor	LCAP 1	<ul style="list-style-type: none"> Counselor is able to meet with students who are experiencing trauma or difficulties Students are removed from the classroom setting in order to have them reset and return to the classroom in order to maximize instructional time. Counselor addresses chronic absenteeism and tardiness. Counselor was extremely effective in determining students in need of supports Counselor helped families with needed materials, supplies, and online counseling Counselor works effectively with staff members to include office staff and Community Schools Site Coordinator in providing multiple supports for families and students 	<ul style="list-style-type: none"> Counselor is not available daily as the district and supplemental Title budget does not allow for a full time counselor 	<ul style="list-style-type: none"> When funding becomes available the site would like to increase this position from the current 0.60 to a 0.75 FTE We recommend continuing this activity and increasing if funding is available
3010x/CSI	2231 Other Support Prsnl PARAS	LCAP 2&3	<ul style="list-style-type: none"> Students are able to have access to library books to take home for reading Students learn a love of reading through her activities and storytelling, 	<ul style="list-style-type: none"> Because funds from the district and the additional funds that the Title I budget supports do not allow for a full time position they are occasional delays in getting books and laptops to students. There is about a 5% loss in lost books and laptops during the school year. 	<ul style="list-style-type: none"> When funding becomes available the site would like to increase this position from the current 0.45 to a 0.65 FTE We recommend continuing this activity and increasing if funding is available

Hancock Elementary EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

			<ul style="list-style-type: none"> Students learn about researching topics related to Common Core Standards. Students have access to a 1:1 device in order to complete class and homework. 		
3010x/CSI	2404 Guidance/Attendance Asst	LCAP 1	<ul style="list-style-type: none"> Attendance Assistant monitors all student attendance and verifies absences Attendance Assistant works with Counselor, Admin and district staff in weekly attendance meetings Attendance Assistant has completed home visits to students identified with chronic absenteeism We have since decrease in absences in some of our most chronically absent students 	<ul style="list-style-type: none"> District provides no funding for the school site which has had over 700 students in enrollment for an Attendance Assistant. We could do more home visits and monitoring if the position was increased or even partially funded by the district so we could supplement and make it a full time position Due to the FTE only being a 0.375 the Attendance Assistant can only follow up, make home visits and attend weekly meeting within a 3 hour time slot each day as that is all the site can afford Due to Chronic Absenteeism during the 2021-22 school year the school will be in ATSI status 	<ul style="list-style-type: none"> When funding becomes available the site would like to increase this position and would hope the district sees the value of having an Attendance Assistant at a site with over 700 students We recommend continuing this activity and increasing if funding is available
3010x/CSI	4301 Supplies	LCAP 2&3	<ul style="list-style-type: none"> Students have access to supplies needed in order to participate appropriately in class Families do not need to purchase supplies for school and students always have what is needed to include any specialized supplies 	<ul style="list-style-type: none"> Sometimes we are limited, particularly at the end of the year as the budget decreases, to reorder supplies 	<ul style="list-style-type: none"> We recommend continuing this activity otherwise students would not have supplies in order to participate in class.

Hancock Elementary EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

			the teacher specifically wants for what they are teaching		
3010x/CSI	5733 Interprogr m SvcS/Paper	LCAP 2&3	<ul style="list-style-type: none"> Paper is necessary to complete classwork and homework When students do not have access to a device such as being newly enrolled, a grade level that is being upgraded, the student will need paper versions of instruction 	<ul style="list-style-type: none"> Nothing is ineffective about this strategy 	<ul style="list-style-type: none"> We recommend continuing this activity otherwise students would not have supplies in order to participate in class.
30103	2451 Clerical OTBS Hrly	LCAP 5	<ul style="list-style-type: none"> As a school where 95% of students are military connected we are continually enrolling and disenrolling students Each year the Children Youth and Transition (CYT) Office holds a Military Enrollment Fair and requests schools to participate in the summer before employees are on calendar At certain times of the year it is necessary for the clerk and other OTBS staff to enroll students in batches so they may attend school as soon as possible This is a benefit to our parents so they may have their children enrolled sooner rather than later 	<ul style="list-style-type: none"> Although CYT requests schools to participate in the summer enrollment fair for military families they do not pay the clerks at any schools. The sites are expected to pay for the clerks to attend and gather parent information 	<ul style="list-style-type: none"> We recommend continuing this activity otherwise it would take longer for students to be enrolled
30103	2455 Tech Professiona l OTBS Hrly	LCAP 5	<ul style="list-style-type: none"> This expenditure provides translation for our families who may need it for documents, surveys or in person meetings Translation provides opportunities for parents who 	<ul style="list-style-type: none"> Nothing about this expenditure is ineffective 	<ul style="list-style-type: none"> We recommend continuing this activity

