

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HANCOCK ELEMENTARY SCHOOL

2018-19

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: Richard, Nona

Contact Person: Richard, Nona

Position: Principal

Telephone Number: 858-496-8310

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

E-mail Address: nrichard@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Hancock Elementary School

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

SITE CONTACT PERSON: Nona Richard

PHONE: 858 496 8310 FAX: _____

E-MAIL ADDRESS: nrichard@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

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

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

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

- | | |
|--|-------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>4/9/18</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 type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/9/18

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.

Nona Richard
N. Richard
Type/Print Name of School Principal

N. Richard
Signature of School Principal

4/9/18
Date

Sara Barnes
Type/Print Name of SSC Chairperson

Sara Barnes
Signature of SSC Chairperson

4/9/18
Date

Bruce Bivins
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

4/17/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The mission of Hancock Elementary School is to ensure equal access to an excellent education in a supportive learning environment for all students. We are a California Distinguished School. The 2018-2019 Single Plan for Student Achievement (SPSA) addresses the ways in which we fulfill our mission.

Hancock students come from military families across the United States as well as several foreign countries, bringing with them a wealth of experiences. Student subgroup enrollment is 48% white, 10% African American, 27% Hispanic, 12% multicultural and 3% other. Targeted subgroups include Hispanic, African American, students with disabilities and limited income students.

Located in the Tierrasanta Murphy Canyon area, Hancock is part of the Lincoln Military Housing Community. This area has been designated as an Exceptional Family Member (EFM) housing community for military families. Additional supports offered to address the social and emotional challenges military students face include an on-site Marriage Family Therapist (MFT) from Mental Health Systems Tri-West and a Military Family Life Counselor (MFLC).

The 2018-2019 Single Plan for Student Achievement (SPSA) supports our mission by strategically allocating categorical funds in the following areas: intervention supports, instructional materials, professional development and key personnel. This categorical budget was approved in the spring of 2018 in preparation for the 2018-2019 school year.

SCHOOL VISION AND REALITY

Hancock Elementary School supports the San Diego Unified School District's vision of creating a quality school in every neighborhood. The indicators of a quality neighborhood school are as follows: access to a broad and challenging curriculum; quality teaching; quality leadership; professional learning for all staff; closing the achievement gap with high expectations for all; parent/community engagement around student achievement; quality support staff integrated and focused on student achievement; supportive environment that values diversity in the service of students; high enrollment of neighborhood students; digital literacy; neighborhood center with services depending on neighborhood needs; and safe and well-maintained facilities.

During the 2017-2018 school year, Hancock has maintained its focus on ensuring equal access to an excellent education for all students. Veteran staff members provide exceptional support for students and their families, and strong leadership seeks to build relational trust to enhance staff members' effectiveness and willingness to incorporate current district curriculum adoptions. Hancock teachers have developed and maintained professional learning communities where collaboration is the norm. It is important for leadership and staff continue to work together to maintain a shared vision and implement meaningful plans to improve student learning.

Professional development has focused on the components of a balanced literacy program, understanding and implementing positive behavioral supports and using the critical concepts and proficiency scales during the 2017-2018 school year. The principal and Instructional Leadership Team will plan professional development for the 2018-2019 school year with a continued emphasis on using critical concepts and proficiency scales to inform curriculum development and both horizontal and vertical alignment in English Language Arts and mathematics instruction. The school will

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also continue its emphasis on data monitoring of focus students who may otherwise be outside the traditional sphere of success at school. This plan for professional development includes paraprofessionals who work with students.

Hancock teachers taken on multiple roles outside their classroom instructional duties. These commitments include membership in the School Site Council (SSC), Site Governance Team (SGT), Parent Teacher Foundation (PTF), various school committees and as representatives for district initiatives. Parent involvement and community confidence in our school have grown over the last two years, and increased numbers of parent events have been scheduled. Dad's Corps and Parent University classes are held at Hancock after school hours. In addition, the Hancock front office has focused on making a concerted effort to welcome and include parents in the school by creating a parent bulletin board outside the office and designating comfortable office waiting space for parents and young children.

With the high number of students receiving special education services at Hancock, our special education staff must work closely with paraeducators to provide the support students need. Students receiving special education services make up approximately 20% of each classroom, and there are often two or three IEP meetings scheduled daily. The principal or other administrative designee attends all IEP meetings and oversees uniquely created educational experiences for these children.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4

961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize achievement of high expectations for all students requires ambitious and continuous improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills and dispositions. Schools demand effective and differentiated professional learning focused on substantive results for students. We understand and communicate that professional learning is a core function for improvement, and we maintain a public and persistent focus on responsive educator professional learning.

With this understanding, professional development time is provided within Professional Learning Communities (PLCs), Instructional Leadership Team (ILT) activities and on-site Professional Development. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in the district vision: "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken into four learning cycles, each cycle building student capacity around this goal.

