

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **HICKMAN ELEMENTARY** SCHOOL

2020-21

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: 858/271-5210;

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

E-mail Address: tpace@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Hickman Elementary**

DUE: October 5, 2020

SITE CONTACT PERSON: **Tobie Pace**

PHONE: **858-634-8500**

FAX: **858-566-9010**

E-MAIL ADDRESS: **tpace@sandi.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

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

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


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

- | | |
|---|---|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: October 2, 2020 |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: October 2, 2020 |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>October 2, 2020</u> |
| <input checked="" type="checkbox"/> Other (list): <u>Staff Meeting</u> | Date of presentation: <u>September 28, 2020</u> |

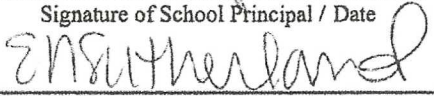
4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: October 2, 2020

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

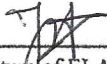
Tobie Pace
Type/Print Name of School Principal

 9/29/20
Signature of School Principal / Date

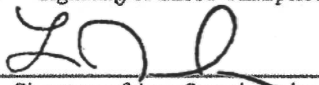
Nina Sutherland
Type/Print Name of SSC Chairperson

 9/29/20
Signature of SSC Chairperson / Date

Jessica Nguyen
Type/Print Name of ELAC Chairperson

 9/29/20
Signature of ELAC Chairperson / Date

LAMONT JACKSON
Type/Print Name of Area Superintendent

 10/7/20
Signature of Area Superintendent / Date

**Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126**

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. SPSA Evaluation of LCFF Funded Actions and Activities

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

This School Plan for Student Achievement fulfills the requirements of creating a comprehensive school wide budget plan for Hickman Elementary school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

During the following meetings, we discussed and gathered input from all key stakeholders to help develop this budget:

Hickman's School Site Council and Site Governance team met during the 2019-2020 school year to discuss LPAC goals to ensure compliance.

In addition, we held monthly "Coffee with the Principal" meetings to discuss the parent engagement policy and adjust it to meet the needs of our students. During our SSC meeting on October 2, 2020, our SSC and SGT discussed and updated this SPSA. The SPSA survey was also discussed to ensure we focus on the achievement gap for our school. We voted and approved this plan on October 2, 2020.

RESOURCE INEQUITIES

Hickman Elementary serves a diverse group of 430 elementary children in Mira Mesa, California. We are committed to providing a quality education to every student. Based on an extensive review of Hickman's data, we are aware of the continuous inequities that exist beyond our current funding allocations. The areas of inequities fall in the areas of:

- Supports for students with disabilities
- Attendance
- Mental Health
- Counseling.

Over the past years, we have only been allocated one day per week of a site counselor. Our key stakeholders value the importance of focusing on the whole child. Last year we funded an extra day of counseling, however, there were many problems finding a consistent counselor. Instead, we are funding an additional day of a Resource Teacher out of our site budget to respond to our California Healthy Kids Survey to support individualized support for all students. We are excited to support the ongoing social and emotional needs of our diverse student community.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Tobie Pace	Principal
Eunice Sutherland	Classroom Teacher-Chair
Sharon Clark	Classroom Teacher
Robert Daluraya	Classroom Teacher
Aimee Herron	Other Staff Representative
Ana Haimovitch	Parent
Crisitin Flanagan	Parent
Richard Stephenson	Parent
Kate Balderston	Parent
Jessica Nguyen	Parent
Emmi Swanson	Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Our goal last year was to continue the upward trend of our site's cumulative attendance by holding monthly assemblies and celebrating the class with the highest attendance. We also hoped to have a consistent counselor for an additional day to support our goals around attendance and social-emotional learning. From the 2019-20 school year, we have four months of data for attendance. Every month we were around 97%, which is an increase from where we ended the 2018-19 school year. While we were not able to reach our goal of 98% attendance in the first few months of school, we have to recognize that our sites closed in March and distance learning affecting our students' social-emotional well-being as well as their attendance during online learning. We also had a site-wide goal to increase the number of students who reported feeling proud to belong to our school. This metric was on the CAL-SCHLS CHKS survey that is given in the spring. We do not have data for 2020 due to site closures so we are moving this goal forward for the 2020-21 school year.

We had a goal to decrease our suspension rates for our English Learner student group from 2-0%. At our site, this single student was suspended multiple times due to safety issues. Without consistent counseling support, we struggled with finding new ways to support this student at our site. In an effort to get this student the support that they needed, we had to document every infraction to our site policies and procedures. We were finally able to get them the support they need. Because of the tracking that we needed to do, the CA Dashboard for 2019 shows that our English Learner Suspension Rate increased to 2.8%. We will continue to monitor our suspension practices for all our students.

***Major Differences**

We maintained positive attendance through February. However, due to the pandemic-related site closures in March and a move to distance learning in April, we saw varied attendance from March through June 2020. We also did not have a consistent counselor as we had planned for, so programs could not be fully implemented with consistency.

*Changes						
Our attendance monitoring through distance learning has shifted to monitoring participation and providing troubleshooting to connect all our families to online learning. Due to the struggle we had with getting a consistent counselor last year, the SSC decided to not fund the additional day of counseling for the 2020-2021 school year.						
*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	all students grades TK-5	will increase	96%	98%	Attendance	monthly
June 2021	5th will feel "proud to belong at our school"	will increase	75%	85%	CAL-SCHLS (CHKS)	annually
June 2021	K-5	will decrease	7.9%	6% (25 students)	Chronic Absenteeism	annually
*Identified Need						
<p>Historically in-person attendance has not been a problem for most Hickman students. However, with this new type of learning currently in place, we want to monitor online participation to ensure all students have access and are engaged in the learning process. At our site, we have a large group of students who travel to India for extended vacations and while they do set up contracts to make up the attendance at our site, it still influences our Chronic Absenteeism rate. We are not sure there is a remedy to this situation but we continue to reinforce the need for students to attend school every day. We have had an increased issue with Chronic Absenteeism at Hickman. This indicator is in the Orange Performance Level for All Students on the CA Dashboard for 2019 Academic Engagement. Other groups that are indicated as needing attention are English Learners, Asian, Hispanic, and White student groups who are all in the Orange Performance Level. Our Socioeconomically Disadvantaged Group is in the Red Performance Level.</p> <p>In the Conditions and Climate Indicator for Suspension Rate, our English Learner group is in the Orange Performance Level. Overall, our site is at the Green Performance Level so we felt an AMO was needed and not a school-wide goal.</p> <p>In support of our district initiatives around supporting Students With Disabilities and Black Youth, we also wanted to include goals for these student groups. Our number of Black or African American youth at Hickman is not large enough to report at the state level and at the site level; we have not done targeted data tracking for this group. For this next school year, we will begin to monitor attendance and suspension rates for this group to see how we can better serve while at Hickman.</p> <p>Our Students with Disabilities group is large enough for state reporting. On the CA Dashboard for 2019, we can see they are in the Green Performance level for both Chronic Absenteeism and Suspension Rate. For Absenteeism, this group was at 9.1% and decreased in 2019 by 2%. In the suspension indicator, they were at 3% being suspended at least once and that number declined from the previous year by 3.3%. We see a greater need for monitoring this group as it relates to their absenteeism, as we know that attendance is especially important for these students.</p> <p>As the CAL-SHLS survey was not completed in the 2019-2020 school year, we are carrying those goals forward into the 2020-2021 school year.</p>						

***Online Learning Implications**

Due to our online learning environment, our teachers are continuing their Social-Emotional Learning and Restorative Justice Practices training virtually. Teachers are also implementing daily Social and Emotional Learning (SEL) embedded in their instructional core during online learning. We will also continue wellness efforts via school wellness coordinators.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	decrease suspension rate	2.8%	1%	Suspension	ANNUALLY
June 2021	TK-5	Socioeconomically Disadvantaged	decrease chronic absenteeism	15.7%	9%	Chronic Absenteeism	Annually
June 2021	TK-5	Asian	decrease chronic absenteeism	7%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	decrease chronic absenteeism	9.3%	6%	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	decrease chronic absenteeism	13.1%	10%	Chronic Absenteeism	Annually
June 2021	TK-5	White	decrease chronic absenteeism	9.7%	4%	Chronic Absenteeism	Annually
June 2021	TK-5	Students with Disabilities	decrease chronic absenteeism	9.1%	7%	Chronic Absenteeism	Annual
June 2021	TK-5	Black or African American	Increase or maintain monthly attendance	Baseline	increase	Attendance	Annual

Tier 2 Support: Attendance Team

***Students to be served by this Strategy/Activity**

All students will be served by these strategies.

***Strategy/Activity - Description**

While the site is not funding an additional day of counseling, we are excited that we already have a counselor assigned to our site. They will be with us one day a week and will help support us by monitoring daily attendance. Once a student has been absent for 5 days, the family will be contacted for additional support. The counselor, along with the school clerk, the classroom teacher, the ESA, and the principal will meet to discuss next steps to support the identified student and their family to support their increased attendance.

Our attendance clerk is working as part of our Attendance Tem and now tracking all participation digitally then communicating with the principal daily to track attendance. The principal has done various home visits to ensure all students are able to log on and participate in instruction online. While we are

Hickman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

not able to fund an additional day of a counselor, we are tightening up the tasks they will support during their 1 day at Hickman including playing a vital role in the Attendance Team and bridging support between families and their students and the Hickman staff.

We will also continue to encourage students through our Positive Behavior Intervention strategies (PBIS) at Hickman to be proud of themselves and to attend their online learning sessions on a regular basis. We will also implement the Equity Team at Hickman wherein our students learn to become allies for all!

No LCFF funds are being used this year to offer additional support for this strategy at this time.

