

**Hancock Park
Elementary School**

Local Initiative School Plan



2017-2018

Approved Not Approved



Signature

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I. School Vision and Instructional Philosophy

Vision

All students will develop into lifelong learners who communicate effectively, become resourceful problem solvers and creative thinkers, embrace diversity, and fulfill their potential through academic excellence and global awareness.

Instructional Philosophy

Hancock Park School is a high-performing neighborhood school dedicated to educating the whole child. Our vision serves as our touchstone; our Single Plan for Student Achievement (SPSA) frames our efforts to continually improve instruction. Our school embraces the diversity of our students, who come from many different countries and speak over 20 languages. Some are gifted, some have learning disabilities, all are working to maintain and meet grade level academic standards. We believe that all come to us with the desire to learn. Therefore, we challenge them to excel beyond proficiency and provide the inspiration and support needed to do so. We are committed to academic excellence, educational equity and access. With the belief that every child deserves a safe, attractive, caring environment, we welcome parents and community members to be our partners so that every child experiences success.

Students learn by example and by design. From our civil rights and kindness policies they recognize that they have the right to learn. Our school-wide discipline policy is grounded in character education and uses positive behavior intervention and support strategies to teach all children to be safe, respectful, and responsible citizens.

Collaboration permeates our school community, from working relationships to pedagogy. Teachers demonstrate collaboration by working closely with colleagues as grade-level teams and inviting parent volunteers to help in the classroom. Parents model collaboration by leading fundraising efforts, serving on school committees, helping establish community partnerships and organizing cultural events. Our administrators model collaboration by structuring decision-making to be inclusive and reaching out to the larger community. Our Student Council models collaboration by developing service projects for the benefit of the whole school.

To engage all children and their teachers in a rigorous standards-based academic program, our pedagogical approach incorporates active learning and is project-based. We expect students to communicate effectively, become literate in the arts and sciences, and use the knowledge acquired through

their studies to think critically and solve problems resourcefully in all subject areas. We teach them empathy and to demonstrate social, civic and environmental responsibility. We expect them to be adaptable, lifelong learners.

We align the curriculum and instruction with the California Content Standards in English Language Arts, Mathematics, CA English Language Development Standards, Next Generation Science Standards, and Arts Infused Inquiry Based Learning strategies, employ multiple sources of data to monitor students' progress, inform instructional decisions, plan interventions and communicate with parents. Our comprehensive curriculum uses the state-adopted texts and supplementary materials. Our instructional staff plans and delivers instruction based on LAUSD's Teaching and Learning Framework. Administrators, teachers, and parents engage in dialogue and decision-making around student performance data. Teachers review grade-level standards with parents via Back-To-School Night, parent conferences, newsletters, personal notes, e-mail, and phone calls. All of this is done to ensure that we are teaching to the whole child.

II. School Data Profile Analysis

a. What is the current state of the school?

Hancock Park School is a high performing, naturally diverse school community. The school is nestled in the middle of one of the most highly populated, commercially and culturally rich neighborhoods in Los Angeles. Our student demographic reveals that there are more than 20 different languages spoken by students and their families. The majority of our 730 students reside in a historic rental community adjacent to the school, Park La Brea Apartments. Families come from all around the world and reside in Park La Brea. This is a primary factor for Hancock Park School's rich and abundant linguistic and cultural diversity. The following is our student ethnicity breakdown:

Ethnicity	# of Students
Asian	301
Black	78
Filipino	19
Hispanic	84
White	243

Hancock Park ES is a School for Advanced Studies. Our overall student achievement data supports this distinction. The data in this section highlights

our students' overall academic achievement. It speaks to the hard work of our school staff and the dedication and support of our parents and families. Our students' impressive academic achievements have earned us the right to be called a California Distinguished School.

School-wide SBAC Data

2016-2017

Grade Level	English Language Arts				Mathematics			
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
Third	10%	23%	27%	40%	10%	23%	27%	43%
Fourth	14%	19%	14%	53%	12%	18%	27%	43%
Fifth	20%	13%	21%	47%	20%	29%	15%	36%

School-wide DIBELS Data

2017-2018

Grade Level	BOY Composite Score			
	Core		Green	Advanced
Kindergarten	11%	8%	13%	68%
First	19%	8%	7%	66%
Second	9%	4%	19%	68%
Third	6%	5%	16%	73%
Fourth	6%	8%	10%	76%
Fifth	8%	9%	9%	74%

English Learner Data

Our English Learner Data also reveals that Hancock Park School students are thriving and making steady annual growth toward English language proficiency. In the Single Plan for Student Achievement, Annual Measurable Achievement Objective (AMAO) #1 states: all limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Our AMAO 1 has held steady over 80% for the second year in a row. Our English learners CELDT proficiency rate is at 37%. Our Potential Long Term English learner numbers are very low, about 4%.

b. Based on the data, what areas need to be addressed?

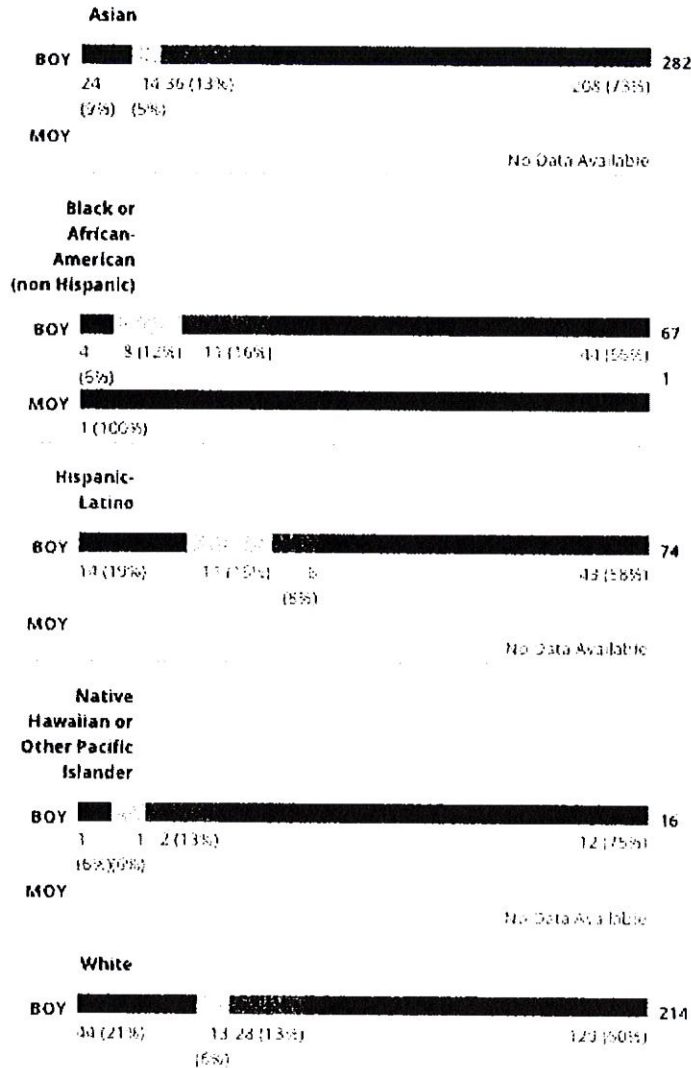
Although our school-wide data demonstrates that the majority of our students are meeting or exceeding grade-level standards, our student comparison data reveals that some of our students are not meeting grade level academic expectations. We realize that we need to shift our focus to address the needs of our struggling students in a more intentional and systematic way. The table below illustrates the need for Hancock Park School administrators, teachers, and paraprofessionals to focus our efforts on improving the academic outcomes for our African American and Hispanic students.

SBAC Comparison Data

English Language Arts—Spring 2017

Ethnicity▼	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard
ASIAN	24%	9%	15%	19%	57%
BLACK	50%	31%	19%	24%	26%
HISPANIC	46%	15%	31%	21%	33%
WHITE	27%	13%	13%	21%	52%

The DIBELS data below indicates that our students are performing comparably on this basic indicator of literacy. In order to prepare students for the rigors of SBAC, Hancock Park instructional staff will need to review data more deeply, implement progress monitoring more consistently, and plan instruction more intentionally to address the academic disparities that exist between our student groups.