PLCs and the ILT analyze student data in order to monitor student progress toward these goals, and analysis results in strategic instruction. Findings and progress are shared with parents and community via SSC, SGT and monthly parent coffees with the principal.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the five Area Goals contained in the SPSA have Title I budgets allocated to needs identified within the LEA plan. Supports include Common Core State Standards and priority standards/proficiency scales curriculum alignment via PLCs and professional development and extended and intensive learning opportunities as they are described in this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet grade level standards. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Hancock School Site Council members worked together during the 2017-2018 school year to analyze student data, establish site goals and prioritize allocations to address student needs. The School Site Council and Site Governance Team meet monthly to review student data, identify needs and prioritize budget expenditures. All meetings are announced in parent newsletters and staff bulletins. Meetings were open to the public, and all are encouraged to attend.

Additionally, staff meetings and voluntary budget meetings are held for the staff to analyze data, identify needs, and prioritize expenditures. These meetings are announced in the weekly staff bulletin and are included in the year-long digital calendar.

The SSC, SGT and staff worked comprehensively to provide input and feedback to develop the 2018-2019 School Budget and Single Plan for Student Achievement.

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Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 75% (approx. 72 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 58 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 75 % (approx. 7 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75 % (approx. 6 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Limited Income students

By June 2019, 75 % (approx. 50 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75 % (approx. 40 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 75 % (approx. 19 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75 % (approx. 16 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50 % (approx. 7 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50 % (approx. 6 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Achieve 3000 Lexile Scores

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level to analyze CRA, DRA and Lexile scores throughout the year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 75 % (approx. 72 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 75 % (approx. 58 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: African American students
 By June 2019, 75 % (approx. 7 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 75 % (approx. 6 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Limited Income students
 By June 2019, 75 % (approx. 50 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 75 % (approx. 40 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 75 % (approx. 19 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 75 % (approx. 16 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 50 % (approx. 7 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 50 % (approx. 6 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):
 ST Math Progress

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level to analyze end of unit assessments throughout the year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
 By June 2019, a minimum of 80% of my Hancock's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
 Professional Learning Communities, the Instructional Leadership Team and the School Site Council analyze student data in order to monitor student progress toward these goals. This analysis includes CELDT and ELPAC scores, reclassification documents and classroom teacher recommendations. Additionally, the principal meets regularly with each classroom teacher to discuss student progress and to determine plans for improvement. The results of the analysis guide both Response to Instruction (RTI) and professional development. Findings and progress are shared with parents and community via newsletters, parent coffees with the principal, SSC and SGT.
 Professional development is provided monthly for all certificated staff. Classroom teachers also have release time to meet in Professional Learning Communities to discuss student progress and plan next steps for improvement. Throughout the year, support staff (both certificated and classified) enjoy job-specific professional development in alignment with Hancock's achievement goals.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 By June 2019, at least 75% (approx. 72 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 75% (approx. 58 5th graders) will meet or exceed level 50 in DRA.

Closing the Gap SMART Goal:
 Subgroup: African American students
 By June 2019, at least 75% (approx. 7 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 75% (approx. 6 5th graders) will meet or exceed level 50 in DRA.
 Subgroup: Limited Income students
 By June 2019, at least 75% (approx. 50 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 75% (approx. 40 5th graders) will meet or exceed level 50 in DRA.
 Subgroup: Hispanic/Latino students
 By June 2019, at least 75% (approx. 19 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 75% (approx. 16 5th graders) will meet or exceed level 50 in DRA.
 Subgroup: Students with Disabilities
 By June 2019, at least 50% (approx. 7 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 50% (approx. 6 5th graders) will meet or exceed level 50 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

- Attendance rates

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet by grade level to analyze end of unit assessments, DRA, CRA and Lexile scores throughout the year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100 % (approx. 640 students' families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 50% (approx. 320 students' families) will attend 3 trainings on literacy, SBAC and socio-emotional wellness to increase the milestones necessary for meaningful graduation as measured by parents' signatures on event sign-in logs.

Targeted Population:

The targeted sub-groups are African-American and Socio-economically disadvantaged students.

What data did you use to form these goals?

- Evaluations (from parent training/workshops)
- Parent communication (parent coffees, School Site Council and Site Governance Team meetings, parent communication with staff)
- Sign-in sheets from schoolwide events (indicating the number of participants)

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Staff members will meet 3 times per year to analyze student progress using site developed criteria. Administration will identify specific audience and track attendance.