Hancock Elementary EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

			would not otherwise participate or be informed to be able to		
30103	4301 Supplies	LCAP 5	<ul style="list-style-type: none"> Supplies were used to advertise events Parents used supplies to support teachers in the classroom as volunteers Supplies were used to allow parents to participate in parent workshops and committees 	<ul style="list-style-type: none"> We still struggle to get more volunteers on campus and on committees. Due to our nature of being 95% military, many of our parent leaders leave within three years and then we struggle to find parents to replace the parent leaders that were in place. 	<ul style="list-style-type: none"> We recommend continuing this activity
30103	5733 Interprogram Svcs/Paper	LCAP 5	<ul style="list-style-type: none"> Through our surveys we discovered that our parents prefer reminders and newsletters on paper vs. electronically We continue to do both, but put important events on paper 	<ul style="list-style-type: none"> Nothing about this activity is ineffective 	<ul style="list-style-type: none"> We recommend continuing this activity
30103	5841 Software License	LCAP 5	<ul style="list-style-type: none"> In order to create and update PDFs we receive from the district or outside entities our Elementary School Assistant and Counselor use Adobe PDF Writer Software License for flyers, information, posting to our website, etc. 	<ul style="list-style-type: none"> The district does not purchase this for the school sites so we must purchase if we would like to continue to provide the level of service we have done in the past for our families 	<ul style="list-style-type: none"> We recommend continuing this activity
30103	5920 Postage Expense	LCAP 5	<ul style="list-style-type: none"> The site uses postage as items needed to be sent home at times via US mail throughout the year. As a site with 95% military connected students who move often - many times report cards and items need to be sent to families as they move to new duty stations. 	<ul style="list-style-type: none"> As more and more parents become tech savvy we are as much as possible sending items electronically when we can 	<ul style="list-style-type: none"> We recommend continuing this activity but will be reducing the amount for the coming school year.

APPENDIX G**TITLE I DUTY STATEMENTS**

**SAN DIEGO UNIFIED SCHOOL DISTRICT
DUTY STATEMENT**

School Name	Hancock
Class Title	Literacy Resource Teacher
Employee Name	
Total FTE	1.0

- *If the employee is multi-funded*
 - Is there a set schedule? *If so, please submit the schedule to the SPSA department.*
 - Are all duties regardless of funding allowable in Title I? *If no, then the employee must complete and submit a monthly Time/Effort report to his/her supervisor.*

Resource	FTE	Duties and Responsibilities
Title 30100 Title 30106	0.65 0.15	<ul style="list-style-type: none"> • Meet with strategic students daily to provide small group Early Literacy Intervention based on Reading Recovery training, and ongoing collaboration with their classroom teachers. • Provides strategic intervention support from researched based programs such as PALS and Phonics for Reading. • Provide instructional support to English Learners who have been here less than a year in language and early literacy with ongoing collaboration and support for their classroom teachers • Meet with teachers to analyze data, make student selection, monitoring, planning goals and next steps. (During Collaborative Release Time or PLCs) • Ongoing communication with teachers and support to parents such as participation in parent teacher conferences • Provide Professional Development and educational resources <ul style="list-style-type: none"> ○ Principals ○ Teachers ○ Sites ○ Grade level teams • Collaborate with other District Resource Teachers such as ELST, ELLA cycle coach, curriculum consultant and specialist in English learner instruction • Attend Professional Development and trainings around literacy and English Learners with the purpose of coming back to support the teachers, principal and staff • Projects as they become important to our school
LCFF 09800	0.20	<ul style="list-style-type: none"> • Provide ELPAC testing for both initial and annual testing for ELL students • Provide support to teachers of ELLs in analyzing ELPAC scores for effective teaching strategies



		<ul style="list-style-type: none">• Collaborate with other District Resource Teachers from the office of Language Acquisition and Learning
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**SAN DIEGO UNIFIED SCHOOL DISTRICT
DUTY STATEMENT**

School Name	Hancock
Class Title	Library Assistant
Employee Name	
Total FTE	0.65

- *If the employee is multi-funded*
 - *Is there a set schedule? If so, please submit the schedule to the SPSA department.*
 - *Are all duties regardless of funding allowable in Title I? If no, then the employee must complete and submit a monthly Time/Effort report to his/her supervisor.*