EL Dashboard Data

The English Learner Dashboard, created by the Multilingual and Multicultural Education Department reveals that we have 181 English learners, 0 Long-Term English learners, 6 Potential Long-Term English learners, 93 Newcomers, and 58 Reclassified Fluent English Proficient students. The EL Dashboard categorized all English learners into profiles. Each profile indicates

where each English learner is on the English reclassification continuum. Profile H is the category for students that have not met any of the reclassification requirements. Currently, there are 68 students in that category. More than half of the students are returning students, not our newcomers.

III. Family and Community Involvement

Parents and community partners are actively involved in our school. Over 125 parents volunteer regularly in classrooms directly and indirectly supporting instruction. Parents assist in the maintenance and beautification of classrooms and the school campus. The Friends of Hancock Park School, our parent fundraising organization, earns funds for personnel, instructional programs, and school supplies and equipment. Hancock Park School has robust relationships with community partners, such as Whole Foods Market, Fairfax Library, Mid-City West Community Council, and Park La Brea Apartment Complex, who donate generously each year to support the students of our school.

Hancock Park administrators and teachers communicate often and regularly with parents and community. We share our school vision, share our Single Plan for Student Achievement (SPSA), provide parent workshops, conduct our School Site Council and English Language Advisory Committee meetings with fidelity, and work with our parent fundraising organization, Friends of Hancock Park School, to secure resources for our students.

Our school's vision is posted outside our school office and on our website. We distribute it to parents, publish it in our parent newsletter and discuss it with SSC, ELAC, and Friends of Hancock Park School. Writing and implementation of our SPSA includes parent representatives; parents serve on the SSC, our policy-making body.

On the first day of school parents receive informational packets including school policies, homework, Hancock Park Civil Rights, etc. Teachers send home information specific to the classroom policies and procedures. Prior to the start of school and during the first weeks of school, the Friends of Hancock Park set up information tables to recruit parents for fundraising and other school events.

We are proud of the cultural diversity of our community and make special efforts to extend ourselves to families who speak languages other than English. We communicate with them in their primary languages whenever possible. Office staff members are fluent in English, Korean, and Spanish. Instructional and supervision staff members provide primary language support

in Korean, Spanish, Japanese, Hebrew, Farsi, Portuguese, and Chinese. Additionally we seek parent volunteers to provide primary language for our students who speak one of the other 25 languages not previously listed.

Nearly 90% of parents attend our annual Back-to-School Night each fall and Open House in the spring. During the Open House, teachers discuss grade-level standards, the curriculum, positive behavior intervention and support and our high expectations for all students.

IV. School Climate and Culture

Hancock Park School is a naturally integrated, urban neighborhood school dedicated to nurturing the whole child. Located in the Fairfax District of Los Angeles, our school has a diverse student population in terms of ethnicity, language, socio-economic status, and learning needs. Our mission is to build strong academic foundation, inspire life-long learning, promote an understanding and appreciation of oneself and other, and provide a safe, child-centered environment. Our positive behavior intervention and support plan emphasized safety, respect, and responsibility.

Hancock Park School is a School for Advanced Studies. This enables us to serve as a model for the education of gifted and talented children. Our rigorous academic program is California Content Standards-based. In addition to following our CA Content Standards, Hancock Park School is an Arts Infused Inquiry Based Learning school, or AIIBL. AIIBL is an Arts-Infused approach to Inquiry Based Learning and emphasizes a holistic methodology that addresses all learners through creativity and the incorporation of the arts as a fundamental tool for learning. We have, for many years, believed that exposing students to a wide variety of arts education creates unique pathways for students to access the core curriculum and bolster students' academic outcomes. This approach to instruction fully aligns with CA Content Standards, English Language Development standards, and the Teaching and Learning Framework, and support Cognitively Guided Instruction strategies. Additionally, it fosters an environment in which students feel safe to take academic and social/emotional risks.

Our staff members enjoy a mutually-supportive collaborative environment in which they ensure student success by sharing best practices, teaming to maximize the use of their expertise, and engaging in an on-going program of professional development. Dedicated to meeting the needs of all students, teachers monitor student progress, engage in data analysis with site administrators and grade level teams, and differentiate instruction to meet all students' needs.

V. LIS Planning Team

Hancock Park School's LIS Planning Team members are: Kathy Wien, 3rd Grade Teacher, Larry Tynan, 5th Grade Teacher/UTLA Representative, Karen Hollis, Assistant Principal, and Ashley Parker Principal. These staff members attended LIS workshops in preparation of our application. These individuals shared information with the Hancock Park School Instructional Leadership Team, which is comprised of the grade level chairpersons and our parent governing bodies, School Site Council (SSC) and the English Language Advisory Committee (ELAC).

VI. Proposed LIS Autonomies

Hancock Park School teachers, administrators, and parents intend to implement the LIS autonomies to focus on professional development, data analysis, and the planning and delivery of effective teaching strategies to meet the needs of all students with an emphasis on our struggling learners and our English language learners. We have identified the following autonomies to help support meeting our instructional objectives:

LIS Waiver #1: METHODS OF IMPROVING PEDAGOGY—School-determined methods to improve pedagogy and student achievement

Rationale: Hancock Park ES is a linguistically diverse, urban elementary school. There are more than 20 different languages spoken by students and their families. Because of this rich, linguistic diversity we have requested a waiver from the Multilingual & Multicultural Education Department, or **MMED**, to group our students heterogeneously for the majority of the day and group them homogeneously by ELD level for Designated ELD instruction only. Research on English Language Development and Second Language Acquisition supports our belief that students should be with typical English-speaking models or English Only (**EO**) and Initially Fluent English Proficient (**IFEP**) peers the majority of their instructional day. This contrasts MMED's current mandate of grouping English Learners homogeneously by ELD level for the majority of the instructional day. Because our English learners' achievement data meets and/or exceeds the District's targets, our waiver requests have been granted. Hancock Park School wishes to continue to group our students heterogeneously and group them homogeneously for their Designated ELD instructional block of 45 or 60 minutes only.

For the past five years, Hancock Park School has submitted a Master Plan waiver request to the Multilingual and Multicultural Education Department (MMED). Hancock Park School wanted to group our English learners heterogeneously for Integrated English Language Development and homogeneously for Designated English Language Development. Because of the unique make-up of our English learner population and consistency in meeting and/or exceeding our English learner progress and reclassification rates, our waivers were granted.

To meet the needs of all our English learners, Hancock Park School staff agreed to the following commitments:

- Utilize routines and structures for small group Designated ELD instruction
- Utilize teaming at the grade level to provide differentiated daily Designated ELD instruction
- Provide opportunities for EL teachers to participate in Designated and Integrated ELD professional development including coaching opportunities, collaboration, planning and support
- Continue to incorporate Arts-Infused Inquiry-Based Learning (AIIBL) instructional strategies to support integrated ELD instruction
- Use visual resources to support student understanding of content
- Provide opportunities for EL teachers to participate in Designated and Integrated ELI) professional development, collaboration, planning and support
- Use Thinking Maps with student application
- Utilize routines and procedures for Integrated ELD instruction
- Use the established system for reviewing EL data and conducting data chats around findings with school staff
- Use the established systematic approach for school-wide progress monitoring of English Learners lead by instructional leadership
- Incorporate the use of EL Profiles and EL Dashboard into data chats with teachers

Furthermore, Hancock Park Elementary School agrees to implement the following commitments in support of English Learners:

- Establish a school-wide systematic approach for teachers to use to progress monitor their English Learners using the ELI) Standards and learning targets

To determine effective implementation of the commitments outlined above, Hancock Park agrees to compile documentation (e.g. EL data, Professional Development agendas, classroom observations, annotated EL Rosters, etc.). The Local District staff will review data, documentation and conduct school visits regarding the implementation of commitments. The waiver for heterogeneous classroom organization was in effect for the 2017-2018 school year. Each subsequent school year, the school will need to demonstrate effective implementation Of the commitments outlined above, along with a review of relevant EL performance data.

LIS Waiver #2: SCHEDULE—Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).

Rationale: Annually, Hancock Park ES requests a waiver to increase the number of District mandated professional development days. Currently 32 Tuesdays throughout the year are dedicated to professional development. Hancock Park ES wishes to alter our schedule on Tuesdays for the duration of the academic year. Every Tuesday, students will be dismissed at 1:30 p.m. We believe that common professional development and planning time is another important strategy for building our collective capacity to improve teaching and learning at Hancock Park ES. Hancock Park School teachers and administrators will utilize this time to analyze student achievement data, plan, and prepare for instruction, work in grade level teams, and engage in differentiated professional development.