Area 6: Additional Site Identified Area (Optional)

Additional Site Identified SMART Goal: By 6/20/2019, at least 97% of Hancock Elementary Students, grades TK-5, will attend school daily and be on time as measured by attendance data.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

- Attendance by grade level
- Students with 10% or more absence rate
- Attendance by day, week and month
- Saturday school rosters

Progress and Growth Monitoring:

PLCs, ILT and the SSC analyze student data in order to monitor student progress toward these goals. This analysis includes student attendance by grade level, type of absence and daily, weekly and monthly attendance patterns. Additionally, the attendance team meets weekly to discuss attendance issues and to identify plans for improvement. The results of the analysis guide specific strategies to improve attendance. Findings and progress are shared with parents and community via newsletters, parent coffees and the SSC.

Professional development is provided monthly for all certificated staff. Classroom teachers have regular release time to meet in Professional Learning Communities to discuss student progress and plan next steps for improvement. Throughout the year, support staff (both certificated and classified) have job-specific professional development in support of Hancock's achievement goals.

BUDGET: Resources Aligned to Area Goals**Core Program:**

- All teachers will use the English Language Arts Framework and California Common Core grade level standards in designing and differentiating instruction.
- Teachers will provide balanced literacy instruction, including daily guided reading.
- Staff will use multiple measures of assessment (i.e. end of unit inquiry assessments, benchmarks, teacher-created assessments) to monitor progress and adjust instruction based upon the needs of students).
- Staff will analyze on-demand exercises and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and thinking maps to support student understanding.
- All English learners will be assessed using ELPAC.
- The Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- The counselor, nurse and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- The counselor, nurse, health assistant, teachers and principal will monitor and follow through with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level needs, to plan instruction, monitor student progress and adjust instruction accordingly to meet student needs.
- Teachers will participate in site and district professional development to strengthen literacy instruction.

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Additional small group instruction will be used to address the literacy needs of targeted students.
- Teachers will make a home contact (i.e. progress report, phone call, home visit) to discuss the progress of each at-risk student.
- Each educational specialist will provide push-in and/or supplemental small group instruction for targeted students.
- Intensive, focused, small group direct instruction will be provided by the classroom teacher to students at their point of need, across content areas.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts (as funding and resources permit).
- Teachers will keep small groups of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Teachers will incorporate the support of SEAs and SETs to provide extra teaching and clarifying of concepts during whole group and small group instruction.

Intensive Intervention (Tier 3)

- Education Specialists will provide supplemental small group instruction to targeted students and provide consultation support to their teacher.

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- Counselor and support mentors will provide monthly check in with at risk student.
- Additional support will be provided (as funding permits) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need (as time permits).

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

- Continue to strengthen school-wide implementation of research-based instructional practices through supplemental materials and supplemental curriculum.
- Commit to an interruption-free instructional period for the first one hour and fifty minutes of the school day.
- Provide additional small group instruction in reading and mathematics for struggling students.
- Special Education staff will provide push-in support to students as identified in IEPs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.2500	\$6,236.50	\$14,777.99	0136-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 04	provides students access to library
Supplies		\$1.00	\$1.00	0136-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	classroom and intervention materials
Software License		\$4,717.00	\$4,717.00	0136-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	intervention and classroom software

How will you monitor these strategies/activities?

- Principal will collect evidence through observation of research based instructional practices, supplemental materials and supplemental curriculum.
- Push-in/Special Education teachers and support staff to keep logs/compile data of student progress.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

- Implement school-wide intervention systems by increasing access to curriculum and providing in-school and after school programs for students not at grade level.
- Principal meets regularly with each teacher to review progress and intervention plans for students not meeting grade level benchmarks.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.3400	\$30,238.92	\$44,691.00	0136-30100-00-1109-2140-0000-01000-0000	Title I Basic Program	01, 03, 04	provide support for targeted students in ELA using a pull-out model
Attendance Asst	0.3750	\$10,760.25	\$13,847.91	0136-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 04, 05	monitoring student attendance

How will you monitor these strategies/activities?

- Attendance will be collected for in-school and after-school support systems.

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- Instructional providers will monitor the progress of these students using the DRA, CRA and Lexile scores and other literacy and mathematics assessments.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

- Cross-curricular articulation will take place monthly in professional learning communities. All grade levels will discuss student learning, assessments, curriculum, data, interventions, professional development, research, instructional strategies and attendance in an effort to close the achievement gap for academically disadvantaged students.
- Site professional development for the 2018-19 year will focus on meaningful use of the priority standards and proficiency scales.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

- Agendas, attendance sheets and next steps will be collected from professional learning communities.
- Agendas, attendance sheets, participants' feedback will be collected from all site professional development sessions. Feedback will be used to inform future professional development.
- Principal and counselor will meet quarterly with teachers to target and discuss students not meeting standards. Instructional strategies and recommendations for support will be reviewed.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

- Hancock staff will support students in meeting graduation requirements by attending to their health and social/emotional needs.
- Hancock staff will support students in meeting graduation requirements by providing additional learning opportunities (after school tutoring, in-school support, and Saturday School).

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.3000	\$23,829.30	\$37,724.13	0136-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 04, 05	provides students social emotional support

How will you monitor these strategies/activities?