Resource	FTE	Duties and Responsibilities
Title 30100	0.45	<ul style="list-style-type: none"> ● Work with individual pupils and groups of pupils in the library/media center. ● Conduct story time and read to pupils. ● Assist with instructing pupils in library skills and assist pupils and teachers in locating library materials. ● Check the condition of library materials and report the condition to the immediate supervisor. ● May train and direct pupil monitors. ● Maintains and connects with district staff on student 1:1 devices ● Monitors the check out of materials including library books and 1:1 devices

**SAN DIEGO UNIFIED SCHOOL DISTRICT
DUTY STATEMENT**

School Name	Hancock
Class Title	Comprehensive School Counselor
Employee Name	
Total FTE	0.75

- *If the employee is multi-funded*
 - Is there a set schedule? *If so, please submit the schedule to the SPSA department.*
 - Are all duties regardless of funding allowable in Title I? *If no, then the employee must complete and submit a monthly Time/Effort report to his/her supervisor.*

Resource	FTE	Duties and Responsibilities
Title 30106	0.25	<ul style="list-style-type: none"> • Supporting implementation of an Integrated Multi-Tiered Systems of Supports to improve academics, social emotional and college/career ready through the development of a comprehensive school counseling program • Providing Socio-Emotional lessons (classroom, group and individual) • Utilize the following standards to align with classroom instruction: <ul style="list-style-type: none"> ○ Academic Domain – Common Core Speaking and Listening –TK-5 (Comprehension and Collaboration, Presentation of Knowledge and Ideas) ○ Social Emotional Domain – California Health Content Standards and CASEL – Collaborative for Academic, Social and Emotional Learning Competencies • Embed ASCA mindsets and behaviors through the comprehensive counseling program, into a calendar of services that represents a comprehensive approach in the areas of: <ul style="list-style-type: none"> ○ Core Counseling Curriculum ○ Individual Counseling Services ○ Responsive Intervention Services ○ System Support Development • Provide specific Guidance Lessons for groups and individuals • Review the specific site data (Attendance, Behavior, California Healthy Kids Survey-CHKS, Academics) to determine a school specific plan of prevention • Identify at-risk youth and address the educational issues by supporting youth 1:1 and preparing education plans and coordinating appropriate



		<p>resources through information gathering, analyzing, and problem solving</p> <ul style="list-style-type: none">• Ensure students identified as military, foster, homeless, and refugee are provided with appropriate services and supports• Create databases to track progress of work• Participates in Weekly Attendance meetings of chronically absent students with the attendance team to provide support and home visits when needed• Progress Monitoring<ul style="list-style-type: none">○ Use of multiple measures to assess progress. One area that will be measured is the calendar of the school counselor and how time is being utilized. The goal is 80% in direct services for students. Other data that will be looked at will be increased attendance, improved school climate and behavior, decreased office referrals and suspensions, and other areas that are specifically identified at the sites once data is reviewed.
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SAN DIEGO UNIFIED SCHOOL DISTRICT DUTY STATEMENT

School Name	Hancock
Class Title	Attendance Assistant
Employee Name	
Total FTE	0.375

- *If the employee is multi-funded*
 - Is there a set schedule? *If so, please submit the schedule to the SPSA department.*
 - Are all duties regardless of funding allowable in Title I? *If no, then the employee must complete and submit a monthly Time/Effort report to his/her supervisor.*

Resource	FTE	Duties and Responsibilities
Title 30100	0.37 5	<ul style="list-style-type: none"> ● Input and update pupil absence and attendance data. ● Make and receive parent calls to verify pupil absence; update and distribute attendance rosters; issue and record early leave permits and tardy passes. ● Contact parents by phone or in writing regarding pupil absenteeism and truancy and arrange appointments for parents with school staff. ● Assist with parent conferences and home visits regarding educational programs and objectives. ● Provide for distribution of forms, flyers, and other materials to parents; assist school staff with pupil attendance problems; check pupil attendance records and compile data for counselors. ● Conduct attendance recognition and reward activities. ● Gather and send homework assignments to pupils on long-term absence. ● Provide illness/accident attention and first aid for pupils in the absence of the school nurse. ● Attends weekly Attendance Team Meetings with Counselor, district resource staff from Placement & Appeal, Principal, Community School Site Coordinator ● Perform related duties as assigned