LIS Waiver # 3: Mutual Consent—A requirement for “mutual consent” by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, which means no District-mandated placements. It is important to note that schools must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

Rationale: Hancock Park ES staff is very committed to working effectively as a team and with the community. We believe staff selection, for certificated, classified, and administrative employees will help us maintain strategies that have been effective and enable school staff to continue to improve teaching and learning at our school site. Hancock Park School staff will conduct all candidate interviews with at least one member from each of the following stakeholder groups: parent/community members, classified staff, certificated staff, and administrative staff.

VII. Implementation

Hancock Park School staff and parents believe each school is responsible for determining the best practices to meet students’ academic needs, while simultaneously adhering to district and state regulations. Our proposal to become a Local Initiative School is a way of streamlining the annual waiver application process. The autonomies listed in this proposal align with the waivers to which we apply annually through the LOOC and MMED. This is our initial LIS proposal. We are hopeful to expand on these and other autonomies to ensure that we are differentiating are instructional approach and practices to meet the needs of all of our students.

Implementation Plan

	Proposal Element #1— Differentiated Professional Development	Proposal Element #2— Data Analysis	Proposal Element #3— Planning and Delivery of Instruction
Responsibility Who will lead the implementation of this element?	Site Administrators Grade Level Chairs ELLP Lead Teacher Creativity in the Classroom Lead	Site Administrators Grade Level Chairs Compliance Support Staff Member	Site Administrators Grade Level Chairs ELLP Lead Teachers CGI Trained Staff

	Teachers CGI Trained Staff		
Resources What resources are needed for successful implementation?	CGI Lesson Resource Arts supplies Teacher planning time for PD preparation	Grade Level Access to MISIS reports Classroom Profile Worksheet—An internal data collection form MISIS Reports DIBELS Reports My Data—SBAC EL Dashboard Data Chats Heightened parent awareness and knowledge around student data—DIBELS, CELDT/ELPAC, and SBAC	Planning and Preparation time for Professional Time for grade level planning and preparation Development ELLP Resources CGI Professional Development Instructional staff to support intervention TRC Kit
Evidence of Success How will you know you are making progress post implementation?	Teacher buy-in to implementation of ELLP, CGI, Creativity in the Classroom, AIIBL strategies Increase in student achievement, DIBELS, CELDT/ELPAC, SBAC	Teachers' incorporation of student data to plan future instruction Increased use of DIBELS data in parent conferences Teacher-led data chats	Narrowing of SBAC achievement gap for African American and Hispanic students Decrease in the number of students in Profile H in the EL Dashboard Increase in the number of students that progress one level or maintain benchmark scores between DIBEL administrations
Evaluation Process What mechanisms will you use to measure progress?	MISIS Reports—Student Achievement Data Teacher Feedback	MISIS Reports EL Dashboard My Data Reports Classroom Profile Worksheet	Classroom Observation EDST Process Demo-lessons

Attachments

- LIS Letter of Intent & Signature Page
- Leadership Team Meeting Agenda and Sign-in Sheet
- Faculty Meeting Agenda and Sign-in Sheet
- Leadership Team Meeting Agenda
- Professional Development Agenda and Sign-in Sheet
- LIS Waiver Summary and Petition
- Memorandum of Understanding for EL Master Plan Waiver Request—2017-2018
- School Site Council Agenda, Minutes, & Sign-in Sheet
- ELAC Agendas, Minutes, & Sign-in Sheets
- Statement of Consent & Compliance with LIS Protocols

LETTER OF INTENT 2017-2018 Autonomy Model Letter of Intent

This non-binding Letter of Intent (LOI) is used to express interest in choosing an Autonomy Model. Submitting an LOI for 2017-2018 does not obligate a school team to submit a proposal in response to the Request for Proposal (RFP).

Attendance at the two Autonomy Workshop sessions is mandatory. The LOI helps the Local Options Oversight Committee (LOOC) communicate with design teams and plan follow-up supports. Email the LOI to LOOCC@lausd.net no later than 5:00 p.m. on Friday, September 1, 2017.

Applicant Information	Existing Schools (please answer all questions)
Name of the Primary Contact: Ashley Parker	1. Current school site/SLC for which your team is submitting a Letter of Intent: Hancock Park ES
Signature of Primary Contact: <i>Ashley Parker</i>	2. Grade configuration of your school: <input checked="" type="checkbox"/> K-5 <input type="checkbox"/> K-6 <input type="checkbox"/> K-8 <input type="checkbox"/> 6-8 <input type="checkbox"/> 6-12 <input type="checkbox"/> 9-12 <input type="checkbox"/> Other _____
Current Work Location: Hancock Park ES	3. School Model for which you are applying: <input type="checkbox"/> ESBMM <input checked="" type="checkbox"/> LIS <input type="checkbox"/> Pilot <input type="checkbox"/> Undecided
Current Work Address: 408 S. Fairfax Ave. Los Angeles, CA 90036	
Phone Number: (323) 935-5272	Email Address: amr2522@lausd.net

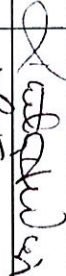
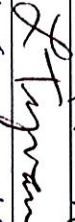



If proposing a Start-up Pilot School (please answer all questions)

<p>1. Are you requesting space to open a new school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>2. If yes, list the school(s) interested in sharing their campus with you or the community you intend to serve.</p>	
<p>3. How many students does the school intend to enroll the first operating year?</p> <p style="text-align: center;">680</p>	<p>3. How many students does the school intend to enroll the first operating year?</p> <p style="text-align: center;">680</p>
<p>4. What is your projected enrollment by the third operating year?</p> <p style="text-align: center;">680</p>	<p>4. What is your projected enrollment by the third operating year?</p> <p style="text-align: center;">680</p>
<p>5. Proposed grade configuration of your school: <input checked="" type="checkbox"/> K-5 <input type="checkbox"/> K-6 <input type="checkbox"/> K-8 <input type="checkbox"/> 6-8 <input type="checkbox"/> 6-12 <input type="checkbox"/> 9-12 <input type="checkbox"/> Other _____</p>	<p>5. Proposed grade configuration of your school: <input checked="" type="checkbox"/> K-5 <input type="checkbox"/> K-6 <input type="checkbox"/> K-8 <input type="checkbox"/> 6-8 <input type="checkbox"/> 6-12 <input type="checkbox"/> 9-12 <input type="checkbox"/> Other _____</p>

Should you have any questions, please contact a LOOC Member at (213) 241-8700 or at LOOCC@lausd.net

LETTER OF INTENT 2017-2018 Autonomy Model Letter of Intent

List the name and contact information of your design team members below:

Printed Name	Signature	Phone	Email Address	School/Affiliation
Kathy Wieg		(310) 413-5114	ewielid@qol.com	Hancock Park ES
Laurence Tynan		(323) 286-3526	LTynan@lausd.net	Hancock Park E.S.
Karen Hollis		(310) 977-1567	khollis@lausd.net	Hancock Park ES
D. Bell Amico		323-394-0833	dd3847@leudnet	Hancock Park ES
Ashley Parker		323-683-9842	amp2522@lausd.net	Hancock Park ES

Leadership Meeting 8/14/17

- There will be a memo in lieu of the meeting. So much has happened since then.....
- There will be a 2/3 combo class. Now we have a 1/2

Arts

- We are not sure about the Arts scheduling? There is likely not enough art classes for each class to get 2. Arts Schedule Completed and list of those not getting 2.
- We don't know if there is money for a music teacher: Instructional Aide wages have increased and donations are down. Budget reviewed some programs reduced such as recess chess (will be 2 days per week WF starting in Sept.)

Intervention

- There will be an ELLP class for a K-2 intervention. Still needs to be decided how that will be rolled out. (Plan is to not implement ELLP this year—learn this year.)
- Based on the data, the number of struggling students is increasing and the gap is widening. (Further data analysis needed to target supports and intervention resources to address achievement gap in ELA and Math.)

Cumulative Records

- When you open CUMs and record require information, please do so "conscientiously" and completely. Numerous CUMS now have inaccurate information for student attendance, age, address, etc.