- Students whose attendance from 2017-2018 was less than 90% will be targeted for improvement.
- The Instructional Learning Team will monitor Hancock's school-wide attendance as well as the attendance for targeted students.
- Attendance at supplementary activities will be monitored by the instructional provider. Student progress will be monitored using the DRA, CRA, Lexile scores and literacy and mathematics assessments.

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5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

- Hancock Elementary will provide multiple opportunities for parents to participate in meetings and informal gatherings to discuss Hancock's programs and student progress.
- Hancock Elementary will encourage parent participation in site governance teams (SSC, SGT) through trainings and advertising of meetings.
- Hancock Elementary will provide academic training in order to increase parent knowledge and awareness of their child's academic achievement including sharing reading strategies, providing SBAC assessment information and providing information about new curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies		\$2,500.00	\$2,500.00	0136-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	light refreshments for parent events and meetings
Supplies		\$368.00	\$368.00	0136-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	supplies for parent events and meetings

How will you monitor these strategies/activities?

- Sign-in sheets and parent evaluations will be collected at each event.
- The evaluations will be analyzed and the information will be used to improve and implement future meetings and trainings.

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that is responsive to identified needs. These supports are timely, on-going and linked to the outcomes of the core instructional program.

Intervention Support Goal:

We will provide additional academic, social/emotional and health support for children who are performing below level in reading, writing and/or mathematics. These interventions are specific, data driven, consistently monitored and address individual students' instructional needs.

Identified Need:

Approximately half of Hancock students in grades 3-5 have met the state standards in English Language Arts and mathematics.

Hancock ranks in the top ten percent in the District in regards to student attendance. Because there is a direct correlation between attendance and student achievement, Hancock's improvement in student attendance will likely yield increased performance as measured by students' DRA, CRA and Lexile scores.

Because Hancock Elementary is situated in a military housing community, many students need social/emotional support due to the deployment of one or both parents. These social/emotional needs often interfere with a student's readiness to learn.

Hancock Elementary continues to work with families to improve attendance; to provide students with strategies to manage behavior and social/emotional issues; and to provide teachers with professional development and time to collaborate, plan, analyze student work, create authentic assessments and develop interventions for students who fail to meet grade level benchmarks.

Target Group:

Students with Disabilities (special needs), African American, Latino/Hispanic, Limited Income

Monitoring:

- The principal and Instructional Leadership Team will analyze and interpret individual, grade level and school-wide student data (using Illuminate); survey teachers during Professional Learning Communities; and develop plans for improvement and intervention.
- The resource teacher will work with small groups and will prepare data/progress reports for the students she/he supports.
- The attendance assistant will maintain records from Power School, attendance logs, and Saturday School. She/he will also produce monthly reports of average daily attendance, students with attendance below 90% and grade level patterns.
- The nurse will maintain logs of students served.
- The counselor will maintain logs of students served, parent out-reach and counseling groups.

Personnel Responsible:

- Principal
- Classroom teachers
- Special education teachers
- Special education support staff
- Counselor
- Attendance assistant
- Nurse

- Resource teacher

Goal 2: Classroom Supports

A variety of classroom supports expand and enhance core instructional programs.

Classroom Support Goal::

Hancock Elementary School will provide instructional support to students through whole group, small group and individualized instruction. Teachers have access to and utilize a variety of materials and instructional strategies including units of study, technology and universal design. The Resource Specialist and Education Specialists will provide push-in support to targeted groups of students. The counselor and attendance assistant will provide students with small group support focusing on social, behavioral, emotional and attendance issues.

Identified Need::

Because Hancock Elementary is located in a military housing development, instructional time is often lost during deployments, transfers and relocations. Often, when a deployed parent returns home, the child may be out of school for a period of time as the family reunite, resulting in loss of instruction and learning. While teachers will recommend students to attend Saturday School to remediate instruction due to absences, the primary focus will be on prevention through the work of the counselor and attendance assistant. These individuals will work with the families of students who have a high level of absences and provide strategies and support to improve students' on-time, daily attendance.

Approximately one-half of Hancock students are not meeting the grade level standards in English Language Arts and Mathematics. These students need additional academic support. The resource teacher will provide extra small group instruction during and after the school day.

Target Group::

All students who are not meeting mastery standards

Monitoring::

- Performance Contracts (classroom teachers, special education staff, counselor and attendance assistant)
- Parent communication logs (teachers, nurse, counselor)
- School-wide schedules (classroom teachers, support staff)
- Intervention support schedules (resource teacher, counselor, attendance assistant)
- Student Support Team Meetings (counselor, psychologist, special education staff, principal, nurse)
- Saturday School attendance and lesson plans (teachers, Elementary School Assistant, principal)

Personnel Responsible::

- Classroom teachers
- Hourly tutors
- Special education staff
- Saturday School teachers
- Elementary School Assistant
- Resource teacher

Goal 3: Professional Development

Professional learning is a response to student and adult needs.

