

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HICKMAN ELEMENTARY SCHOOL

2014-16

37-68338-6089023

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: Pace, Tobie

Contact Person: Pace, Tobie

Position: Principal

Telephone Number:

Address: 10850 Montongo St, Hickman Elementary, San Diego, CA, 92126-2629,

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The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*



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.

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
 - B. Home/School Compact
 - C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
 - D. 2014-15 SPSA Addendum
 - E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Hickman's vision is to create a supportive learning environment where all students are successful in their academic, social, and emotional life which empowers them to communicate, think critically, collaborate, and be creative to meet the challenges of 21st century learning. Through providing quality instruction that meets each child at their individual level, students will grow to celebrate their unique learning style and embrace life long learning as a foundational skill for success. Students, teachers, parents and community members will shift to a growth mindset that celebrates the struggle of the unknown and values the learning process as an integral component of learning.

Our current reality is that we are building a collaborative, 21st century learning culture from the ground up. Teachers, staff, students, parents and community members are celebrating and reflecting on what has "worked" in the past and exploring action items to guide Hickman into the 21st Century. We have established three areas of growth. Curriculum and instruction, Culture and Environment, and Communication. We plan to target these areas throughout the next year to continue to improve the learning environment for all students. We have just started implementing a weekly "intervention day" to support the individual needs of students who need additional support in academics, social emotional areas, and any other area of deficit.

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
Grades K-3 with CSR:	1:22
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 TECHNICIAN

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 universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in

order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our 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 with each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of 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 API and AYP growth targets. 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.

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 06/17/2016, 40 % of Hickman Elementary Students will meet Common Core grade-level standards in SBAC

Closing the Gap SMART Goal:

* By 06/17/2016, 40 % of Hickman Elementary Filipino, Students will meet Common Core grade-level standards in SBAC

* By 06/17/2016, 40 % of Hickman Elementary White, Students will meet Common Core grade-level standards in SBAC

* By 06/17/2016, 40 % of Hickman Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):**Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our 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 in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

Area 2: Mathematics**Mathematics SMART Goal:**

* By 06/17/2016, 40 % of Hickman Elementary Students will meet Common Core grade-level standards in SBAC

Closing the Gap SMART Goal:

* By 06/17/2016, 40 % of Hickman Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in SBAC

* By 06/17/2016, 40 % of Hickman Elementary White, Students will meet Common Core grade-level standards in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Ongoing informal assessments and interim assessments.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our 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. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils(SSC).

Area 3: English Learner

English Learner SMART Goal:
 * By 06/17/2016, 60 % of Hickman Elementary English Learner, Students will meet one years growth in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our 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. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

* By 06/12/2016, 40 % of Hickman Elementary Students, Grade 05 will achieve a meet Common Core grade-level standards in SBAC

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our 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. The cycles are:

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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

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

* By 06/17/2016, 90 % of Hickman Elementary Parents/Guardians will participate in at least one academic activity in Parent and Community Engagement

Targeted Population:

Parents of Grades TK-5 students are the target population, since we want to include all families in our activities.

What data did you use to form these goals?:

Data collected at Parent Coffees, PTA Meetings, Friends of Hickman, Parent Universities, ELAC meetings, Parent conferences, Halloween Bash, Science Nights, Family Game Night, Dr. Seuss Reading Across America, Promotion, Young Authors Club.

BUDGET: Resources Aligned to Area Goals**Core Program:****Universal Access to Strong Core Instructional Program (Tier 1)**

- All teachers will teach grade level common core standards and begin to integrate Next Generation Science Standards into the classroom on a daily basis. Instruction will be differentiated to meet the individual learning level of the child in each classroom.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- 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 and other student writing using grade level writing rubrics and ELDPI 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 CELDT and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up 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 proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly. 4 1/2 day PLC's will be provided to teachers to collaborate on common core implementation.
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Weekly RTI "intervention" day will be implemented to monitor and support students who need academic and/or social emotional support in order to make appropriate progress in the academic setting.
- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
 - Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
 - Educational specialist will provide push in supplemental small group instruction for targeted students in need.

Hickman Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher and supported by specialists.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$5,000.00	0201-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 05	Professional Learning for teachers that support RTI meetings, ELD meetings, etc.
PullOut/Push in Hrly	-	\$12,002.95	0201-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	ELD and early intervention support to struggling learners TK-3
Other Support Prsnl PARAS Hrly	-	\$369.83	0201-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare for parent events and meetings.
Inservice supplies	-	\$1,000.00	0201-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Parent trainings on common core, handouts, materials and supplies for homework support etc.

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal

Individualized software (Achieve 3000/Learning Upgrade) will be assigned to students struggling to meet grade level standards as evidenced by DRA, SBAC, and Interim Assessments. Teachers will monitor daily progress on program, print out levels/readings and instruct student at their individual level.