Grading/Assessment

- Our next reporting period, grading will be done on MISIS. There will be two (45 minute) PD's as our training for upcoming use of *New Elementary CCS Progress Report*.
- We are looking at doing a more strategic assessment after the DIBELS BOY like TRC, Data Wall, etc. All teachers will compete online TRC tutorial (Administering TRC) found at: <https://www.amplify.com/lausd/resources> by October 18, 2017 and a couple will attend face-to-face training next Wednesday, 8/30/17.

Professional Development/Enrichment

- There will be a RAZ Kids and Inner-City Arts PD
- AIIBL will continue to as schoolwide instructional strategy with consultation support.
- GATE Science will be a Push-IN for K-2 starting in spring and for 3-5 in Fall.
- Math Lab pull-out in Room 17 for 5th grade as a pilot for benefits of pull-out setting. The pull-out could expand if it is successful.
- 8/15 Faculty meeting will be signing up for adjunct duties and arts schedule. Done ☺

Other News

- Ms. Parker & Karen are working on an umbrella waiver (Local Initiative School – LIS autonomies) that would last 3 years instead of annual process now required for individual waivers, such as our Tuesday Bank Time waiver, Master Plan waiver, etc. Faculty and SSC must sign in support of selected LIS autonomies prior to submitting LIS application.
- Grade Levels feel free to list concerns. One concern is that Benchmark Supplies are not complete. Mr. Dell'Amico is working on Benchmark issues & 5th Grade already sent in grade level questions.

Leadership Mtg
Sign-In Sheet
8-14-17

LIS/LOOC Overview

Karen Hollis
Beverly Glass

Sally Song

Laura Palacios

Kamille Mason

Esther Lim

Jill Kalbrosky

Joey Eckstrom

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Los Angeles Unified School District
Hancock Park School

Faculty Meeting:
Extra Duty Assignments, Arts Schedule & Sign-Ups,
Local Initiative School (LIS)
Tuesday, August 15, 2017
Room 17, 1:35 pm

Outcome: *Prepare for standards-based instruction. Be aware of various plans and updates, & provide in-put.*

Welcome, Outcomes, Chocolates	A. Parker, Principal
Local Initiative School (LIS)	LIS Plan Team Parker, Hollis, Tynan, Wien & Dell' Amico
Extra Duty Assignments	All
Itinerant Arts Schedule & sign-Ups	All
Q/A	All
Announcements	A. Parker, Principal

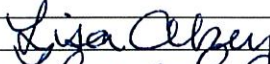
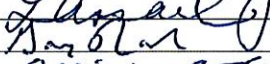
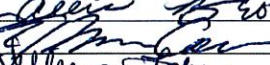
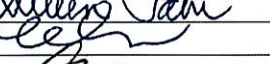



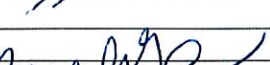
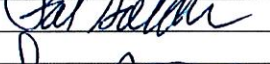
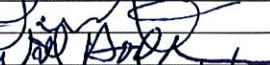
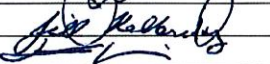
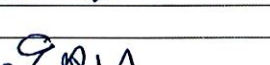

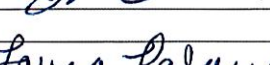
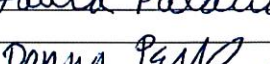
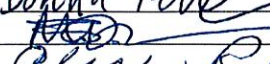
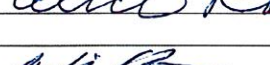
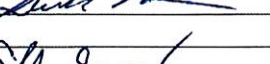
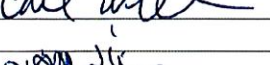



Brief Reports, if needed:

UTLA Matters
Arts Programs/Chorus
Safety/Positive Behavior Support/Health Education & Second Step
Social Committee
School Site Council
Technology Committee
Curriculum/Intervention/GATE/Assessments
Special Education/SST
Student Council

HANCOCK PARK SCHOOL
 Certificated Roster 2017-2018

Topic: Faculty Mtg.: Extra Duty Assignments
LIS Discussion

Date: 8-15-17

Certificated Staff		Signature	LAUSD E-Mail
AKEY	Lisa		
ASSAEL	Laura		
BLOND	Gary		
BROWNE	Allison		
CABEEN	Cecile		
CHAN-TABE	Aileen		
CHIPRES	Christine		
CHOI	Christine		
DELL' AMICO	Duane		
EOM	Julie		
ECKSTROM	Joyce		
FERNANDEZ	Tammy		
GLASS	Beverly		
GOLDHAMER	Pat		scummiz@lausd.net
HARTMAN	Lauren		lir78772@lausd.net
HOCHHAUS	William		
HOLLIS	Karen		khollis@lausd.net
IGER	Jill		
KALBROSKY	Jill		
KIM	Marietta		
LIM	Esther		
LITONJUA	Suzie		
OSEKI-RIVAS	Shirley		
OWEN	Jason		
PALACIOS	Laura		
PARKER	Ashley		
PERFORS	Donna		
PIRONE	Min		
RAMOS	Alice		
RIVERA	Leslie		
SONG	Sallie		
TYNAN	Larry		
VELA	Carol		
WIEN	Kathy		
YANG	Jessica		

K - Lim ✓
 1 - Song/Litonjud ✓
 2 - Pirone/Maslon ✓
 3 - Wien ✓
 4 - Ramos ✓
 5 - Glass ✓
 Sp. Ed. - Eckstrom ✓
 UTLA - Kalbrosky/Tynan ✓
 Hollis, APTSP; Parker, Principal; Fernandez, APEIS ✓

Hancock Park School
 Leadership Team Meeting
 9/6/17, 1:35pm
 Room 13

- | | |
|---|--|
| 1. Welcome, Chocolates & Purpose | A. Parker, Principal
& K. Hollis, APTSP |
| 2. Extra Duty Assignments – Social Committee
Additional Responsibilities 2017-2018 | A. Parker |
| 3. LIS Autonomies - Draft Petition | K. Hollis |
| 4. Master Calendar – Parent Conferences/
Minimum Days | A. Parker |
| 5. DIBELS, TRC & Revised CPW
(Need more useful data to inform instruction &
Intervention) | A. Parker |
| 6. EL Updates & Data Monitoring | K. Hollis |
| 7. Paraprofessionals (all invited) to join CTIC PD
Tuesday, 9/26/17, 1:35 – 3:35pm, Auditorium | A. Parker |
| 8. Hurricane Harvey Relief, DACA & LAUSD | A. Parker |
| 9. Enrollment – Class Norms & Class Maximum | A. Parker |
| 10. Grade level Concerns, Questions & Answers | All |

Next Leadership Team Meeting: Tuesday, Oct. 3, 2017, 1:35pm, Room 15

Los Angeles Unified School District
Hancock Park School

PD: CA Content Standard Elementary Progress Report
Tuesday, September 12, 2017
Room 17, 1:35 pm

Outcome: *Prepare for standards-based instruction. Be aware of various plans and updates, & provide in-put.*

Welcome, Outcomes, Chocolates	A. Parker, Principal
Local Initiative School (LIS) Waiver Petition Vote	K. Hollis, APTSP
<i>Unfolding the New Progress Report</i> Sections 1-3*	All
Apple TV Demonstration	P. Pattison, Tech I.A.
Q/A	All

Next PD & Fac. Mtg.: Tuesday, September 19, 2017, 1:35pm, Room 17
Topic: RAZ Kids

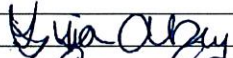
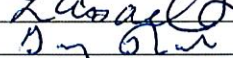

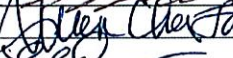

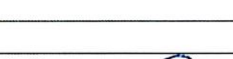


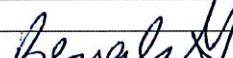
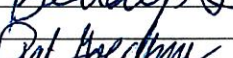
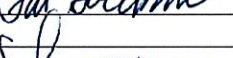
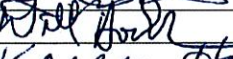


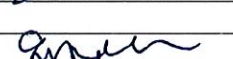

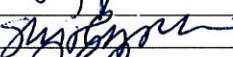
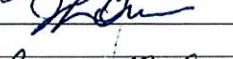

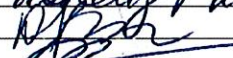

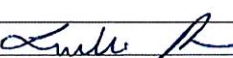
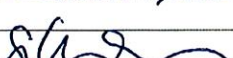
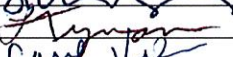
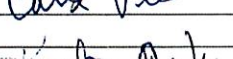