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Last year, our 2019-2020 SPSA English/Language Arts SMART Goals were around tracking the academic performance of our 3rd and 5th graders on the CAASPP for ELA. For 2019-2020, we do not have new CAASPP data due to the global pandemic, which resulted in school closures and State Testing cancelations so we were not able to assess our progress towards these goals. We have decided to move these goals forward for the 2020-21 school year and add a site-based assessment.

Last year we funded a counselor but struggled with getting consistent support on campus. We used classroom hourly to offer after-school tutoring which we put in place but will unfortunately not be able to fund it with LCFF this year. If needed, we will need to reassess our budget. We funded visiting teachers to support our PLC work last year and will need to use site discretionary to fund these expenses this year. Last year we were able to purchase Learning Upgrade, which was a great support while on campus and was still able to support students as they transitioned to online learning.

*Major Differences

We maintained bi-monthly PLCs through February 2020. Due to the pandemic, we were unable to continue those PLCs every other week, and instead, we met monthly from March 2020 to June 2020. We also did not have a consistent counselor as we had planned for, so programs could not be fully implemented with consistency.

*Changes

This year we are utilizing our LCFF funds to release a general education teacher to serve as a site Resource Teacher instead of funding a counselor. We will also be moving our strategies from last year into this year with modifications to fit online learning platforms until we return to on-site instruction.

*Goal 2 - English Language Arts						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	all 3rd-5th grade students	meet or exceed standard	80%	85%	CAASPP ELA	annually
June 2021	all 3rd grade students	meet or exceed standard	69%	80%	CAASPP ELA	annually
June 2021	all 4th grade students	meet or exceed standards	87%	90%	CAASPP ELA	annually
June 2021	all 5th grade students	meet or exceed standard	83%	85%	CAASPP ELA	annually
June 2021	3-5	meet or exceed standard	baseline	80%	FAST aReading	annually
*Identified Need						
<p>On the 2019 CA Dashboard, the site is in the Blue Performance Level for Academic Performance: English Language Arts. We have no student groups in the Red or Orange Performance Levels.</p> <p>Only 80% of 3-5th grade students achieved the standard in English Language Arts according to CAASPP data for 2019. We do not have new data for June 2020. As a collective team, we will work together to ensure that over 85% of students at Hickman are meeting or exceeding the standard by June 2021.</p> <p>In addition, we see a discrepancy when we looked at our English Language Arts scores by grade level. 3rd grade had 69% meet or exceed the standard, 4th grade had 87% meet or exceed the standard and 5th grade had 83% met or exceeded the standard. We will work to collect data to help us better understand why we do not see consistent gains across the grade levels. We are also including a site-based metric for the 2020-2021 school year so that we can evaluate student achievement throughout the year and not be dependent on the state testing results.</p> <p>In support of our district initiatives around supporting Students With Disabilities, English Learners, and Black Youth, we also wanted to include goals for these student groups. Our number of Black or African American youth at Hickman is not large enough to report at the state level and at the site level; we have not done targeted data tracking for this group. For this next school year, we will begin to monitor attendance and suspension rates for this group to see how we can better serve while at Hickman.</p>						
*Online Learning Implications						
<p>In preparation for offering both online and on-site learning during the 2020-2021 school year, Hickman will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. Teachers will implement structures and digital tools to support student collaboration using various online activities such as Flipgrid, SeeSaw, and Google Classroom. In addition, daily flexibility will be provided to teachers to provide both whole group, small group, and individual instruction. In addition, multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery. We will also continue professional development for educators through virtual sessions.</p>						

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	students will meet or exceed standard	42%	65%	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	students will meet or exceed	35%	65%	CAASPP ELA	annually
June 2021	3-5	Black or African American	students will meet or exceed	Baseline	65%	FAST aReading	annually
June 2021	3-5	English Learner	students will meet or exceed	Baseline	65%	FAST aReading	annually
June 2021	3-5	Students with Disabilities	students will meet or exceed	Baseline	65%	FAST aReading	annually

GVC and Tier 2 Support: Professional Learning Communities

***Students to be served by this Strategy/Activity**

Unduplicated students/All students will benefit.

***Strategy/Activity - Description**

Hickman has an unduplicated pupil percentage of 46.5%. Knowing that almost half of our students historically struggle with achievement in core content areas, the site decided to continue classroom supports and targeted interventions. We will target all students who are below standard in English Language Arts and create an action plan through our professional learning communities to provide instruction to move all students into the sphere of success. In PLCs, classroom teachers alongside Ed Specialists will meet bi-monthly to target Critical Concepts in ELA to meet the needs of all students. Teams will analyze data and design specific interventions to support students who have yet to meet grade-level expectations. To do this, they will use site-based data to target areas of concern to provide needs-based interventions and increase overall achievement according to the student's specific area of need. The site will again be using LCFF to fund our Learning Upgrade program, which we had great success with last year. Throughout the year, teachers will monitor individual student growth and adjust instruction accordingly. Strategic goals will be asked of each team to identify target students, determine areas of need, and identify a highly comprehensive intervention plan to meet the learning goals of the mentioned students.

Following a year of incomplete progress data, we have identified a need for a school-wide assessment system. Identifying screening assessments, common assessments, and benchmarks will allow our school team to see progress and address student misconceptions during the school year. The development of a site-wide assessment system will include core content areas and support for specific groups. Teacher teams in PLCs and ILT will develop these assessments. The implementation of FAST aReading will provide student data reports every trimester as well as intervention support based on individual student needs. This support includes small group instruction, SST monitoring, goal setting, and positive recognition opportunities for growth.

Hickman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

We will continue working with PLCs as we navigate online learning and transition back to site-based learning and add additional strategies as needed. Currently, our PLC work has shifted to zoom online meetings that are approximately 30 minutes weekly by grade level for the first two months of school. This is strategically done to ensure all grade levels collaborate, troubleshoot, and target special guided reading resources from our new district adopted curriculum Benchmark English Language Arts Curriculum.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License	0201-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 5 - Supporting Students with Disabilities Ref Id : N02016F	Funding for Learning Upgrade intervention program.

Intervention Supports for Primary Students

***Students to be served by this Strategy/Activity**

Unduplicated students in our TK-2 classes/all students

***Strategy/Activity - Description**

Our youngest learners need physical materials to practice standards-based writing skills and letter formation. We will use paper and supplies to support these primary students by creating grade level, age-appropriate writing, and letter sheets to promote reading fluency. We will purchase whiteboards for students to interact via online learning and in-person learning for all primary students. We have been able to host pick up days where families are able to come and get the supplies that they need. We will continue to review what instructional materials this student group needs and provide them as needed. The site will use LCFF money to fund these classrooms and intervention supports.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N0201Q	Supplies	\$1,000.00	0201-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Supplies for our early learners grades TK-2 such as white boards, white board markers, etc.
N0201W	Interprogram Svcs/Paper	\$2,910.00	0201-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Paper supply to support TK-2nd grade in fine motor, writing and phonemic awareness.

Site Resource Teacher

***Students to be served by this Strategy/Activity**

Unduplicated students/all students.

***Strategy/Activity - Description**

As a site, we decided to use our LCFF monies to fund a resource teacher for one day a week who will offer a variety of supports to the other teaching staff at our site. They will conduct the ELPAC testing, support teachers in data collection, provide all classes instruction in the Second Step SEL

Hickman Elementary

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

curriculum, and pull small groups for designated ELD work. As this is a new position for Hickman, the site will work together with the administration to determine how the Resource Teacher can best support the school during online learning and when back on campus. When we return to campus, the resource teacher will also be able to release our general education teachers so that they can participate in grade-level PLCs, which is not needed at this time.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr	0201-09800-00-1109-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : F02011J	Funding for one day of a Resource Teacher.

Goal 3 - Mathematics**Call to Action Belief Statement**

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

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

Last year, our 2019-2020 SPSA Mathematics SMART Goals were around tracking the academic performance of our 3rd and 5th graders on the CAASPP for Math. For 2019-2020, we do not have new CAASPP data due to the global pandemic, which resulted in school closures and State Testing cancelations so we were not able to assess our progress towards these goals. We have decided to move these goals forward for the 2020-21 school year and add a site-based assessment.

Last year we funded a counselor but struggled with getting consistent support on campus. We used classroom hourly to offer after-school tutoring which we put in place but will unfortunately not be able to fund it with LCFF this year. If needed, we will need to reassess our budget. We funded visiting teachers to support our PLC work last year and will need to use site discretionary to fund these expenses this year. Last year we were able to purchase Learning Upgrade that was a great support while on campus and was still able to support students as they transitioned to online learning.

***Major Differences**

We maintained bi-monthly PLCs through February 2020. Due to the pandemic, we were unable to continue those PLCs every other week, and instead, we met monthly from March 2020 to June 2020. We also did not have a consistent counselor as we had planned for, so programs could not be fully implemented with consistency.

***Changes**

This year we are utilizing our LCFF resources to release a general education teacher to serve as a site Resource Teacher instead of funding a counselor. We will also be moving our strategies from last year into this year with modifications to fit online learning platforms until we return to on-site instruction.