Professional Development Goal:

Teachers will engage in planned, systemic professional development. The Instructional Leadership Team will review student data, and in collaboration with their grade level Professional Learning Communities and the principal, will recommend professional development that includes:

- All school staff
- All certificated staff
- Classified staff
- Grade levels
- Paraeducators

The professional development will occur on modified days and release days/release time as funding permits.

Identified Need:

In order to improve academic achievement and to best serve the students and families at Hancock Elementary School, professional development needs to address strategies that enable staff to:

- Utilize the best, research-based practices to improve instruction in English Language Arts
- Utilize the best, research-based practices to improve instruction in Mathematics
- Improve student attendance
- Decrease the number of student behavior referrals
- Improve parent and community engagement at Hancock

Target Group:

- Classroom teachers
- Special education teachers
- Certificated support staff
- Classified staff

Monitoring:

- Professional development agendas and sign-in sheets
- Professional development evaluations and ILT summaries
- ILT meeting agendas and notes

Personnel Responsible:

- Principal
- Instructional Leadership Team

Hancock Elementary

 SINGLE PLAN FOR STUDENT ACHIEVEMENT

LCFF Intervention Supports							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.4100	\$36,464.58	\$53,892.08	0136-09800-00-1109-2140-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	provide support for targeted students in ELA using a pull-out model
Supplies		\$705.00	\$705.00	0136-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	classroom and intervention materials for students
Retired NonClstrm Tchr Hrly		\$416.00	\$500.82	0136-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	ELPAC testing

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* 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.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hancock
All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	261	44.1	296	55.4	248	55.2	11.1	-0.2	254	31.9	294	44.9	248	50.8	18.9	5.9
Female	122	52.5	140	59.3	111	63.1	10.6	3.8	120	30.0	139	38.8	111	47.7	17.7	8.9
Male	139	36.7	156	51.9	137	48.9	12.2	-3.0	134	33.6	155	50.3	137	53.3	19.7	3.0
African American	36	41.7	39	43.6	34	29.4	-12.3	-14.2	36	22.2	39	25.6	34	23.5	1.3	-2.1
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	4	-	10	70.0	9	-	-	-	4	-	10	60.0	9	-	-	-
Hispanic	68	33.8	73	50.7	55	47.3	13.5	-3.4	67	20.9	72	40.3	55	45.5	24.6	5.2
Indochinese	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Native American	0	-	3	-	1	-	-	-	0	-	3	-	1	-	-	-
Pacific Islander	4	-	4	-	3	-	-	-	4	-	4	-	3	-	-	-
White	119	48.7	129	65.1	113	64.6	15.9	-0.5	116	37.9	128	55.5	113	65.5	27.6	10.0
Multiracial	29	44.8	36	36.1	33	51.5	6.7	15.4	26	42.3	36	33.3	33	36.4	-5.9	3.1
English Learner	6	-	5	-	6	-	-	-	6	-	5	-	6	-	-	-
English-Speaking Reclassified†	255	44.7	291	55.7	242	56.2	11.5	0.5	248	32.3	289	45.3	242	52.1	19.8	6.8
Initially Eng. Speaking	3	-	1	-	2	-	-	-	3	-	0	-	2	-	-	-
Econ. Disadv.*	189	38.6	203	49.8	166	48.2	9.6	-1.6	183	31.1	201	43.3	166	42.2	11.1	-1.1
Non-Econ. Disadv.	72	58.3	93	67.7	82	69.5	11.2	1.8	71	33.8	93	48.4	82	68.3	34.5	19.9
Gifted	61	57.4	71	71.8	47	63.8	6.4	-8.0	59	55.9	71	74.6	47	72.3	16.4	-2.3
Not Gifted	200	40.0	225	50.2	201	53.2	13.2	3.0	195	24.6	223	35.4	201	45.8	21.2	10.4
With Disabilities	44	6.8	33	15.2	30	26.7	19.9	11.5	43	9.3	33	21.2	30	26.7	17.4	5.5
WO Disabilities	217	51.6	263	60.5	218	59.2	7.6	-1.3	211	36.5	261	47.9	218	54.1	17.6	6.2
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	254	43.7	289	55.7	242	55.0	11.3	-0.7	247	31.6	287	44.6	242	50.4	18.8	5.8