*Additional Resources for the Online Report Card:

- Online E-Learning course for teachers and administrators available at:
<https://signon.lausd.net/adfs/lis/> (MyPLN)
- MiSiS Resources & Job Aids at: <http://achieve.lausd.net/Paeg/6215/>
- Teacher & Parent Resources, including e-learning course for parents:
<http://achieve.lausd.net/Page/11770>

HANCOCK PARK SCHOOL
 Certificated Roster 2017-2018

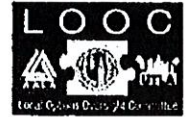
UNFOLDING THE NEW PROGRESS REPORT
 Topic: MODULES 1-3; LIS WAIVER PETITION VOTE

Date: 9-12-17

Certificated Staff		Signature	LAUSD E-Mail
AKEY	Lisa		
ASSAEL	Laura		
BLOND	Gary		
BROWNE	Allison		
CABEEN	Cecile		
CHAN-TABE	Aileen		
CHIPRES	Christine		
CHOI	Christine		
DELL' AMICO	Duane		
EOM	Julie		
ECKSTROM	Joyce		
FERNANDEZ	Tammy		
GLASS	Beverly		
GOLDHAMER	Pat		
HARTMAN	Lauren		
HOCHHAUS	William		
HOLLIS	Karen		
IGER	Jill		
KALBROSKY	Jill		
KIM	Marietta		
LIM	Esther		
LITONJUA	Suzie		
OSEKI-RIVAS	Shirley		
OWEN	Jason		
PALACIOS	Laura		
PARKER	Ashley		
PERFORS	Donna		
PIRONE	Min		
RAMOS	Alice		
RIVERA	Leslie		
SONG	Sally		
TYNAN	Larry		
VELA	Carol		
WIEN	Kathy		
YANG	Jessica		



Local Options Oversight Committee Local Initiative School (LIS) Approval Process



Attachment B

HANCOCK PARK ES **LIS Waiver Summary**

Process:

1. Identify each waiver that will be included in the final proposal a, including the waiver number and title. Describe the purpose of the waiver (how it will be used to improve student achievement).
2. Teachers should review the proposed waivers on the summary sheet before signing the petition.(Attachment C)

Proposed LIS Autonomies:

LIS Waiver #1: METHODS OF IMPROVING PEDAGOGY—School-determined methods to improve pedagogy and student achievement

Purpose: Hancock Park ES is a linguistically diverse, urban elementary school. There are more than 15 different languages spoken by students and their families. Because of this rich, linguistic diversity we have requested a waiver from the Multilingual & Multicultural Education Department, or **MMED**, to group our students heterogeneously for the majority of the day and group them homogeneously by ELD level for Designated ELD instruction only. Research on English Language Development and Second Language Acquisition supports our belief that students should be with typical English-speaking models or **English Only (EO)** and **Initially Fluent English Proficient (IFEP)** peers the majority of their instructional day. This contrasts MMED’s current mandate of grouping English Learners homogeneously by ELD level for the majority of the instructional day. Because our English learners’ achievement data meets and/or exceeds the District’s targets, our waiver requests have been granted. We wish to continue to group our students heterogeneously and group them homogeneously for their Designated ELD instructional block of 45 or 60 minutes only.

LIS Waiver #2: SCHEDULE—Local instructional schedules and strategies, including modified daily instructional days/minutes, the school’s schedule of activities and events and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction.

Purpose: Annually, Hancock Park ES requests a waiver to increase the number of District mandated professional development days. Currently 32 Tuesdays throughout the year are dedicated to professional development. Hancock Park ES wishes to alter our schedule on Tuesdays for the duration of the academic year. Every Tuesday, students will be dismissed at 1:30 p.m. We believe that common professional development and planning time is another important strategy for building our collective capacity to improve teaching and learning at Hancock Park ES.

LIS Waiver # 3: Mutual Consent—A requirement for “mutual consent” by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, which means no District-mandated placements. It is important to note that schools must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

Purpose: Hancock Park ES staff is very committed to working effectively as a team and with the community. We believe staff selection, for both certificated, classified, and administrative employees will help us maintain strategies that have been effective and enable school staff to continue to improve and teaching and learning at our school site.



**Local Options Oversight Committee
Local Initiative School (LIS) Approval Process**



Attachment C

Hancock Park Elementary School
Local Initiative School Waiver Petition

September 12, 2017

Signature indicates that the individual is qualified to sign and has reviewed the waivers listed on the LIS Waiver Summary sheet and supports writing a Local Initiative School Proposal with these waivers. Signatures must be in ink. No person shall write any name other than his or her own on this petition.
Waivers Proposed: #1-Methods of Improving Pedagogy, #2-Schedule, & #3-Mutual Consent

#	Employee Number	Last Name (Please Print Legibly)	First Name (Please Print Legibly)	Signature
1	723292	Rivera	Lesli	<i>Lesli Rivera</i>
2	649709	OSEKI-RIVAS	SHIRLEY	<i>Shirley Oseki-Rivas</i>
3	546145	Kalbrosky	Jill	<i>Jill Kalbrosky</i>
4	594210	Perfors	Donna	<i>Donna Perfors</i>
5	738736	Owen	Jason	<i>Jason Owen</i>
6	523837	Baeza	Alice	<i>Alice Baeza</i>
7	1082301	Eckstrom	Joyce	<i>Joyce Eckstrom</i>
8	778864	Iger	Jill	<i>Jill Iger</i>
9	778920	Akey	Lisa	<i>Lisa Akey</i>
10	691632	Song	Sally	<i>Sally Song</i>
11	771579	Palauer	Kayla	<i>Kayla Palauer</i>
12	244419	Wien	Kathy	<i>Kathy Wien</i>
13	714381	Blond	Gary	<i>Gary Blond</i>
14	692949	Lim	Esther	<i>Esther Lim</i>
15	781912	Vela	Carol	<i>Carol Vela</i>
16	772950	Hochhaus	William	<i>William Hochhaus</i>
17	729810	Chinnim-Cabeen	Cecile	<i>Cecile Chinnim-Cabeen</i>
18	716399	Balitorja	Suzie	<i>Suzie Balitorja</i>
19	804220	Harriet Kim	Marietta	<i>Marietta Kim</i>



**Local Options Oversight Committee
Local Initiative School (LIS) Approval Process**



Attachment C

Hancock Park Elementary School
Local Initiative School Waiver Petition

September 12, 2017

Signature indicates that the individual is qualified to sign and has reviewed the waivers listed on the LIS Waiver Summary sheet and supports writing a Local Initiative School Proposal with these waivers. Signatures must be in ink. No person shall write any name other than his or her own on this petition.

Waivers Proposed: #1-Methods of Improving Pedagogy, #2-Schedule, & #3-Mutual Consent

#	Employee Number	Last Name (Please Print Legibly)	First Name (Please Print Legibly)	Signature
1	725328	Chyres	Christine	
2	677821	Hartman	Lauren	
3	585511	Lauren Assael	Laura	
4	610816	Glass	Beverly	
5	782246	Fom	Julie	
6	653908	Tynan	Laurence	
7	696604	Browne	Allison	
8	678555	Choi	Christine	
9	703339	Pirone	Min	
10	635137	Chan-Take	Aileen	
11	679490	Cummings	Sharon	
12	1080713	Yang	Jessica	
13				
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16				
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19				

MEMBERS OF THE BOARD
STEVEN ZIMMER, PRESIDENT
MÓNICA GARCÍA
DR. GEORGE J. MCKENNA III
MÓNICA RATLIFF
DR. REF RODRIGUEZ
SCOTT M. SCHMERELSON
DR. RICHARD A. VLADOVIC



LOS ANGELES UNIFIED SCHOOL DISTRICT
Local District, West
11380 West Graham Place
Los Angeles, California 90064
Telephone: (310) 914-2100
Fax: (310) 479-7172

MICHELLE KING
SUPERINTENDENT OF SCHOOLS

CHERYL HILDRETH
LOCAL DISTRICT SUPERINTENDENT

June 09, 2017

Ashley Parker, Principal
408 South Fairfax Avenue
Los Angeles, CA 90036

Dear Ms. Parker:

RE: MASTER PLAN WAIVER FOR 2017-2018

This Memorandum of Understanding is to confirm our agreement on May 15, 2017 in regard to your EL Master Plan Waiver Request addressing English learner classroom placement.