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	all students grades 3-5	meet or exceed standard	74%	80%	CAASPP Math	annually
June 2021	all 3rd grade students	meet or exceed standard	71%	80%	CAASPP Math	annually
June 2021	all 4th grade students	meet or exceed standards	82%	90%	CAASPP Math	annually
June 2021	all 5th grade students	meet or exceed standard	66%	80%	CAASPP Math	annually
June 2021	TK-5	meet or exceed standard	baseline	80%	FAST aMath	annually
*Identified Need						
<p>On the 2019 CA Dashboard for Academic Performance: Mathematics, the site is the Blue Performance Level at 54.3 points above standard. This is an increase of 9.4 points from 2018. We have no student groups in the Red or Orange Performance Levels. However, we continue to have concerns about our students' mastery of math. In 2019, 73% of our 3-5th grade students met or exceed the standard on the CAASPP Math assessment. As a collective team, we will work together to ensure that over 80% of students at Hickman are meeting or exceeding the standard by June 2021.</p> <p>In addition to the school-wide average on the CAASPP for Math, we see a discrepancy when we look at our Math scores by grade level. 3rd grade had 71% meet or exceed the standard, 4th grade had 82% meet or exceed the standard, 5th grade had 66% meet or exceed the standard. We will work to collect data to help us better understand why we do not see consistent gains across the grade levels. We are also including a site-based metric for the 2020-2021 school year so that we can evaluate student achievement throughout the year and not be dependent on the state testing results.</p> <p>In support of our district initiatives around supporting Students With Disabilities, English Learners, and Black Youth, we also wanted to include goals for these student groups. Our number of Black or African American youth at Hickman is not large enough to report at the state level and at the site level; we have not done targeted data tracking for this group. For this next school year, we will begin to monitor attendance and suspension rates for this group to see how we can better serve while at Hickman.</p>						
*Online Learning Implications						
<p>In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. We will administer the FAST math assessment online three times a year. We will also provide professional learning structures and digital tools to support student collaboration. In addition, through our grade-level specific, co-created weekly schedules, teachers will provide both whole group, small group, and individual instruction to meet the needs of our learners. Multiple assessment opportunities will be embedded throughout the learning to allow teachers to assess and provide feedback to support students as they move toward mastery. English Language Development - Both Integrated and Designated will be provided in addition to strategies for differentiation and scaffolding instruction for English Language Learners.</p>						

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed grade level expectations	48%	60%	CAASPP Math	annually
June 2021	3-5	Students with Disabilities	meet or exceed grade level expectations	39%	60%	CAASPP Math	annually
June 2021	3-5	Black or African American	meet or exceed grade level expectations	Baseline	60%	CAASPP Math	annually
June 2021	3-5	English Learner	meet or exceed grade level expectations	Baseline	60%	FAST aMath	annually
June 2021	3-5	Students with Disabilities	meet or exceed grade level expectations	Baseline	60%	FAST aMath	annually
June 2021	3-5	Black or African American	meet or exceed grade level expectations	Baseline	60%	FAST aMath	annually

GVC and Tier 2 Support: Professional Learning Communities

***Students to be served by this Strategy/Activity**

unduplicated students/all students will benefit from this strategy

***Strategy/Activity - Description**

Hickman has an unduplicated pupil percentage of 46.5%. Knowing that almost half of our students historically struggle with achievement in core content areas, the site decided to continue classroom supports and targeted interventions. We will target all students who are below standard in Mathematics and create an action plan through our professional learning communities to provide instruction to move all students into the sphere of success. In PLCs, classroom teachers alongside Ed Specialists will meet bi-monthly to target Critical Concepts in Math to meet the needs of all students. Teams will analyze data and design specific interventions to support students who have yet to meet grade-level expectations. To do this, they will use site-based data to target areas of concern to provide needs-based interventions and increase overall achievement according to the student's specific area of need. The site will again be using LCFF to fund our Learning Upgrade program, which we had great success with last year. Throughout the year, teachers will monitor individual student growth and adjust instruction accordingly. Strategic goals will be asked of each team to identify target students, determine areas of need, and identify a highly comprehensive intervention plan to meet the learning goals of the mentioned students.

Following a year of incomplete progress data, we have identified a need for a school-wide assessment system. Identifying screening assessments, common assessments, and benchmarks will allow our school team to see progress and address student misconceptions during the school year. The development of a site-wide assessment system will include core content areas and support for specific groups. Teacher teams in PLCs and ILT will

Hickman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

develop these assessments. The implementation of FAST aMath will provide student data reports every trimester as well as intervention support based on individual student needs. This support includes small group instruction, SST monitoring, goal setting, and positive recognition opportunities for growth. We will continue working with PLCs as we navigate online learning and transition back to site-based learning and add additional strategies as needed. Currently, our PLC work has shifted to zoom meetings online that are approximately 30 minutes weekly by grade level for the first two months of school.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License	0201-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 5 - Supporting Students with Disabilities Ref Id : N02016F	Funding for Learning Upgrade intervention program.

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

For the 2019-2020 school year, we set goals for our English Learners related to CAASPP performance in ELA and Math as well as ELPAC testing. Due to site closures in March, this data is not available so we are moving these goals forward. Based on the CAASPP data we have from 2019, Hickman still had 15 out of 26 3rd-5th grade students who are performing below standard. We need to provide quality, individualized instruction to support moving the remaining 11 English Language learners into meeting or exceeding the standard.

We also need to reclassify 100% of our students who are eligible to be reclassified to ensure equitable access. In addition, we have found we need additional data in order to best support our English Learners in math and reading. We will implement aReading and aMath in grades TK-5. This screener and progress monitoring tool will allow teachers to plan for interventions and monitor student growth.

Hickman implemented strategies outlined in the 2019-2020 SPSA to serve our students who are learning English. We have found that we need additional supports in order to close the achievement gap. We will continue tutoring, PLCs, targeted professional development, and add new strategies as well. Upon analysis of our instructional program of integrated ELD, we have found that we need to increase supports for our English Language Learners in the form of designated ELD using our new ELAD Benchmark Curriculum.

*Major Differences

Hickman teachers taught dELD to small groups of ELLs. When the Global Pandemic closed schools in March, students did not get targeted dELD from their classroom teachers. We maintained bi-monthly PLCs through February 2020. Due to the pandemic, we were unable to continue those PLCs every

other week, and instead, we met monthly from March 2020 to June 2020. We also did not have a consistent counselor as we had planned for, so programs could not be fully implemented with consistency.

***Changes**

Hickman needs to prioritize the importance of supporting our English Language learners. Each classroom teacher will identify a student who is an English Language Learner and get to know the student specifically by name and need. Staff members will work together to strategize quality interventions to promote learning. This planning will take place during our bi-monthly Professional Learning Communities and monthly professional development.

***Integrated English Language Development**

Hickman will work with pre-trained staff members to design specific professional development for all teachers in QTEL strategies. These strategies will be reviewed in our monthly meetings. Teachers will try on specific whole-body learning strategies to meet the various needs of English Language Learners. Teachers will use visual supports to provide additional access to our English Learners. The leadership team will conduct classroom walkthroughs to show evidence of iELD.

***Designated English Language Development**

Staff members will use their daily English Language Arts block utilizing ELD strategies to provide designated instruction for English Language Learners. Teachers will also utilize the dELD curriculum from Benchmark. Larger grade levels will share students and group them by need during this explicit instruction session to build on prior knowledge. Staff will also participate in a designated ELD coaching cycle to implement best practices for English Language Learners.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed standards in ELA	46%	65%	CAASPP ELA	annually
June 2021	3-5	English Learner	meet or exceed standard in math	46%	60%	CAASPP Math	annually
June 2021	3-5	English Learner	meet or exceed standards in ELA on aReading	Baseline	65%	Other (Describe in Objective)	annually
June 2021	3-5	English Learner	meet or exceed standards in Math on aMath	Baseline	60%	Other (Describe in Objective)	annually

***Identified Need**

From the CA Dashboard 2019, our English Learners are in the Blue Performance Level for the indications for Academic Performance: ELA and Mathematics. In ELA, they are 54.4 points above standard, which is an increase of 3.6 points from the previous year. Our current English Learners are 13.4 points below the standard, which is a decrease of 11.5 points. Our Reclassified English Learners outscored our English Only students by 4.9 points.

Hickman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In Math, they are 48.1 points above standard. Here they maintained at -1.4 points from the previous year. Our current English Learners were 3.1 points below standard and maintained from 2018 at -2.1 points from 2018. Our Reclassified English Learners again outscored our English Only students 43.7 points. 52% of our students are making progress towards English language proficiency.

Based on a review of data from the 2019 CAASPP, we have created goals for Hickman Students in grades 3, 4, and 5. In English Language Arts, 45.7% of English Learners met or exceeded standards and in math, 46.2% met or exceeded standards. As a site, we recognize the lack of achievement for English Learners in both English Language Arts and Math. Our students continuously need high-quality instruction, a GVC, and daily ELA and math experiences.

Due to the global pandemic and school closures, we do not have current CAASPP data. As a school, we have seen a need for more frequent, aligned assessments. We are starting the Fast aReading and a Math in the Winter of 2020/2021.

*Online Learning Implications

Hickman teachers will provide students with targeted dELD in small group support through a push-in integrated model. The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. If provided, Hickman staff will attend online professional development modules to support iELD and dELD.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	reclassify all students who are eligible for reclassification	75.8%	100%	Other (Describe in Objective)	annually

Professional Learning Communities

*Students to be served by this Strategy/Activity

English learners/unduplicated students

*Strategy/Activity - Description

Teachers will identify English Learners who are performing below standard. Key areas of instruction including small group, vocabulary development, and language frames to be created for student access. The teachers will work together as a grade level team to design specific strategies to support the student and measure growth every 6-8 weeks. We will receive coaching and professional development from ELI-RT in order to implement dELD. Teachers will also learn additional strategies for supporting English Language Learners in the curricular areas of reading and writing because of implementing our Benchmark ELD curriculum. We will also analyze reading and math data of English Learners and plan for responsive instruction (aMath and aReading).