Identified Need:

There are many students struggling with the new common core standards and online learning. These specific software programs are designed to instruct students in a format similar to SBAC while informing teachers of students instructional level.

Target Group:

Students grades K-5 who are not meeting grade level standards as measured by interim assessments and teacher assessments.

Monitoring:

These programs have daily, weekly and monthly monitoring sheets. The grade level teams will print them out and adjust instruction accordingly on a monthly basis.

Personnel Responsible:

Principal, ILT, Classroom teacher

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:

To increase access to common core curriculum students will need basic supplies. Engage New York has specific units of study that need to be printed in order for the students to learn, practice and develop strategies to be successful.

Identified Need:

All students need basic copies of the curriculum to support learning. Also creativity is a key component of 21st century learning.

Target Group:

All students in the general education classroom.

Monitoring:

Teachers will monitor creativity and ongoing learning monthly through PLC's and conversations regarding each unit of study. Additional monitoring is conducted through the evaluation and observation process of the principal.

Personnel Responsible:

Principal, ILT, Classroom teacher

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional development is a strong predictor of student growth. Teachers will be involved in 4 different half days throughout the year to collaborate on curriculum and instruction.

Identified Need:

Teachers need ongoing time to collaborate and guide instruction.

Target Group:

All students.

Monitoring:

Monitoring of progress is done through monthly staff meetings, PLC's, ILT share outs, and regularly scheduled intervention days.

Personnel Responsible:

Principal, ILT, Classroom teacher

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$16,045.00	0201-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	2 days of PLC per FTE throughout the year to support common core implementation and collaboration. CEDLT administration.
Software License	-	\$10,600.00	0201-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Achieve 3000 Software to support common core in grades 4 and 5. Learning Upgrade to support to intervention.
Interprogram Svcs/Duplicating	-	\$4,000.00	0201-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Contract with district printing for grades 4 and 5 Engage New York curriculum to support implementation of common core.
Supplies	-	\$1,001.00	0201-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Music supplies and extension supplies to enrich classroom instruction in creativity.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



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

Hickman Elementary
TITLE I PARENT INVOLVEMENT POLICY

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

Hickman Elementary has developed a written Title I parental involvement policy with input from Title I parents. Hickman held monthly ELAC meetings wherein parents advised principal on possible strategies to gather parent involvement.

It has distributed the policy to parents of Title I students. The parent involvement policy was sent out as a hard copy to all students.

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 **Hickman**, the following practices have been established: Title I schools are required to hold an annual Title I Parent Involvement meeting. In the Fall of 2015 the annual Title I Parent Involvement meeting will be held.

Hickman Elementary will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school in languages appropriate for the parent groups. Among other types of meetings, Hickman will hold the following:

- Kindergarten Orientation for parents
- Principal/Parent Coffees
- Parent University classes or other workshops, sponsored by the Ballard Center
- Awards Assemblies (parents will receive invitations when their students receive an award)
- Monthly open SSC meetings
- Periodic English Learner Advisory Committee (ELAC) meetings
- Periodic Gifted and Talented Education (GATE) parent meetings
- Parent Report Card Conferences
- Open Houses
- Student Support Team meetings titled (RTI)

Hickman values strong communication between the school and home. Hickman has an open door policy.

- Office hours are from 7:00 a.m. – 3:30 p.m. daily. All visitors are required to check in at the office. Appointments are readily made to accommodate the need for conversations between parents and staff members.
- School Messenger all calls are made to parents to inform them about meetings, activities, and events at Hickman EVERY Sunday night.
- Discussing current student assessment data and student progress occurs in both our Instructional Leadership Team (ILT) and School Site Council Meetings (SSC). SSC meetings are open to the public and agendas are posted 72 hours in advance of the meeting.
- Hickman welcomes a variety of volunteer opportunities for parents. This includes helping in classrooms, the office, and chaperoning on field trips.
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities will be discussed at least annually in an SSC meeting.
- Parental input from the parent meetings and training sessions will be shared with the school Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, reviewing, and decision-making for improvement of the program.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Research and Reporting Office and the Testing Unit. An explanation of the information is available in several languages.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)



HICKMAN ELEMENTARY SCHOOL **HOME-SCHOOL COMPACT**

Hickman Elementary and the parents of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how the parents, staff, and the students will share responsibility for improved student academic achievement. This compact also outlines the means by which the staff and parents will build and develop a partnership which will help children achieve California's high standards. *This Home/School Compact is in effect during the 2015-2016 school year.*

STUDENT COMMITMENTS

Academic:

1. I will attend school daily, on time, prepared, and ready to work and learn.
2. I will understand that I am expected to learn, complete all assignments to the best of my ability, and get help when I need it.