The California Department of Education (CDE) and Federal Law requires the District to provide each English Learner with English Language Development instruction to develop proficiency in English, and ensure that academic instruction for ELs is designed and implemented to meet content and performance standards for their respective grade levels.

With these goals in mind, classes/courses are organized to ensure the appropriate placement, delivery of EL services, and instructional needs of ELs, including those with disabilities, are met by authorized staff and follow guidelines in the EL Master Plan.

Hancock Park Elementary School has grouped ELs who are considered "less than reasonably fluent" (Overall CELDT level 1-3) with students who are considered "reasonably fluent" (Overall CELDT levels 4/5, EO, IFEP, RFEP) for Integrated ELD. Hancock Park Elementary School will group homogeneously for Designated ELD Instruction. Although the linguistic and academic needs of ELs at CELDT levels 1-3 are different from CELDT levels 4/5 and proficient English speakers, Hancock Street Elementary School has organized its classes heterogeneously for Integrated ELD.

Hancock Park Elementary School agrees to continue the implementation of the following commitments in support of English Learners:

- Utilize routines and structures for small group Designated ELD instruction
- Utilize teaming at the grade level to provide differentiated daily Designated ELD instruction
- Use visual resources to support student understanding of content
- Provide opportunities for EL teachers to participate in Designated and Integrated ELD professional development including coaching opportunities, collaboration, planning and support

- Use Thinking Maps with student application
- Continue to incorporate Arts-Infused Inquiry-Based Learning (AIIBL) instructional strategies to support Integrated ELD instruction
- Use the established system for reviewing EL data and conducting data chats around findings with school staff
- Use the established systematic approach for school-wide progress monitoring of English Learners lead by instructional leadership

Furthermore, Hancock Park Elementary School agrees to implement the following commitments in support of English Learners:

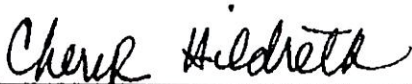
- Formalize a systematic approach for teachers to progress monitor their English Learners using the ELD Standards and learning targets
- Incorporate the use of the EL Profiles and EL Dashboard into data chats with teachers

To determine effective implementation of the commitments outlined above, please compile documentation (e.g. EL data, professional development agendas, classroom observations, annotated EL Rosters, etc.). The Local District staff will review data, documentation and conduct school visits regarding the implementation of commitments.

This waiver for heterogeneous classroom organization will be in effect for the 2017-2018 school year. Each subsequent school year, the school will need to demonstrate effective implementation of the commitments outlined above, along with a review of relevant EL performance data.

Please sign below if Hancock Park Elementary School is in agreement with the above.

Sincerely,



 Cheryl Hildreth, Local District Superintendent

IT IS SO AGREED:  

 Ashley Parker, Principal, Hancock Park Elementary School Date

Hancock Park School
School Site Council Meeting
Thursday, September 14, 2017
2:45 pm - Room 36

Agenda

- I. Sign-In**
- II. Open The Meeting** Cary Libowsky
Chairperson
- Approve Minutes from previous SSC meeting to be posted on school website
 - Introduction of SSC Members & Guests
 - Review of Official SSC Members Roster
 - SSC Meeting Schedule 2017-2018
- III. Principal's Report** Ashley Parker
Principal/Vice-chair
- Safe School Plan Vols. 1, 2 & 3 Due 9/29/17 (Earthquake Drill – October 17th @ 10:20am)
 - Local Initiative School (LIS) Waiver Autonomies
 - SPSA Evaluation – ELAC Recommendation
- IV. Safe School Plan Overview (Surveys)** Karen Hollis, Chair
Safety Committee
- V. UTLA Update** Larry Tynan
Teacher/UTLA Rep
- VI. Friends of HPS Update** FOHPS Officer
- VII. Public Comments/ Open Floor Discussion**
- Anyone in attendance at the meeting may bring up topics relevant to our school.
 - The committee has the option to open immediate discussion of the topic(s), place the topic on the agenda for the next meeting, or table the discussion for a later date.
 - Comments by the general public are limited to 2 minutes in presentation, with no time limit placed on discussion, of said issue, by the council. When more time is needed to present an issue before the SSC, the item must be brought up to any member or officer of the SSC to be placed on the agenda for the following SSC meeting.

Hancock Park School
School Site Council Meeting

September 14, 2017

Attendees:

Cary Libowsky, Ashley Parker, Beth Robin, Erica Allen, Larry Tynan, Laurie Assael, Beverlyly Glass, Cecille Cabeen, Ramses Diaz, Alisa Wieggers, Suhoon Bae, Sandy Cho, & Karen Hollis

Mr. Cary Libowsky, SSC President, called the meeting to order at 2:52 p.m.

Mr. Libowsky moved to table the reading of the previous meeting. Mrs. Cecille Cabeen seconded the motion.

All voted in favor of tabling the reading of the previous meeting's minutes.

Introductions –the group all said name and role at school

Mrs. Parker reviewed the dates of the meetings with the committee. The committee agreed to meet on Thursdays at 2:45 p.m. The dates are scheduled as follows:

September 14th

October 19th

November 9th

January 18th

February 15th

March 15th

April 19th

Mrs. Parker explained that we needed to ensure that we have enough meetings in the spring semester so that the group can vote on necessary budgetary items for the upcoming school year.

Mrs. Parker and Mr. Libowsky encouraged the new parents on the committee to share any concerns they may have regarding school policies and/or procedures. The concern may be put on a future agenda and discussed. Mr. Libowsky said that committee members can email him or Mrs. Parker. All meetings are open for public comment.

Principal's Report

Mrs. Parker shared with the committee what the Local Initiative School process was about and why we are considering applying to be a LIS school this year. She went on to review the autonomies that we are seeking to implement and explained that each of these autonomies represented waivers that we applied for annually.

Mrs. Karen Hollis explained the autonomies for which were applying.

The Autonomies:

- Mutual Consent—Interview Committee selects all certificated and classified staff
- Scheduling—Banked Time Tuesdays all year
- Improvement of Pedagogy—Heterogeneous groups for English Learners

Ms. Alicia Wieggers asked what the current district protocol is for the grouping of English learners. She asked what the protocol is that prompted this waiver

Mrs. Cabeen explained that the current policy dictates that all English learners would be placed into classroom with students that shared their English language proficiency level. She explained that this protocol did not work at our school because our linguistic diversity at our school is so diverse. We also explained that research on second language acquisition supports the English learners being with typical English speaking models the majority of the instructional day.

Mr. Libowsky moved that the committee approve Hancock Park School's application to be a Local Initiative School.

Mrs. Erica Allan seconded the motion.

The motion passed. All were in favor of the motion.

Mrs. Parker explained the Single Plan for Student Achievement. She shared that the content of the SPSA must be aligned with goals for improving student achievement, address how funds will be used to improve academic performance, and that the School Site Council (SSC) is responsible for the development, annual review, and update of this plan. Mrs. Parker shared that an example of this process at Hancock Park ES is how the English Learner Advisory Committee recommends funding for EL intervention and a school wide software license to support English Language Development instruction.

English Learner Data was shared:

85% annual progress

25%--reclassification

Ms. Beth Robin asked how much money was in the fund.

Mrs. Parker said there were no funds yet and that we purchase personnel for instructional support rather than technology. This reduces the adult to student ratio. She recommends that we continue this approach because we have been successful thus far.

Ms. Alicia Wiegers asked how many EL students we have and how many aides in the classroom.

Mrs. Karen Hollis shared that we had approximately 250 last year.

Mrs. Erica Allen asked if other aspects of the plan focus on other student groups other than English Learners and whether or not the SSC will be reviewing student data.

Mrs. Parker answered, saying yes to both questions. Student data will be reviewed around the time of budget development in the spring of 2018.

Erica—are we looking at data

Parker—yes, especially during budget development

Mr. Cary Libowsky moved to accept the commendations shared in the SPSA.

Ms. Beverly Glass seconded the motion.

The motion passed. All were in favor.

The Integrated Safe School Plan-- presented by Mrs. Hollis

Required by state of CA

How to address emergencies, and create safe environment for students (ie, mandated reporting requirement, traffic and pedestrian safety, violence prevention,)

Restorative justice for violence prevention/accountability for students with behavioral issues

Safety plan also for Beyond the Bell and connection to Got Game afterschool program

Plan in place for cyber bullying, cell phone policy, etc.