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hancock
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	85	42.4	112	51.8	85	57.6	15.2	5.8	84	46.4	112	49.1	85	50.6	4.2	1.5
Female	34	50.0	55	47.3	40	75.0	25.0	27.7	34	38.2	55	45.5	40	52.5	14.3	7.0
Male	51	37.3	57	56.1	45	42.2	4.9	-13.9	50	52.0	57	52.6	45	48.9	-3.1	-3.7
African American	8	-	8	-	12	25.0	-	-	9	-	8	-	12	16.7	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	5	-	4	-	-	-	0	-	5	-	4	-	-	-
Hispanic	18	33.3	28	42.9	19	57.9	24.6	15.0	18	38.9	28	50.0	19	52.6	13.7	2.6
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
Pacific Islander	2	-	2	-	1	-	-	-	2	-	2	-	1	-	-	-
White	46	50.0	48	58.3	39	66.7	16.7	8.4	45	51.1	48	56.3	39	66.7	15.6	10.4
Multiracial	11	36.4	19	26.3	10	50.0	13.6	23.7	10	60.0	19	26.3	10	20.0	-40.0	-6.3
English Learner	1	-	4	-	3	-	-	-	1	-	4	-	3	-	-	-
English-Speaking	84	41.7	108	51.9	82	58.5	16.8	6.6	83	45.8	108	50.0	82	52.4	6.6	2.4
Reclassified†	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Initially Eng. Speaking	84	41.7	108	51.9	82	58.5	16.8	6.6	83	45.8	108	50.0	82	52.4	6.6	2.4
Econ. Disadv.*	62	41.9	77	46.8	60	53.3	11.4	6.5	62	46.8	77	42.9	60	41.7	-5.1	-1.2
Non-Econ. Disadv.	23	43.5	35	62.9	25	68.0	24.5	5.1	22	45.5	35	62.9	25	72.0	26.5	9.1
Gifted	21	52.4	21	66.7	22	59.1	6.7	-7.6	20	60.0	21	76.2	22	72.7	12.7	-3.5
Not Gifted	64	39.1	91	48.4	63	57.1	18.0	8.7	64	42.2	91	42.9	63	42.9	0.7	0.0
With Disabilities	16	0.0	8	-	12	33.3	33.3	-	16	12.5	8	-	12	50.0	37.5	-
WO Disabilities	69	52.2	104	53.8	73	61.6	9.4	7.8	68	54.4	104	49.0	73	50.7	-3.7	1.7
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	82	43.9	111	51.4	83	56.6	12.7	5.2	81	45.7	111	48.6	83	50.6	4.9	2.0

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hancock
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	99	41.4	79	54.4	102	53.9	12.5	-0.5	94	27.7	79	55.7	102	51.0	23.3	-4.7
Female	50	54.0	34	58.8	45	55.6	1.6	-3.2	48	29.2	34	47.1	45	48.9	19.7	1.8
Male	49	28.6	45	51.1	57	52.6	24.0	1.5	46	26.1	45	62.2	57	52.6	26.5	-9.6
African American	18	38.9	10	20.0	13	46.2	7.3	26.2	17	23.5	10	30.0	13	30.8	7.3	0.8
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	3	-	1	-	3	-	-	-	3	-	1	-	3	-	-	-
Hispanic	24	25.0	18	50.0	23	43.5	18.5	-6.5	23	17.4	18	50.0	23	39.1	21.7	-10.9
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	44	45.5	41	68.3	44	59.1	13.6	-9.2	42	31.0	41	65.9	44	65.9	34.9	0.0
Multiracial	9	-	7	-	17	52.9	-	-	8	-	7	-	17	41.2	-	-
English Learner	2	-	0	-	2	-	-	-	2	-	0	-	2	-	-	-
English-Speaking	97	42.3	79	54.4	100	55.0	12.7	0.6	92	28.3	79	55.7	100	52.0	23.7	-3.7
Reclassified†	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Initially Eng. Speaking	97	42.3	79	54.4	98	54.1	11.8	-0.3	92	28.3	79	55.7	98	51.0	22.7	-4.7
Econ. Disadv.*	76	35.5	60	48.3	67	44.8	9.3	-3.5	71	26.8	60	55.0	67	43.3	16.5	-11.7
Non-Econ. Disadv.	23	60.9	19	73.7	35	71.4	10.5	-2.3	23	30.4	19	57.9	35	65.7	35.3	7.8
Gifted	25	52.0	23	69.6	14	71.4	19.4	1.8	24	50.0	23	78.3	14	71.4	21.4	-6.9
Not Gifted	74	37.8	56	48.2	88	51.1	13.3	2.9	70	20.0	56	46.4	88	47.7	27.7	1.3
With Disabilities	13	15.4	14	7.1	10	40.0	24.6	32.9	12	16.7	14	14.3	10	20.0	3.3	5.7
WO Disabilities	86	45.3	65	64.6	92	55.4	10.1	-9.2	82	29.3	65	64.6	92	54.3	25.0	-10.3
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	96	39.6	77	55.8	100	54.0	14.4	-1.8	91	27.5	77	55.8	100	51.0	23.5	-4.8