Attendance Team									
*Students to be served by this Strategy/Activity									
All students and all English Language Learners									
*Strategy/Activity - Description									
<p>While the site is not funding an additional day of counseling, we are excited that we already have a counselor assigned to our site. They will be with us one day a week and will help support us by monitoring daily attendance. Once a student has been absent for 5 days, the family will be contacted for additional support. The counselor, along with the school clerk, the classroom teacher, the ESA, and the principal will meet to discuss next steps to support the student and their family and their increased attendance.</p> <p>We will also continue to encourage students through our Positive Behavior Intervention strategies (PBIS) at Hickman to be proud of themselves and to attend their online learning sessions on a regular basis. We will also implement the Equity Team at Hickman wherein our students learn to become allies for all!</p> <p>No LCFF funds are being used this year to offer additional support for this strategy at this time.</p>									
Site Resource Teacher									
*Students to be served by this Strategy/Activity									
English Language Learners/unduplicated students/all students will benefit									
*Strategy/Activity - Description									
Hickman staff will assess all English Language Learners on present levels. We will design specific interventions to support the language needs of these learners. This allows all students to be assessed and staff members will be compensated for supporting Non English Speaking families. Resource teacher to support ELPAC testing, releasing classroom teachers for professional learning, support social emotional support and attendance team ensuring all students are engaged in both online and in person learning.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02011J	Inschool Resource Tchr	0.20000	\$19,017.40	\$23,363.64	0201-09800-00-1109-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding for 1 day of a Site Resource Teacher.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Last year, our 2019-2020 SPSA Students with Disabilities SMART Goals were around tracking the academic performance of our 3rd and 5th graders on the CAASPP for Math. For 2019-2020, we do not have new CAASPP data due to the global pandemic, which resulted in school closures and State Testing cancellations so we were not able to assess our progress towards these goals. We have decided to move these goals forward for the 2020-21 school year and add a site-based assessment.

We have found we continue to have students with disabilities we need to increase supports for our students.

*Major Differences

In the Fall of 2019, we were embarking on co-teaching and learning. Due to the global pandemic, co-teaching was much more difficult and we shifted to operationalizing distance learning. Upon analysis of our instructional program and supports for students with disabilities, we need to modify our model of providing special education services to include more co-teaching and push in instruction. We must remain committed to closing this learning gap by continuing to monitor our students with disabilities.

*Changes

Looking forward, we commit to supporting students with disabilities with the best instruction in the general education environment coupled with co-teaching and explicit interventions as needed. Pull out services will be delivered during asynchronous learning. We remain committed to PLC's that include Education Specialists. We will fund additional planning time for co-teaching teams to collaborate on explicit instruction.

*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3-5	increase ELA achievement on the CAASPP	35%	50%	Other (Describe in Objective)	annually	
June 2021	3-5	increase Math achievement on the CAASPP	39%	60%	Other (Describe in Objective)	annually	
June 2021	3-5	meet or exceed in aReading	baseline	100%	Other (Describe in Objective)	annually	
June 2021	3-5	meet or exceed in aMath	baseline	100%	Other (Describe in Objective)	annually	
*Identified Need							
<p>On the CA Dashboard, our Students with Disabilities group does not have any performance color for Academic Performance: ELA or Mathematics. For ELA, they are at 22.8 points below the standard, which is an increase of 8.7 points from the previous year. In Math, they are at 28.9 points below the standard, which is an increase of 31 points from the previous year. Despite these gains, when compared with our total student population, Students with Disabilities are underperforming in comparison to students without disabilities. We need to identify those students by name and by the need to design specific instruction to support their academic growth. While 3-5th grade general education students were 80 % met or exceeded in ELA, students with disabilities only 35 % met or exceeded grade-level standards. While 3-5th grade general education students were % met or exceed in Math, students with disabilities only 39% met or exceeded grade-level standards.</p>							
*Online Learning Implications							
<p>Due to the global pandemic and the shift to online education, IEP services will be provided in the Online Learning Setting. All staff will be working as a team to support all students to accelerate their learning. Additionally, educators will be receiving professional learning on how to implement IEP services online as this is both a new process and a new platform.</p>							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	meet or exceed IEP Goals	Varies	100%	Other (Describe in Objective)	annually
GVC and Tier 2 Support: Professional Learning Communities							
*Students to be served by this Strategy/Activity							
Unduplicated students who are also classified as Students with disabilities/All SWD							
*Strategy/Activity - Description							
Students with disabilities must receive tailored instruction to meet their specific needs. During Professional Learning Community Planning, teachers will familiarize themselves with various accommodations to support children with IEPs and are performing below standard. Key areas of instruction							

Hickman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

including small group, vocabulary development, and language frames to be created for student access. Ongoing communication must occur between education specialist and general education must occur to ensure that IEP goals are being met. The site decided to use LCFF money for the primary benefit of our students with special needs because we know they face additional challenges in achieving success in core content areas. While the funds for our professional development are for the primary benefit of our unduplicated students, all students will benefit. We will also utilize the Learning Upgrade Software to support students in accessing content standards.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02016F	Software License		\$2,000.00	\$2,000.00	0201-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding for software for intervention supports

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	increase the percentage of students meeting or exceeding grade level expectations	Baseline	100%	Grades	annually

***Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, the Hickman site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In the 2020-21 school year, Hickman will develop and implement a site-specific system for tracking classroom referrals.
3. Hickman will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Hickman will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
5. In the 2020-21 school year, Hickman will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Hickman is to maintain or increase the percentage of diverse educators from the current year to the following year.

***Identified Need**

At Hickman, we understand the importance of supporting the academic and social emotional needs of our Black Youth. Historically this group has been small at our site, so we have limited access to state level data. We will be using our Equity Team to develop site-based metrics to determine ways to best support these students.

*Online Learning Implications						
Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.						
Equity Team/Lighthouse						
*Students to be served by this Strategy/Activity						
Black Youth who may also identify as African American or Two or More Races						
*Strategy/Activity - Description						
Hickman Elementary will develop a Site Equity Team, including the Site Resource Teacher, which meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.						
*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr	0201-09800-00-1109-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : F02011J	Co-leading equity team to support restorative practices for Black Youth and other groups.
School Wide Professional Development Focused on Supporting Black Youth						
*Students to be served by this Strategy/Activity						
Black Youth who may also identify as African American or Two or More Races						
*Strategy/Activity - Description						
No LCFF funds are being used this year to offer additional support for this strategy at this time.						
Book Study Focused on Anti-Bias Education						
*Students to be served by this Strategy/Activity						
Black Youth who may also identify as African American or Two or More Races						
*Strategy/Activity - Description						
I will provide an optional opportunity for staff members to participate in a book study to deepen understanding of anti-bias teaching and learning. No LCFF funds are being used this year to offer additional support for this strategy at this time.						

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

For Hickman's 2019-2020 SPSA Parent Involvement and Community Engagement SMART GOAL we stated that by June 2020, we wanted to increase avenues of communication with parents in order to reach all families and specifically that we wanted 50% of our parents to participate in our Heritage Night by representing their culture. By February 2020, we had over 100 parents join monthly Principal Coffee, however when the pandemic struck we stopped in person Principal Coffee. We added several Zoom Principal Coffees to our calendar to continue supporting parent engagement and had mixed attendance. We will continue with virtual parent meetings while sites are closed to continue to establish relationships with families. Unfortunately, Heritage Night was canceled due to the pandemic. We set up additional communication avenues via Facebook and Instagram and we added videos to our School Class Dojo to promote community engagement.

*Major Differences

The only major difference was the cancellation of Heritage Night. We hope to hold this even this year if we are on site or figure out way to do something similar virtually.

*Changes

At Hickman, we have worked hard to build a strong parent/school relationship. This pandemic has changed how we communicate and connect with our families. We are continuing to set up monthly Principal Coffee meetings online. We will continue to communicate through School Messenger and Class Dojo. We want to continue to explore ways to increase parent communication and involvement by seeking out new programs. This year we are also sending out weekly communication translated into every family's first language through our School Messenger. In addition, we have our entire school on Class Dojo. Each classroom has their individual class story as well as a school story. The beauty of Dojo is that families can translate messages into their primary language. Since March 2020 when the pandemic started, Class Dojo has been key in communicating with all.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
November 2020	Other (Describe in Objective)	All families will be connected to Class Dojo	89%	100%	Other - Describe in objective
*Identified Need					
We want every family to be connected to continue to promote collaboration. Our goal is to have 100% of parent emails in PowerSchool by June 2021. In addition, we want to have 100% of parents connected to our school-wide communication portal of Class Dojo by November 2020.					
*Online Learning Implications					
Due to the pandemic, our District has supported us in a District Welcome Week during the first week of school for educators, students, and families in which virtual lessons, training, and professional development will be offered for all. All Students will receive a district issued device to ensure access to curriculum while in a distance learning format. Our Attendance and Equity team are ensuring that internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	all families will have an email on file in PowerSchool	60%	100%	Other - Describe in Objective
June 2021	SSC	to provide monthly feedback including ELAC representative	80%	100%	Committee Attendance
Communication and Connectivity					
*Families to be served by this Strategy/Activity					
All Families					
*Strategy/Activity - Description					
Hickman office staff will continue to ensure all families are connected via School Messenger with Parent Portal. We will also highlight the use of Class Dojo as a school-wide communication tool. We will also highlight its "translate" feature that will enable access to all English learners and their families. No LCFF funds are being used this year to offer additional support for this strategy at this time.					

Goal 8- Graduation/Promotion Rate**Call to Action Belief Statement**

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

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

For the 2019-2020 school year, we set goals for our English Learners related to CAASPP performance in ELA and Math as well as ELPAC testing. Due to site closures in March, this data is not available so we are moving these goals forward.

Hickman implemented strategies outlined in the 2019-2020 SPSA to serve our students in 3rd grade to be proficient readers. We have found that we need additional supports in order to close the achievement gap. We will continue working with PLCs, targeted professional development, and add additional strategies as we grow in our learning. As an SST/SGT, we decided to use the resources to fund an extra day of a teacher to serve as a resource teacher. This position will be focused on data collection and providing SEL (Social Emotional Learning) and targeted English Language Development instruction. We hope that this site resource will provide avenues for students to improve in their academics as well and their mental health and well-being.

We will work as grade-level teams in bi-monthly Professional Learning Communities alongside our education specialists to target specific critical concepts to move our struggling students in ELA into the sphere of success. In those meetings, we analyzed data and designed specific interventions to support students who have yet to meet grade-level expectations.