The parent committee members were asked to review Safe School Plan Survey and submit to Ms. Hollis by 9/22/17.

The following parents agreed to complete a portion of the survey:

Beth Robin

Erica Allen

Alisa Wieggers

Suhoon Bae

Sandy Cho

Cary Libowsky

UTLA (United Teachers of Los Angeles) Updates

Mr. Larry Tynan shared that the UTLA and the district were in negotiations regarding a new contract and increase in pay for UTLA members. He explained the negotiation process and what steps occurred before a strike vote would be called.

The district wants to curb our health benefits.

They have down graded our benefits. They can set up tiers of benefits for new employees to veteran employees. He also shared the two groups, United Teachers of Los Angeles, UTLA and the District, were in the middle of negotiations.





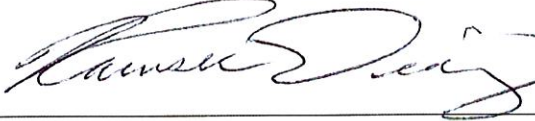

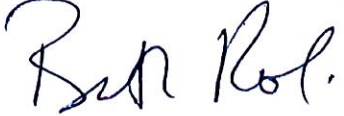
Mr. Libowsky called for public comment.

Mrs. Hollis shared with the committee some updates with respect to pedestrian and traffic safety, fencing around school, street sweeping, and the widening of our school entrance/exit gate.

Mr. Libowsky adjourned the meeting at 4:04 p.m.


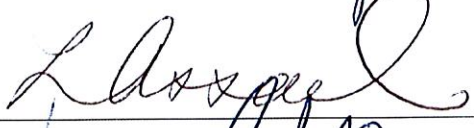
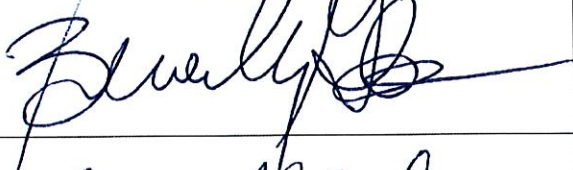

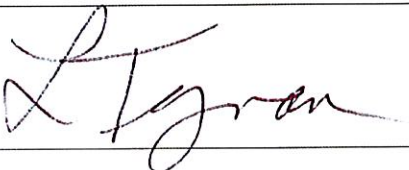
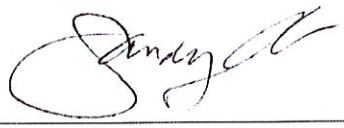
HANCOCK PARK ELEMENTARY
School Site Council Meetings
2017-2018

Date: 9/14/17

NAME	SIGNATURE
1-Chair: Cary Libowsky	
2-Vice Chair: Ashley Parker	
3-Parliamentarian: Erica Allen	
4-Secretary: Karen Hollis	
5-Member: Ramses Diaz	
6-Member: Christiano Cochrane	
7-Member: Suhoon Bae	
8-Member: Beth Robin	

HANCOCK PARK ELEMENTARY
School Site Council Meetings
2017-2018

Date: 9/14/17

Name	Signature
9-Member: Alisa Wieggers	
10-Member: Laurie Assael	
11-Member: Beverly Glass	
12-Member: Cecile Grimm-Cabeen	
13-Member: Larry Tynan	
14-Member: Jenny Reyes (Classified Representative)	
Guest Sandy Cho	
Guest:	
Guest:	

AGENDA ELAC MEETING – 11/3/17

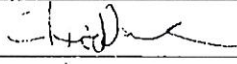
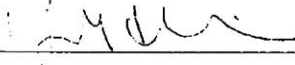

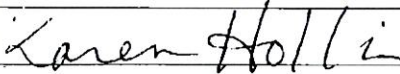

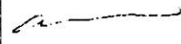
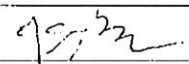

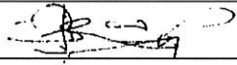



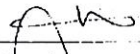
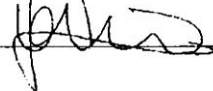
- I. Sign-In
- II. Call to order/roll call.
- III. The Importance of Regular School Attendance
- IV. The New Report Card
- V. Announcements: School Experience Survey; LIS application update; next meeting.
- VI. Public Comment

Los Angeles Unified School District
Hancock Park Elementary
ELAC Meeting Minutes 11/3/17


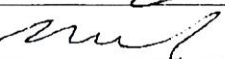
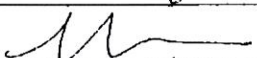
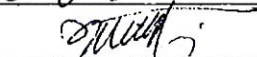
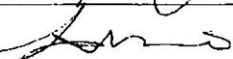
- I. Sign-In
- II. Call to order/roll call: Chair Cochran called to order the regular meeting of the ELAC at 8:15 AM in Room 32. The following persons were present: [see sign-in sheets.] Minutes from the last meeting were approved as read (posted online).
- III. Coordinator presented a PowerPoint on the benefits of regular attendance, including school attendance data for HPE. ELAC reviewed current incentive programs and discussed their success. Chair Cochran motioned that we recommend to the SSC and Principal that a flyer highlighting the cost of absences to the District be sent out, and also motioned that SSC fund incentive programs for students – prizes for excellent attendance, given monthly and at the end of the year. Both motions were seconded by Secretary Kim and passed by acclamation. Coordinator and ELAC crafted the wording of a recommendation for the School Site Council. Motion made to accept the wording of the recommendations from Chair Cochran, seconded by Ms. Y. Kim. Approved by universal acclamation: *"Hancock Park ELAC recommends the SSC fund an incentive program to encourage student attendance, and spend parent-education funds to create a flyer informing parents about the funding impact of absences, and the impact of absences on student academic performance."*
- IV. **New Report Card.**

APTSP Hollis reviewed the new Report Card form with parents.
- V. **Announcements.**
 - Regarding the School Experience Survey: ELAC and attendees were reminded that we're graded on parent participation rate, and ask for assistance in spreading the word.
 - Update: The school's LIS application has been submitted and approval is pending.
 - Next meeting: February 2, 2017

ELAC MEETING HANCOCK PARK 11/3/2017

COMMITTEE MEMBERS	SIGNATURE
Christlano Cochrane, Chair	
Yoonhee Kim, Vice-Chair	
Yusun Kim Secretary	
Kyung Hee Kim, Parliamentarian	
Karen Hollis	
Min Pirone	
Boohee Yoon	
OTHER ATTENDEES	
NAME	SIGNATURE
Jin Seok Lee	
Jueyokim Kim	
Yoochul Lee	
Mideum Kim	
SREERAG VEETIL	
Seunhyoung Park	
KEYU HUN KIM	
MUHAMMAD SOZEN	
Jule Benamon	
Gunyoung Kim	

ELAC MEETING HANCOCK PARK 11/3/2017

NAME	SIGNATURE
In ae Seong	
Isaac kw	
Thillan Prem	
Eun YOUNG BYUN	
Youngok KIM	



LOS ANGELES UNIFIED SCHOOL DISTRICT

Hancock Park Elementary School

A California Distinguished School

Ashley Parker, Principal

AGENDA

English Learner Advisory Committee (ELAC)

9-8-17

- I. Welcome / Call to Order... Chair Cochran
- II. Roll Call/Minutes
- III. Hancock Park LIS application.
- IV. Report from the Coordinator on CELDT testing (the identification of English Learners) and monitoring English Learner progress.
- V. Hancock Park's implementation of English Language Development classes, and Structured English Immersion program.
- VI. The criteria for a student to reclassify as "fluent in English."
- VII. SPSA update (Recommendations to School Site Council, meeting dates).
- VIII. Announcements/date next meeting. (Friday 10/6/2017)
- IX. Public Comment, suggestions for agenda.
- X. Adjournment .