Citizenship:

3. I will follow school rules and cooperate with adults and other students.
4. I will respect the rights of others to learn and help to create a positive learning environment for everyone.
5. I will follow teacher instructions and not be disruptive in class.
6. I will not use profanity or make derogatory statements ("put-downs").
7. I will respect the property of the school, community and others.

Home:

8. Every day, I will spend time reading (including reading for fun), studying, and completing homework.

TEACHER COMMITMENTS

Teaching and Learning:

1. I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide an enriching academic program based on standards.
3. I will give my students timely feedback on their work.
4. I will provide a safe and positive atmosphere for learning.
5. I will advocate for my students' non-academic needs.

OVER

HICKMAN ELEMENTARY SCHOOL
HOME-SCHOOL COMPACT

School:

6. I will help to create a welcoming environment for students, families, and community members.
7. I will provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.
8. I will communicate with parents through frequent reports on their child's progress, and will notify parents of any concerns or problems in a timely manner.
9. I will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents.
10. I will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

PARENT/GUARDIAN COMMITMENTS

School Support:

1. I will ensure my child attends school daily, on time, prepared, and ready to work and learn.
2. I will hold high expectations for my child and regularly monitor my child's progress.
3. I will know and support school/classroom rules, and the site discipline and attendance plan.
4. I will advocate for my child by understanding student/parent rights and responsibilities.
5. I will participate in decisions, as appropriate, related to the education of my child.
6. I will plan family vacations for times when school is not in session.

School Communications and Involvement:

7. I will contact teachers/counselors about concerns or problems in a timely manner.
8. I will attend a minimum of one parent-teacher conference a year.
9. I will be available to teachers and will return teacher calls in a timely manner.

Home Learning:

10. I will provide a regular time, place, and supervision for homework completion.
11. I will read to my child or ensure that my child reads daily just for pleasure.
12. I will limit my child's television viewing time and encourage positive use of out-of-school time.

Through this Compact, I agree to fulfill my roles and responsibilities in the learning process, and commit to achieve district academic and citizenship standards.

School Administrator: _____
Principal Date

Parent: _____
Date

Student _____
Date

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0201 Hickman Elementary
 As of Date 04-15-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL
		19,593.00		1,456.00
		19,592.50		1,455.99
		0.50		0.01
Certificated Salaries		17,002.95		-
1159 PullOut/Push in Hrly		12,002.95		-
1192 Prof&Curriclm Dev Vist Tchr		5,000.00		-
Classified Salaries		-		369.83
2281 Other Support Prsnl PARAS Hrly		-		369.83
Employee Benefits		2,589.55		86.16
Books and Supplies		-		1,000.00
4304 Inservice supplies		-		1,000.00

APPENDIX D

2014-15 SPSA ADDENDUM

Hickman Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By June 10, 2015, 50% of students will show grade level mastery of ELA standards as measured by interim
Mathematics	By June 10, 2015, 50% of students will show grade level mastery of math standards as measured by interim
English Language Development	By June 10, 2015, 90% of ELD students will move up one level as documented by CELDT.
Graduation/Promotion Rate	By June 10th, 2015 90% of our students in 5th grade will be at grade level standards in language arts and math.
Parent Involvement and Community Engagement	June 15, 2015 100% of parents will attend at least one parent event as documented by sign in sheets. Throughout the year we had 3 parent universities. We had monthly ELAC meetings. We had monthly "Coffee with the Principals".

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following page.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		16,423.00		1,284.00	
1192 Prof&Curriclm Dev Vist Tchr		14,585.00		-	Professional Learning for teachers that support RTI meetings, ELD meetings, etc
1957 Non Clsrm Tchr Hrly		-		200.00	Teachers will lead professional development trainings to parents.
2281 Other Support Prsnl PARAS Hrly		-		100.00	Childcare for parent events and meetings
2455 Tech Professional OTBS Hrly		-		200.00	Translation for parent events and meetings
Employee Benefits		1,837.70		91.17	Fixed Costs
4301 Supplies		-		693.00	Parent trainings on common core, handouts, materials and supplies for homework support etc.

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**



APPENDIX E

School Name: Hickman Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$19,593.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$19,593.00
10% allocation needed for PD	\$1,959.30

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100	1192	Professional Learning for teachers that support RTI meetings, ELD meetings, etc.	\$5,000.00
<input type="checkbox"/> 30106			
<input type="checkbox"/> 30100			\$0.00
<input type="checkbox"/> 30106			
<input type="checkbox"/> 30100			\$0.00
<input type="checkbox"/> 30106			
<input type="checkbox"/> 30100			\$0.00
<input type="checkbox"/> 30106			
<input type="checkbox"/> 30100			\$0.00
<input type="checkbox"/> 30106			
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$5,000.00
10 % allocation has been met			YES