***Major Differences**

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments in a timely manner or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs. Not all teachers had the opportunity to participate in lesson studies. We want to focus on providing quality-reading instruction at the elementary school level to support all learners.

***Changes**

We will explore the changes on this possibly using the resource teacher to release classroom teachers for bi-monthly PLCs and work collaboratively with other staff to engage students in learning.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	meet or exceed grade level expectations measured by aReading	Baseline	70	Grade 3 ELA Reading	annually

***Identified Need**

We want to focus on our reading proficiency for all third graders as indicator towards graduation. Research shows the importance of reading fluently by the end of third grade and its direct correlation to graduation rates.

***Online Learning Implications**

Our one day a week Resource Teacher will support the varying needs of all students. At the Elementary level, our teachers ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	meet or exceed grade level expectations as measured aReading	baseline	70%	Grade 3 ELA Reading	annually
June 2021	3	Black or African American	meet or exceed grade level expectations as measured aReading	baseline	70%	Grade 3 ELA Reading	annually
June 2021	3	Students with Disabilities	meet or exceed grade level expectations as measured aReading	baseline	70%	Grade 3 ELA Reading	annually

GVC and Tier 2 Support: Professional Learning Communities

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Hickman has an unduplicated pupil percentage of 46.5%. Knowing that these students historically struggle with achievement in core content areas, the site decided to use LCFF monies to fund classroom supports, professional development, and targeted interventions. We will target all students who are below standard in Math and create an action plan through our professional learning communities to provide instruction to move all students into the

Hickman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

sphere of success. Classroom teachers alongside of our Ed Specialists will meet bimonthly to target Critical Concepts in Math to meet the needs of all students. Staff will use specific data to target areas of concern to provide needs based interventions increase overall achievement according to the area of need. We will monitor individual student growth and adjust instruction accordingly by meeting bi-monthly in our grade level professional learning community.

We have decided to move these goals forward and add a Site Based Assessment to monitor growth.

Hickman implemented strategies outlined in the 2019-2020 SPSA to serve our students in Reading. We have found that we need additional supports in order to close the achievement gap. We will continue working with PLCs, targeted professional development, and add additional strategies as we grow in our learning. Classroom teachers and education specialists will provide targeted interventions to move our struggling students in Math into the sphere of success. In those meetings, teachers and other support staff will analyze data and designed specific interventions to support students who have yet to meet grade level expectations.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License	0201-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 5 - Supporting Students with Disabilities Ref Id : N02016F	Software to support our struggling readers and provide explicit interventions.
	Inschool Resource Tchr	0201-09800-00-1109-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : F02011J	Support our reading/language for students up to third grade to become proficient readers.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The principal of Hickman Elementary will ensure that each child has a safe, collaborative, inclusive school environment by continuously working with staff to focus on the whole child. We will participate in ongoing professional development co-created by our Instructional Leadership Team to ensure all classrooms implement quality instructional strategies to deliver a guaranteed viable curriculum for students here at Hickman. Principal will sit side by side with my teachers during our Professional Learning Communities to analyze data, determine need and design lessons to target the just right next step for all learners.

What system does your site have for pupil outreach and re-engagement?

At our school, we have many systems to engage and support students and families.

The Attendance Team is composed of the principal, office staff and counselor. Our purpose is to track attendance, floor up daily with phone calls/emails as well as conduct home visits as needed.

We are forming an Equity Team that will work together to focus on black youth to determine barriers and strategies to support students in relation to engagement, participation and a sense of community.

When needed we reach out to the Student Support Team (District Led) for guidance and leadership in reaching students and families.

To communicate with our community, we use School Messenger, Class Dojo, Social Media and School Signage. Our communication methods are accessible by our community and provide translation as needed.

How are staff being trained to engage students? Relationship building via online learning?

Staff have participated in online professional development to familiarize themselves with various platforms such as Seesaw, Google Classroom, and Zoom etc. Teachers are participating in PLCs to share instructional engagement strategies that are successful in the online platform. Ongoing professional learning is being designed to deepen online engagement for students. Teachers have specific schedules that include daily/weekly class meetings to build classroom communities based on trust. All staff are hosting daily/weekly office hours to ensure differentiated support is available to all students and families.

How will the School ensure equity and consistency from classroom to classroom when taking attendance in combined settings?

I will ensure equity and consistency in attendance taking across settings by doing the following: 1) ensuring all staff have clarity about attendance procedures 2) communicating the importance of and the threshold for which attendance is measured 3) mobilizing an “attendance team” to re-engage students and families when students are absent 4) charging both classroom teachers and clerical staff to follow up with students who are absent.

Consider how the School will ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages)?

In order to ensure equitable access for our students and families, we have a variety of opportunities available.

Material and Supply distribution is available in a walk-up or drive through experience. . Grade levels are also holding bi-weekly book and material distribution for families after synchronous learning time. If families cannot make the assigned time, they may come during an alternate period. Additionally we have been making home deliveries to families that cannot make it to the school site.

In order to communicate with families, we use a variety of platforms. All of the platforms are able to communicate with families in their chosen language. We use phone calls, emails and social media to reach as many families as possible.

In the case that some of our families do not have internet access, we are able to direct them to the SDUSD Technology Family Support Line. Additionally, we have and will continue to provide face-to-face support at the school site twice a week.

What specific leadership action will you take to meet SPSA during online learning?

As a site leader, I will continue to check in with grade level PLCs on Zoom to ensure ongoing, student centered collaboration and planning is vertically aligned and differentiated to ensure success of all students. I will continuously monitor attendance and participation with my attendance team. I will prioritize my schedule to ensure classroom observations are frequent and I will provide timely, individualized feedback to my teachers. I will virtually sit side by side with my teachers to support, encourage and push them forward by continuing to build quality relationships with my staff.

School Assessment Plan

The administrator leads, oversees and ensures regular assessment of progress is occurring and that instruction is responsive to classroom assessments. In collaboration with ILT, the administrator created a schoolwide assessment schedule for reading, writing and math.

Student Monitoring

The administrator will facilitate and participate in Grade Level PLC meetings bi-monthly with a focus on student progress in the area of reading. TK-5 teachers assess students using our new FAST program. Teachers bring their data to the PLC meetings so that the team can analyze data, celebrate student growth and plan for instructional next steps. Our PLCs process four guiding questions: What is it we want our students to learn? How will we know if each student has learned it? How will we respond if students do not learn it? How will we extend learning for students who have reached proficiency? The administrator will conduct monthly data monitoring meetings with a focus on ELs and Students with Disabilities by visiting teachers classrooms to learn about their students with the ability to converse with the student(s) we are discussing.

Site Based Professional Development:

The administrator and ILT will plan, lead and participate in professional development that aligns with school goals.

Monthly operational staff meetings will focus on creating safe, inclusive and collaborative school environment for all students, families, and staff. Topics: PBIS implementation, school safety plan, analyzing student survey data, SST/RTI process.

Monthly Professional Development will focus on creating a safe, collaborative and inclusive environment by using best practices and instructional strategies.

The administrator will support and participate in coaching cycles hosted by the Office of Language Acquisition focused on supporting English Learners with Designated English Language Development (dELD).

The administrator will support members of the Instructional Leadership Team in planning and leading site based professional development.

Student Intervention Support

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Hickman Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy and Student Engagement

The site administrator will work alongside all members of the Instructional Leadership Team (ILT) to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff know students' learning needs and can recognize if instruction is influencing learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:

- Implement data cycles in an effort to monitor closely student mastery of standards throughout the year.
- Administer common formative and summative assessments
- Utilize the data to coach teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Implement Grade Level PLC meetings bi-monthly with a focus on student progress in the area of reading.

The administrator will conduct monthly data monitoring meetings with a focus on ELs and SWDs by visiting teachers classrooms to learn about their students with the ability to converse with the student(s) we are discussing.

- Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation

The site administrator leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator along with the ILT will continue to focus on creating a collaborative, learning focused environment for teachers and students. The site administrator will ensure the following takes place at the school:

Interpersonal Skills

- Model positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- Views work through an appreciative lens and focus on what is working at the school.

Organizational Leadership

- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/ Community

- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, and support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.

Leading for Second Order Change

- Strengthen and fine-tune current instructional practices.
- Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies.
- Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy,

Attendance and Social Emotional learning (safe, supportive, and collaborative school culture).

- Ensure all learning goals and targets are aligned with Common Core Standards & based on student data.
- Reflect on our work as educators and equity for ALL STUDENTS.

Outcomes:

Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

- Strong knowledge of the standards.

-Deeper understanding of the vertical alignment of critical concepts between grade levels.

-Application of teaching practices that impact student achievement.

Professional Development Plan and Progression of Learning:

Progression of Learning

- Vertical alignment of critical concepts.

- Starting with student assessment and critical concept to make decisions about units using balanced literacy.

- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.

- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why).

- Monitoring/analyzing and responding daily, weekly (common/PLCs).

- Developing systems for monitoring.

Professional Development Goals

- Build Understanding of Vertical Alignment of Standards.

- Set learning goals and targets (standards).

- Use qualitative and quantitative data to make instructional decisions (revisit targets).

Professional Development Structures:

PLC (bi monthly per grade level)

PLC Guiding Questions:

- What do we want students to learn (target)?

- How will we know they have learned it (common exit slip)?

- What will we do if they do not learn it?

- What will we do if they do learn it?

PLC Process:

- Bring common current exit slip.

- Analyze exit slips (calibrate).

- Reflect on student progress towards target based on data.