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hancock
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	77	49.4	105	60.0	61	54.1	4.7	-5.9	76	21.1	103	32.0	61	50.8	29.7	18.8
Female	38	52.6	51	72.5	26	57.7	5.1	-14.8	38	23.7	50	26.0	26	38.5	14.8	12.5
Male	39	46.2	54	48.1	35	51.4	5.2	3.3	38	18.4	53	37.7	35	60.0	41.6	22.3
African American	10	60.0	21	47.6	9	-	-	-	10	20.0	21	23.8	9	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	1	-	4	-	2	-	-	-	1	-	4	-	2	-	-	-
Hispanic	26	42.3	27	59.3	13	38.5	-3.8	-20.8	26	11.5	26	23.1	13	46.2	34.7	23.1
Indochinese	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	29	51.7	40	70.0	30	70.0	18.3	0.0	29	27.6	39	43.6	30	63.3	35.7	19.7
Multiracial	9	-	10	60.0	6	-	-	-	8	-	10	40.0	6	-	-	-
English Learner	3	-	1	-	1	-	-	-	3	-	1	-	1	-	-	-
English-Speaking	74	51.4	104	60.6	60	55.0	3.6	-5.6	73	21.9	102	32.4	60	51.7	29.8	19.3
Reclassified†	3	-	1	-	0	-	-	-	3	-	0	-	0	-	-	-
Initially Eng. Speaking	71	52.1	103	60.2	60	55.0	2.9	-5.2	70	22.9	101	32.7	60	51.7	28.8	19.0
Econ. Disadv.*	51	39.2	66	54.5	39	46.2	7.0	-8.3	50	18.0	64	32.8	39	41.0	23.0	8.2
Non-Econ. Disadv.	26	69.2	39	69.2	22	68.2	-1.0	-1.0	26	26.9	39	30.8	22	68.2	41.3	37.4
Gifted	15	73.3	27	77.8	11	63.6	-9.7	-14.2	15	60.0	27	70.4	11	72.7	12.7	2.3
Not Gifted	62	43.5	78	53.8	50	52.0	8.5	-1.8	61	11.5	76	18.4	50	46.0	34.5	27.6
With Disabilities	15	6.7	11	18.2	30	26.7	20.0	8.5	15	0.0	11	9.1	30	26.7	26.7	17.6
WO Disabilities	62	59.7	94	64.9	53	62.3	2.6	-2.6	61	26.2	92	34.8	53	58.5	32.3	23.7
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	76	48.7	101	60.4	59	54.2	5.5	-6.2	75	21.3	99	31.3	59	49.2	27.9	17.9

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

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

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



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

Hancock Elementary
TITLE I PARENT INVOLVEMENT POLICY 2018-19

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

Hancock Elementary has developed a written Title I parental involvement policy with input from Title I parents in both the School Site Council and Site Governance Team. Hancock publicizes these meetings and encourages all parents to attend.

It has distributed the policy to parents of Title I students. The policy is included in the school handbook.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at Hancock Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This meeting occurs in the auditorium at the Back to School Night held in September in each of year and is also shared at the September Meet and Greet with the principal.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evening. Parents who are unable to attend any scheduled meeting are encouraged to reach out to the school principal to schedule an individual meeting to review agenda items.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review and improvement of the school's Title I programs and the Title I parental involvement policy. The review of school programs occurs during monthly SSC, SGT and Principal Coffee meetings, and all parents are made aware of these happenings.
- The school provides parents of Title I students with timely information about Title I programs. This occurs via the student handbook; weekly email and phone messages from the principal; the updated school website, Facebook and Twitter accounts; SSC, SGT, PTF and Principal Coffee meetings; and various school assemblies and engagement events.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are invited to attend school-wide and grade level workshops, Back to School Night and both fall and spring conferences. The principal, for example, provides workshops in literacy, Common Core instruction and California Assessment of Student Performance and Progress (CAASPP) testing.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. The school encourages parents to actively engage in their child(ren)'s education by maintaining continuous communication with teachers through classroom email, dojo and other methods of exchange.

****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]**

Home School-Parent Compact:

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

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The Home School Compact was developed with support from SSC and SGT and reviewed with parents at monthly principal meetings. It is reviewed and revised each spring in preparation for the new school year. The compact is distributed with the school handbook at the beginning of each school year, and it is reviewed and signed by all incoming students and their families during the enrollment process throughout the school year.

Building Capacity for Involvement:

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This occurs through the fall and spring parent teacher conferences and parent information sessions led by the principal and other teachers throughout the school year.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Each student has access to online educational material, and teachers provide parents with instructions for supporting their child(ren) at home utilizing digital and other resources.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions and in how to work with parents as equal partners. This occurs through professional development trainings for staff, expectations for frequency and type of communication with families; and the school-wide commitment to a positive customer service mindset.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. The school maintains and Eagles' Nest, where parents may bring younger siblings to play while they volunteer in the preparation of classroom materials. The school partners with other service providers to offer parent involvement programs, such as book clubs and Dad's Corps, enabling parents to better support the education of their children.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Translation is provided for any parents who do not speak English.
- The school provides support for parental involvement activities requested by Title I parents. The school surveys families to determine families' needs and responds to these findings.