ELAC Meeting Minutes

9/8/17

- I. Welcome / Call to Order by Chair Cochrane of the ELAC at 8:15 a.m. on Sept. 8, 2017 in the Room 32.
- II. Roll call. The following persons were present: [see sign-in sheets.]
- III. Ms. Hollis reported on our application for status as a Local Initiative School (LIS), which gives the school more autonomy in certain areas. We are seeking waivers in three areas, English Learner classroom assignment, the dates for Professional Development meetings, and constituting a committee to assist the Principal with hiring all positions, a committee including representation from staff, parents and administrators. All of these waivers would be folded into one and renewals streamlined if we have LIS status. The Multi-Lingual, Multi-Cultural Education Department would visit annually for review of our English Learner program.
- IV. Report from Ms Hollis, our EL Designee, on CELDT (California English Language Development Test) testing, the annual tests identify our English Learners and monitor their progress toward fluency..
- V. Ms. Hollis reported on the District's **Instructional Programs for English Learners**, including Hancock Park's program, Structured English Immersion. Our school, with students speaking over 29 languages, provides as much Primary Language Support as we can by hiring teachers and teaching aides who have bilingual skills, through bilingual parent volunteers, and through targeted assignment of new students to classrooms with bilingual classmates, when possible. Ms. Hollis described the English Language Development (ELD) program at our school as well: one hour of "Designated ELD" per day for our English Learners who are far from fluency, and 45 minutes per day for those closer to fluency. Each grade level has chosen a specific hour in the day for ELD lessons, that most grade levels were 'team-teaching,' though some teachers are doing ELD with their own students in their own classrooms. Teachers also practice "Integrated ELD" throughout the regular lessons in the rest of the school day, using teaching aides for small-group instruction, and other techniques to help English Learner students understand their lessons. Ms Hollis suggested educational television shows on PBS like Sesame Street, or interactive websites for English Learners, such as Starfall (which has a lot of free content) and Brainpop ESL. Parents were encouraged to email the school to find out the school password for Brainpop ESL and the subscription-only parts of Starfall.
- VI. **Reclassification report.** Parents received information about the reclassification process, criteria for reclassification and about monitoring of reclassified students. They were informed that reclassified students were no longer given in ELD lessons.
- VII. **SPSA Update:** Ms. Hollis explained to parents about the Single Plan for Student Achievement and the duty ELAC had to evaluate the effectiveness of the instructional program. School data was reviewed and ELAC crafted a recommendation: "Hancock Park ELAC recommends the School Site Council approve the attached Single Plan for Student Achievement concerning English Learner Programs for 2017-18, including goals for the following measurable objectives: 85% of ELs should be making adequate annual progress on the CELDT or ELPAC; annual reclassification rates should exceed 25%." Motioned

ELAC Meeting Minutes

by Boohee Yoon; seconded by Christiano Cochrane. Recommendation form will be submitted to the SSC.

VIII. Announcements: Next meeting 10/6/17.

IX. Public Comment, announcements, suggestions for next agenda: Next meeting October 6th. Agenda: Comprehensive Needs Assessment and Importance of School Attendance.

X. Meeting adjourned at 9:30 a.m.

ELAC MEETING HANCOCK PARK 9/8/2017

COMMITTEE MEMBERS	SIGNATURE
Christiano Cochrane, Chair	CHRISTIANO COCHRANE
Yoonhee Kim, Vice-Chair	
Yusun Kim Secretary	
Kyung Hee Kim, Parliamentarian	
Karen Hollis	K. Hollis
Min Pirone	
Boohee Yoon	BOOHEE YOON
OTHER ATTENDEES	
NAME	SIGNATURE

Hancock Park School

Sign-in Sheet

Meeting: ELAC

9-8-17

Name--Print	Child's name & Room #	email address
Thillai Sankaralingam	Sangay Nandiappan # Room 28	tillai-Prem@yahoo.com
ZHA YOUNG BYUN	#25 ISAAC BYUN	namasete@gmail.com
Jiweon Jung	Yoona Seo #21	jwrachel@gmail.com
Jee youn Kim	Eugene Lee #25	bunchung97@naver.com
Yonghoon Cho	Henry Cho #25	yonghoon.cho@sj.net
PAGMASUREN KH.	Togolder J #15	pagmasura@gmail.com
Geunyoung Kim	Iris Yuri Koh #25	soniakgy83@gmail.com
Seunghyeon Hong	SOA KIM #15	sh.joanhhong@gmail.com
Kyung Hee Kim	Yujune Kim #7	gloryhee@gmail.com
Jin-Young ROH	Jay Kim #25 Shin-Bee Kim #11	jinyoung.roh@gmail.com
Jasmine Jung	Nathan Moon # Room 2	jasminehj@gmail.com
Sungja Hong	William Kang #2	h31say@gmail.com
Abdelalan Wehbi	Ahmed & Nouz #22	khalid.79@gmail.com

Hancock Park School

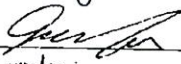
Sign-in Sheet

Meeting: ELAC

9-8-17

Name--Print	Child's name & Room #	email address
Isaac ku HYE KIM KIM KYU HUN KIM	Noah ku rm #25 HYE YUL KIM #28 JIN YUL KIM #29	isaac.taehmk.ko@gmail.com sean.kyathun.kim@gmail.com
Jin Kim	Yunah Choi	suedet14@naver.com
Yusun Kim	Zachary Zachary Kim	k-yusun@hotmail.com
Youngok Kim	David Yoo #25	alice05210@gmail.com
Jin Sook Lee	Noah Ko #25	goodpianist1123@hanmail.net
Jihyeon Park	Eunju Park #4 Sejin Park #31	bat4199@naver.com
Talgat Akhmeto	Aiden Akhmeto #55	talgatarchnet@gmail.com
Roshni Thakur	Jahnvi Thakur #34	roshni.p.thakur@yahoo.in
GRACE KUTH-GADDE	JACE KUTH #34	grace.kuth@gmail.com
Daehan Yi	Jooha Yi #35	dheome@hotmail.com jieun946@hanmail.net
Bensimon H : sun Jang	Egy # 26 Joseph Kim # 9	b5julie81@yahoo.fr chs3786@hanmail.net
Saravananakumar Subramaniam SOOJIN PARK	Lalit Saravananakumar #1 Hyeonki Jeong #20 Grace Jeong #23	saravananakumar38@gmail.com soowk93@naver.com

ELAC MEETING HANCOCK PARK 9/8/2017

NAME	SIGNATURE
Daehyun kim	kdaehh@gmail.com
	kim Jungmin class 15 / kim du joon room 21
(Myunghee kim	cronylouise64@gmail.com
	Sebeon kim #15 Insung kim #22
Isaac ko	
Seung Jun An / Ha yeon Lee	Kinder #1 anxxa006@yahoo.com. (Aiden young Jun An)
	(Aiden young Jun An)



Local Options Oversight Committee Local Initiative School (LIS) Approval Process



Attachment A

Hancock Park Elementary School Statement of Consent and Compliance with Local Initiative School (LIS) Protocols

Staff Meetings

Before or during the current school year, staff meetings were held to discuss and review the schools' Instructional Plan / Single Plan for Student Achievement.

Parent and Community Involvement

- Parent and Community Meetings were held to gather and discuss their ideas about school improvement and to share and discuss the ideas developed by staff members.
- Evidence of parent and community engagement collected through this process were sent with the LIS Proposal to the Local Options Oversight Committee (LOOC) and the originals will be maintained at the school site.

Petition

The LIS petition, identifying the specific LIS Waivers requested in the proposal was reviewed and approved by a majority of the eligible staff.

- Majority is herein defined as 50% + 1 of the eligible staff
- Eligible staff is defined as UTLA-represented certificated staff assigned to the school full-time

Approval Process

Written notice of the election, including a copy of the proposed plan, were sent to the voters at least 10 working days before the vote. At least one faculty meeting was convened prior to the vote, to review and discuss the merits of the proposed plan. Voting was by secret ballot, supervised jointly both the Principal and the Chapter Chair.

- Proposal must receive an affirmative vote of (at least) 60% of the *votes cast*
- Eligibility to vote is limited to UTLA-represented certificated staff assigned full-time to the school

Staff Vote Result

Number of Votes Cast 31 Number in Favor 31 Number Opposed 0

By signing below, I affirm that:

Principal	
<ul style="list-style-type: none"> • I concur with the proposal. • I certify the aforementioned protocols were followed. 	
Signature	
Ashley Parker	10-17-17
Principal (print legibly)	Date

Chapter Chair	
<ul style="list-style-type: none"> • I certify the aforementioned protocols were followed. 	
Signature	
Laurence Tynan	10-17-17
Chapter Chair (print legibly)	Date