- Design next common exit slip.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Hickman Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 0

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 29,273.64

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$29,273.64
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 29,273.64

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$29,273.64

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Hickman Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109	Pull/Out Push In	0.2000	\$ 19,017.40
		Inschool Resource Tchr	3000			\$ 4,346.24
			4301	Supplies		\$ 1,000.00
			5733	Interprogram Svcs/Paper		\$ 2,910.00
			5841	Software License		\$ 2,000.00
	09800 LCFF Intervention Support Total				0.2000	\$ 29,273.64
Grand Total					0.2000	\$ 29,273.64

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Hickman Elementary
PARENT & FAMILY ENGAGEMENT POLICY 2020-21

Hickman Elementary has developed a written parent & family engagement policy with input from parents. 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.

It has distributed the policy to all parents and guardians.

Hickman Elementary distributes the policy to the parents in their students first day packets at the beginning of the school year

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

•Kindergarten/New Student Orientation for parents

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.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

- Kindergarten/New Student Orientation for parents
- Principal/Parent Coffees
- Family Friday's
- Parent University classes or other workshops, sponsored by the Ballard Center

- Student Leadership Assemblies (parents will receive invitations when their students receive an award)
- Monthly open SSC meetings including ELAC

- Periodic Gifted and Talented Education (GATE) parent meetings
- Parent Report Card Conferences
- Open Houses
- Student Success meetings (Meetings scheduled around individual students to ensure the strongest academic support possible)

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

Hickman values strong communication between the school and home. Hickman has an open door policy. Office hours are from 7:30 a.m. - 3:00 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 calls are made to parents to inform them about meetings, activities, and events at Hickman.

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.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

•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.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

•Student Success meetings (Meetings scheduled around individual students to ensure the strongest academic support possible)

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Parent Report Card Conferences
- Student Success meetings (Meetings scheduled around individual students to ensure the strongest academic support possible)

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Periodic Gifted and Talented Education (GATE) parent meetings
- Parent University classes or other workshops, sponsored by the Ballard Center

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- Parent Report Card Conferences
- Student Success meetings (Meetings scheduled around individual students to ensure the strongest academic support possible)

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Kindergarten/New Student Orientation for parents
- Principal/Parent Coffees
- Family Friday's
- Student Leadership Assemblies (parents will receive invitations when their students receive an award)
- Monthly open SSC meetings including ELAC
- Periodic Gifted and Talented Education (GATE) parent meetings
- Open Houses

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- Office hours are from 7:30 a.m. - 3:00 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.
- Weekly School Messenger calls are made to parents to inform them about meetings, activities, and events at Hickman.
- 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.

The school provides support for parental involvement activities requested by parents.

- 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.

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

This policy was adopted by Hickman Elementary on August 26, 2019 and will be in effect for the period of August 26, 2019 thru September 2020

The school will distribute the policy to all parents of students on, or before: August 26, 2019

Tobie Pace

Signature of Authorized Official here

August 26, 2019

APPENDIX C

SCHOOL PARENT COMPACT



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

HICKMAN ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21

- Hickman distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California’s student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.

Provide parents with frequent reports on their child’s progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and to observe classroom activities.

How does the school address this?

- Hickman has a site wide communication system of Class Dojo wherein we can communicate directly with parents, caregivers, teachers and staff. This system also has a “Translate” feature which supports all languages.
- Hickman also sends out weekly updates to all families via school messenger on phone calls and emails.
- TK-2 grade classrooms use the platform of Seesaw to communicate progress reports on students.

- 3-5th grade classrooms use the platform of Google Classroom which reports work completion.
- Hickman holds fall conferences for all students in November.
- Hickman holds spring conferences for students who are struggling.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- Hickman holds monthly parent coffees to discuss academic content.
- Hickman sends our surveys to all stakeholders to gather feedback.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- Hickman schedules various parent training sessions throughout the school year based on our surveys.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- As a Leader in Me School, we value the input of all families, community members, students and staff. We hold open meetings with our NEST (parent organization) to gather input.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- Our Parent Organization, The NEST, holds monthly meetings that are open to all stakeholders.
- We hold monthly Dine Out Nightst to support community involvement.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- School uses both Class Dojo and School Messenger which automatically translates school/home information weekly.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- School hosts various events throughout the year the year (when pandemic is not around) such as Halloween Bash, Heritage Night, Open House.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- We have combined our ELAC into our SSC

This Compact was adopted by Hickman on October 2nd, 2020, and will be in effect for the period of 2020-21).

The school will distribute the Compact to all parents and family members of students participating on, or before: October 4, 2020.

Tobie Pace, Principal

Signature of Authorized Official here

October 2, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

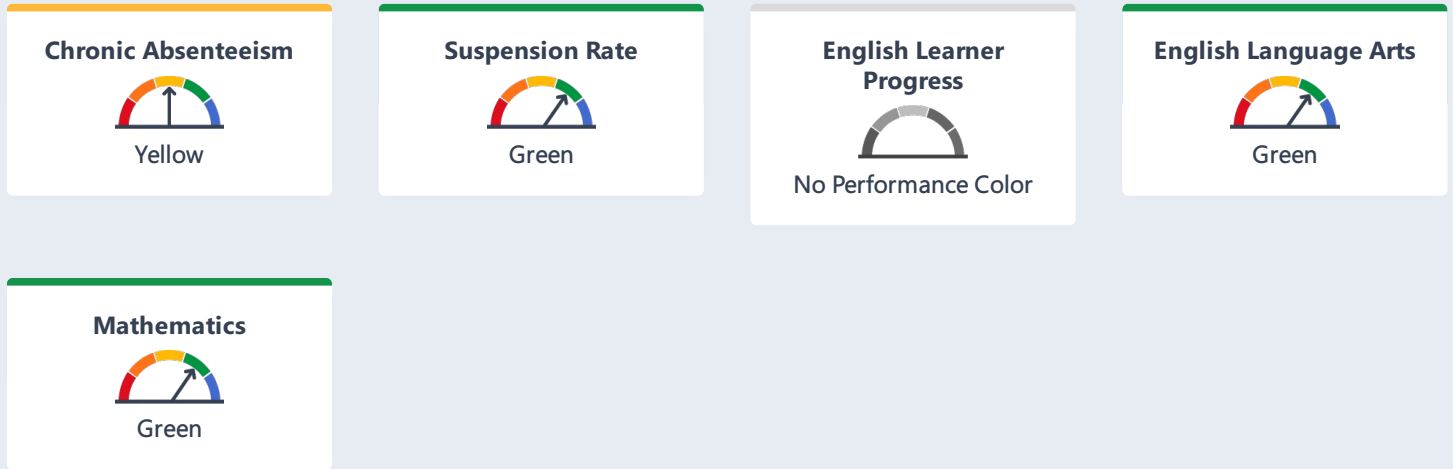
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Holmes Elementary

Explore the performance of Holmes Elementary under California's Accountability System.

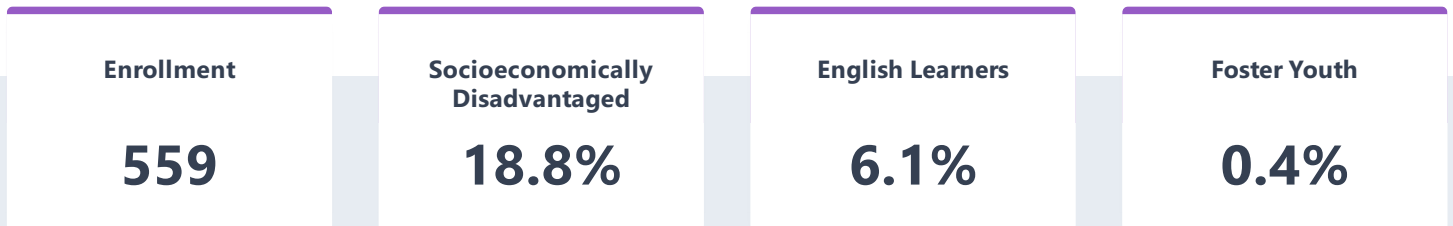


School Details

NAME Holmes Elementary	ADDRESS 4902 Mount Ararat Drive San Diego, CA 92111-3808	WEBSITE http://www.sandi.net/ho...	GRADES SERVED K-6
----------------------------------	---	---	-----------------------------

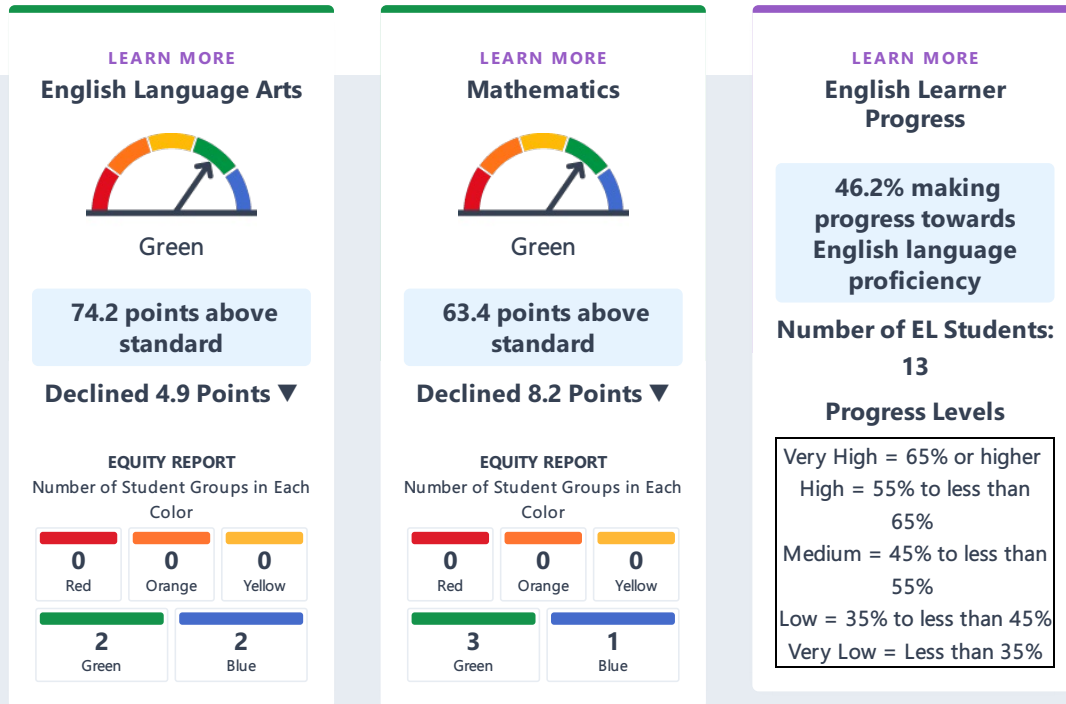
Student Population

Explore information about this school's student population.