Accessibility

Hancock Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

APPENDIX C

HOME/SCHOOL COMPACT



HANCOCK ELEMENTARY SCHOOL
HOME/SCHOOL COMPACT
2018-2019

Hancock Elementary School and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

Hancock Elementary School staff agrees to:

- **Ensure students are seated in the classroom and instruction has begun by 7:50 AM**
- Provide high quality curriculum and instruction to meet the California Common Core Standards
- Help each child grow to his/her fullest potential and provide a safe and productive learning environment
- Send regular reports of student progress to parents and maintain open lines of communication
- Provide meaningful and appropriate homework and provide parents opportunities to participate in school
- Consult and coordinate with other teachers in order to meet the specific needs of each child
- **Read and discuss the Hancock Elementary School Family Handbook with students**

Teacher Signature _____

Parents of Hancock Elementary students agree to:

- **Ensure my child is at school ready to enter the classroom at 7:45AM every day**
- Be actively engaged in my child's school, stay informed about my child's education and promptly read and respond to notices from my child's teacher and/or school
- Inform my child's teacher about home or learning issues that may impact my child's education
- Ensure that homework is completed and returned on time
- Monitor the amount of time my child spends watching TV or using other electronic devices
- Promote the positive use of my child's extracurricular time
- Participate in decisions relating to my child's education
- **Read and support my child's following school expectations as outlined in the Hancock Elementary School Family Handbook and follow all Hancock Parking Lot Procedures**

Parent Signature _____

Students at Hancock elementary agree to:

- **Be at school ready to enter the classroom at 7:45AM every day**
- Do my classwork and homework everyday, ask for help when I need it and obey school rules
- Read at home for 20-30 minutes every day (grade level dependent)
- Complete my homework or assignments and return them on time
- Bring home all notices, information, and newsletters and give them to my parent or guardian
- **Read and follow all school expectations as outlined in the Hancock Elementary School Family Handbook**

Student Signature _____

Please indicate how your child will depart from school each day. Choose all that apply.

- _____ My child has permission to walk home from school by him/herself.
- _____ My child has permission to walk home from school with _____
- _____ My child has permission to be picked up from school by _____
- _____ My child attends the after-school program named _____

Additional information: _____

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Hancock Elementary	09800	1109	Pull/Out Push In	Inschool Resource Tchr	0.4100	\$ 36,464.58
		1986	Retired NonClstrm Tchr Hrly			\$ 416.00
		3000	Employee Benefits			\$ 17,512.32
		4301	Supplies			\$ 705.00
	09800 Total				0.4100	\$ 55,097.90
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	0.3400	\$ 30,238.92
		1210	Counselor	School Counselor	0.3000	\$ 23,829.30
		2231	Other Support Prsnl PARAS	Library Asst	0.2500	\$ 6,236.50
		2404	Guidance/Attendance Asst	Attendance Asst	0.3750	\$ 10,760.25
		3000	Employee Benefits			\$ 39,976.06
		4301	Supplies			\$ 1.00
		5841	Software License			\$ 4,717.00
	30100 Total				1.2650	\$ 115,759.03
	30103	4301	Supplies			\$ 368.00
		4304	Inservice supplies			\$ 2,500.00
	30103 Total					\$ 2,868.00

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Hancock Elementary School
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	It is difficult to determine the specific impact of Title I funds on maximization of instructional time. In general, the best use of instructional time depends on the grade level for how well time is used. The expectation is clear that students are picked up from their lines at 7:45 so instruction can begin promptly at 7:50. Calls are not transferred to classrooms during instructional hours. Teachers are required to pick up classes from recess and lunch times on time, and students are expected to use the restroom at recess or lunch and during instructional time for emergency only. Pacing guides for all grade levels available. Math entry-level benchmark assessments are needed for upper grades.
CLOSING THE ACHIEVEMENT GAP	Student SBAC data based on student subgroup is available and shared with staff and community. A goal is to improve achievement of African American subgroup in ELA. We have seen a decrease in scores over the past year. Goals for subgroups are identified in SPSA but not always well known to staff.
PROFESSIONAL DEVELOPMENT	More time is needed for PLCs for upper grades, and PLCs need to be based on student data. Professional Development should center on math, not just ELA and behavior. There is a large need for grade level collaboration and planning that is based on student need.
GRADUATION/PROMOTION	Attendance at school has improved dramatically with new attendance clerk and focus on attendance incentive programs.
PARENT ENGAGEMENT	The opportunities for parent engagement are always there; parents do not always take advantage of the time and resources made available to them. There are many community partnerships such as MFLC, YMCA, Rotary Club, Tierrasanta Kiwanis, Lincoln Military Housing, Operation Hero and Military Kids Club.