Academic Performance

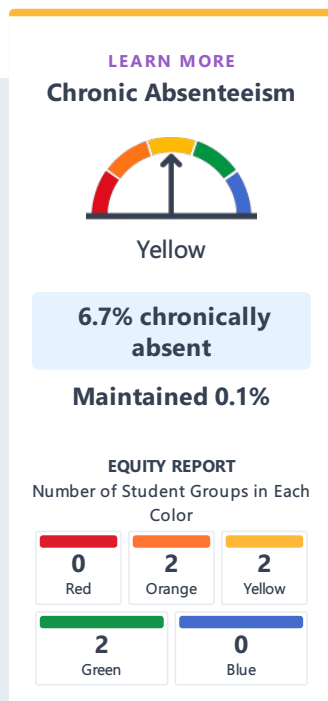
View Student Assessment Results and other aspects of school performance.



HOLMES ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

1% suspended at least once

Declined 0.5% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
2 Green	3 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

74.2 points above standard

Declined 4.9 Points ▼

Number of Students: 261

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic

White



Blue

Two or More Races

Socioeconomically Disadvantaged



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



No Performance Color

32.3 points above standard

Declined 41.6 Points ▼

Number of Students: 21

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

36.2 points above standard

Declined 3.1 Points ▼

Number of Students: 33

Hispanic



Green

42.7 points above standard

Declined 21.4 Points ▼

Number of Students: 60

White



Green

82.7 points above standard

Declined 3.3 Points ▼

Number of Students: 155

Two or More Races



Blue

96.4 points above standard

Increased 13.5 Points ▲

Number of Students: 30

Socioeconomically Disadvantaged



Blue

61.7 points above standard

Increased 4.7 Points ▲

Number of Students: 58

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students

77.9 points above standard

79.1 points above standard

74.2 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
No Data	55.9 points above standard	78.6 points above standard
No Data	Declined 29.5 Points ▼	Maintained 0.1 Points
Number of Students: 7	Number of Students: 14	Number of Students: 234

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students


Green

63.4 points above standard







Declined 8.2 Points ▼

Number of Students: 261

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

 Red No Students	 Orange No Students	 Yellow No Students
 Green Hispanic Socioeconomically Disadvantaged White	 Blue Two or More Races	 No Performance Color African American American Indian Asian English Learners Filipino



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



No Performance Color

13.8 points above standard

Declined 42.3 Points ▼

Number of Students: 21

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

16.2 points above standard

Declined 38.9 Points ▼

Number of Students: 33

Hispanic



Green

33.4 points above standard

Declined 15.8 Points ▼

Number of Students: 60

Socioeconomically Disadvantaged



Green

35.3 points above standard

Declined 16.6 Points ▼

Number of Students: 58

White



Green

71.6 points above standard

Declined 5.4 Points ▼

Number of Students: 155

Two or More Races



Blue

81.9 points above standard

Increased 6.5 Points ▲

Number of Students: 30

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	70 points above standard	71.6 points above standard	63.4 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	28.6 points above standard	68.2 points above standard
No Data	Declined 39.4 Points ▼	Declined 4 Points ▼
Number of Students: 7	Number of Students: 14	Number of Students: 234

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress

46.2% making progress towards English language proficiency

Number of EL Students: 13

Performance Level
Medium

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	7.6%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	46.1%
ELs who Maintained ELPI Level 4	7.6%
ELs Who Progressed at Least One ELPI Level	38.4%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Yellow

6.7% chronically absent

Maintained 0.1%

Number of Students: 580

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic



Yellow

Students with Disabilities

White



Green

Socioeconomically Disadvantaged

Two or More Races



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

0% chronically absent

Declined 20% ▼

Number of Students: 11

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



Orange

17.1% chronically absent

Increased 3.6% ▲

Number of Students: 35

Hispanic



Orange

12.4% chronically absent

Increased 4.3% ▲

Number of Students: 121

Students with Disabilities



Yellow

11% chronically absent

Declined 4% ▼

Number of Students: 73

White



Yellow

5.6% chronically absent

Maintained -0.1%

Number of Students: 356

Socioeconomically Disadvantaged



Green

8.8% chronically absent

Declined 2.2% ▼

Number of Students: 125

Two or More Races



Green

3.9% chronically absent

Declined 2.2% ▼

Number of Students: 76

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

1% suspended at least once

Declined 0.5% ▼

Number of Students: 587

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Students with Disabilities



Green

Hispanic

White



Blue

English Learners

Two or More Races

Socioeconomically Disadvantaged



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



Yellow

5.4% suspended at least once

Declined 0.6% ▼

Number of Students: 74

Hispanic



Green

0.8% suspended at least once

Maintained 0%

Number of Students: 122

White



Green

1.4% suspended at least once

Declined 0.5% ▼

Number of Students: 362

English Learners



Blue

0% suspended at least once

Declined 2.7% ▼

Number of Students: 36

Two or More Races



Blue

0% suspended at least once

Declined 1.2% ▼

Number of Students: 76

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Declined 2.2% ▼

Number of Students: 126



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hickman
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	275	70.5	207	70.0	191	74.9	202	76.2	202	80.2	9.7	4.0	275	61.1	207	63.8	194	69.1	202	73.3	206	73.3	12.2	0.0
Female	141	73.8	94	74.5	91	76.9	92	78.3	92	82.6	8.8	4.3	141	58.9	94	57.4	92	68.5	92	75.0	94	71.3	12.4	-3.7
Male	134	67.2	113	66.4	100	73.0	110	74.5	110	78.2	11.0	3.7	134	63.4	113	69.0	102	69.6	110	71.8	112	75.0	11.6	3.2
African American	16	75.0	8	-	6	-	5	-	8	-	-	-	15	33.3	8	-	6	-	5	-	8	-	-	-
Asian**	20	80.0	17	82.4	16	75.0	24	79.2	55	85.5	-	-	20	75.0	17	82.4	19	84.2	24	75.0	56	82.1	-	-
Filipino	57	73.7	42	85.7	40	82.5	41	80.5	46	91.3	17.6	10.8	59	62.7	42	71.4	40	65.0	41	78.0	46	82.6	19.9	4.6
Hispanic	57	59.6	40	62.5	36	63.9	39	59.0	41	58.5	-1.1	-0.5	57	50.9	40	55.0	36	52.8	39	51.3	43	53.5	2.6	2.2
Indochinese**	36	77.8	27	70.4	30	73.3	32	87.5	-	-	-	-	36	77.8	27	70.4	30	76.7	32	90.6	-	-	-	-
Native American	1	-	2	-	3	-	1	-	0	-	-	-	1	-	2	-	3	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
White	39	71.8	29	72.4	26	84.6	29	86.2	27	88.9	17.1	2.7	38	65.8	29	58.6	26	80.8	29	75.9	27	85.2	19.4	9.3
Multiracial	49	67.3	42	61.9	34	85.3	31	74.2	23	87.0	19.7	12.8	49	57.1	42	64.3	34	79.4	31	80.6	24	75.0	17.9	-5.6
English Learner	42	35.7	32	37.5	25	20.0	35	45.7	35	45.7	10.0	0.0	44	38.6	32	31.3	27	33.3	35	42.9	39	46.2	7.6	3.3
English-Speaking	233	76.8	175	76.0	166	83.1	167	82.6	167	87.4	10.6	4.8	231	65.4	175	69.7	167	74.9	167	79.6	167	79.6	14.2	0.0
Reclassified†	60	91.7	41	92.7	46	93.5	41	90.2	38	94.7	3.0	4.5	60	78.3	41	82.9	46	82.6	41	90.2	38	92.1	13.8	1.9
Initially Eng. Speaking	173	71.7	134	70.9	120	79.2	126	80.2	129	85.3	13.6	5.1	171	60.8	134	65.7	121	71.9	126	76.2	129	76.0	15.2	-0.2
Econ. Disadv.*	131	61.1	108	65.7	86	69.8	87	70.1	77	67.5	6.4	-2.6	130	53.1	108	56.5	88	59.1	87	62.1	81	61.7	8.6	-0.4
Non-Econ. Disadv.	144	79.2	99	74.7	105	79.0	115	80.9	125	88.0	8.8	7.1	145	68.3	99	71.7	106	77.4	115	81.7	125	80.8	12.5	-0.9
Gifted	76	93.4	75	84.0	66	92.4	46	91.3	40	90.0	-3.4	-1.3	76	86.8	75	86.7	66	92.4	46	87.0	39	94.9	8.1	7.9
Not Gifted	199	61.8	132	62.1	125	65.6	156	71.8	162	77.8	16.0	6.0	199	51.3	132	50.8	128	57.0	156	69.2	167	68.3	17.0	-0.9
With Disabilities	21	33.3	24	16.7	26	15.4	28	42.9	34	35.3	2.0	-7.6	21	28.6	24	12.5	26	15.4	28	32.1	34	35.3	6.7	3.2
WO Disabilities	254	73.6	183	77.0	165	84.2	174	81.6	168	89.3	15.7	7.7	254	63.8	183	70.5	168	77.4	174	79.9	172	80.8	17.0	0.9
Homeless	5	-	3	-	5	-	8	-	11	45.5	-	-	5	-	3	-	5	-	8	-	13	53.8	-	-
Foster	1	-	0	-	2	-	0	-	0	-	-	-	1	-	1	-	2	-	0	-	0	-	-	-
Military	17	64.7	12	83.3	11	100.0	9	-	15	80.0	15.3	-	17	52.9	12	66.7	11	63.6	9	-	16	62.5	9.6	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hickman
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	90	65.6	65	50.8	73	67.1	67	73.1	65	69.2	3.6	-3.9	91	53.8	65	44.6	75	64.0	67	77.6	65	70.8	17.0	-6.8
Female	48	66.7	29	58.6	35	62.9	30	73.3	27	77.8	11.1	4.5	49	49.0	29	41.4	36	58.3	30	80.0	27	66.7	17.7	-13.3
Male	42	64.3	36	44.4	38	71.1	37	73.0	38	63.2	-1.1	-9.8	42	59.5	36	47.2	39	69.2	37	75.7	38	73.7	14.2	-2.0
African American	6	-	1	-	4	-	1	-	3	-	-	-	6	-	1	-	4	-	1	-	3	-	-	-
Asian**	6	-	6	-	8	-	8	-	14	64.3	-	-	6	-	6	-	10	70.0	8	-	15	80.0	-	-
Filipino	16	50.0	12	66.7	16	81.3	13	69.2	13	92.3	42.3	23.1	16	68.8	12	58.3	16	56.3	13	84.6	13	100.0	31.2	15.4
Hispanic	18	55.6	11	45.5	12	50.0	14	64.3	16	50.0	-5.6	-14.3	19	42.1	11	45.5	12	50.0	14	57.1	15	53.3	11.2	-3.8
Indochinese**	13	69.2	10	50.0	12	58.3	11	100.0	-	-	-	-	13	53.8	10	50.0	12	58.3	11	100.0	-	-	-	-
Native American	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	13	84.6	11	45.5	9	-	9	-	7	-	-	-	13	69.2	11	27.3	9	-	9	-	7	-	-	-
Multiracial	18	72.2	12	50.0	11	81.8	11	36.4	11	90.9	18.7	54.5	18	50.0	12	33.3	11	90.9	11	72.7	11	63.6	13.6	-9.1
English Learner	24	37.5	14	14.3	17	23.5	15	53.3	12	33.3	-4.2	-20.0	25	36.0	14	7.1	18	27.8	15	40.0	12	50.0	14.0	10.0
English-Speaking	66	75.8	51	60.8	56	80.4	52	78.8	53	77.4	1.6	-1.4	66	60.6	51	54.9	57	75.4	52	88.5	53	75.5	14.9	-13.0
Reclassified†	6	-	7	-	14	100.0	11	81.8	5	-	-	-	6	-	7	-	14	85.7	11	100.0	5	-	-	-
Initially Eng. Speaking	60	73.3	44	54.5	42	73.8	41	78.0	48	79.2	5.9	1.2	60	56.7	44	47.7	43	72.1	41	85.4	48	72.9	16.2	-12.5
Econ. Disadv.*	38	52.6	35	48.6	30	63.3	28	60.7	23	43.5	-9.1	-17.2	38	44.7	35	37.1	31	54.8	28	60.7	23	47.8	3.1	-12.9
Non-Econ. Disadv.	52	75.0	30	53.3	43	69.8	39	82.1	42	83.3	8.3	1.2	53	60.4	30	53.3	44	70.5	39	89.7	42	83.3	22.9	-6.4
Gifted	25	88.0	21	71.4	24	91.7	10	90.0	11	63.6	-24.4	-26.4	25	76.0	21	71.4	24	95.8	10	90.0	10	90.0	14.0	0.0
Not Gifted	65	56.9	44	40.9	49	55.1	57	70.2	54	70.4	13.5	0.2	66	45.5	44	31.8	51	49.0	57	75.4	55	67.3	21.8	-8.1
With Disabilities	9	-	24	16.7	6	-	11	54.5	10	10.0	-	-44.5	9	-	11	0.0	6	-	11	45.5	10	20.0	-	-25.5
WO Disabilities	81	70.4	54	61.1	67	71.6	56	76.8	55	80.0	9.6	3.2	82	58.5	54	53.7	69	66.7	56	83.9	55	80.0	21.5	-3.9
Homeless	2	-	3	-	5	-	4	-	3	-	-	-	2	-	0	-	5	-	4	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	7	-	6	-	4	-	1	-	-	-	6	-	7	-	6	-	4	-	1	-	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hickman
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	89	66.3	68	76.5	57	70.2	73	79.5	72	87.5	21.2	8.0	88	59.1	68	69.1	58	72.4	73	75.3	74	82.4	23.3	7.1
Female	43	65.1	35	77.1	26	76.9	33	78.8	35	85.7	20.6	6.9	42	52.4	35	62.9	26	80.8	33	72.7	36	77.8	25.4	5.1
Male	46	67.4	33	75.8	31	64.5	40	80.0	37	89.2	21.8	9.2	46	65.2	33	75.8	32	65.6	40	77.5	38	86.8	21.6	9.3
African American	3	-	4	-	0	-	3	-	2	-	-	-	2	-	4	-	0	-	3	-	2	-	-	-
Asian**	7	-	5	-	3	-	9	-	20	95.0	-	-	7	-	5	-	4	-	9	-	20	90.0	-	-
Filipino	20	80.0	12	100.0	12	91.7	16	81.3	17	82.4	2.4	1.1	22	54.5	12	75.0	12	66.7	16	75.0	17	88.2	33.7	13.2
Hispanic	16	43.8	15	66.7	9	-	15	66.7	15	73.3	29.5	6.6	15	46.7	15	53.3	9	-	15	60.0	16	62.5	15.8	2.5
Indochinese**	8	-	9	-	10	70.0	12	75.0	-	-	-	-	8	-	9	-	10	100.0	12	75.0	-	-	-	-
Native American	0	-	0	-	2	-	0	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	16	56.3	9	-	11	72.7	7	-	12	100.0	43.7	-	15	60.0	9	-	11	72.7	7	-	12	91.7	31.7	-
Multiracial	19	63.2	14	57.1	10	70.0	11	100.0	5	-	-	-	19	57.9	14	71.4	10	80.0	11	90.9	6	-	-	-
English Learner	14	35.7	11	63.6	6	-	15	46.7	14	57.1	21.4	10.4	15	46.7	11	54.5	7	-	15	46.7	16	56.3	9.6	9.6
English-Speaking	75	72.0	57	78.9	51	76.5	58	87.9	58	94.8	22.8	6.9	73	61.6	57	71.9	51	74.5	58	82.8	58	89.7	28.1	6.9
Reclassified†	17	94.1	12	91.7	11	90.9	16	100.0	14	100.0	5.9	0.0	17	76.5	12	75.0	11	90.9	16	87.5	14	92.9	16.4	5.4
Initially Eng. Speaking	58	65.5	45	75.6	40	72.5	42	83.3	44	93.2	27.7	9.9	56	57.1	45	71.1	40	70.0	42	81.0	44	88.6	31.5	7.6
Econ. Disadv.*	44	56.8	35	68.6	28	64.3	32	75.0	31	83.9	27.1	8.9	43	51.2	35	57.1	29	62.1	32	65.6	33	78.8	27.6	13.2
Non-Econ. Disadv.	45	75.6	33	84.8	29	75.9	41	82.9	41	90.2	14.6	7.3	45	66.7	33	81.8	29	82.8	41	82.9	41	85.4	18.7	2.5
Gifted	23	91.3	22	90.9	19	84.2	20	95.0	11	100.0	8.7	5.0	23	91.3	22	90.9	19	89.5	20	95.0	11	100.0	8.7	5.0
Not Gifted	66	57.6	46	69.6	38	63.2	53	73.6	61	85.2	27.6	11.6	65	47.7	46	58.7	39	64.1	53	67.9	63	79.4	31.7	11.5
With Disabilities	6	-	8	-	26	15.4	8	-	13	53.8	-	-	6	-	8	-	12	8.3	8	-	13	53.8	-	-
WO Disabilities	83	68.7	60	83.3	45	88.9	65	81.5	59	94.9	26.2	13.4	82	62.2	60	76.7	46	89.1	65	80.0	61	88.5	26.3	8.5
Homeless	2	-	1	-	5	-	2	-	5	-	-	-	2	-	1	-	5	-	2	-	7	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	3	-	3	-	4	-	8	-	-	-	6	-	3	-	3	-	4	-	9	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hickman
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	96	79.2	74	81.1	61	88.5	62	75.8	65	83.1	3.9	7.3	96	69.8	74	75.7	61	72.1	62	66.1	67	65.7	-4.1	-0.4
Female	50	88.0	30	86.7	30	93.3	29	82.8	30	83.3	-4.7	0.5	50	74.0	30	66.7	30	70.0	29	72.4	31	67.7	-6.3	-4.7
Male	46	69.6	44	77.3	31	83.9	33	69.7	35	82.9	13.3	13.2	46	65.2	44	81.8	31	74.2	33	60.6	36	63.9	-1.3	3.3
African American	7	-	3	-	2	-	1	-	3	-	-	-	7	-	3	-	2	-	1	-	3	-	-	-
Asian**	7	-	6	-	5	-	7	-	21	90.5	-	-	7	-	6	-	5	-	7	-	21	76.2	-	-
Filipino	21	85.7	18	88.9	12	75.0	12	91.7	16	100.0	14.3	8.3	21	66.7	18	77.8	12	75.0	12	75.0	16	62.5	-4.2	-12.5
Hispanic	23	73.9	14	71.4	15	86.7	10	40.0	10	50.0	-23.9	10.0	23	60.9	14	64.3	15	60.0	10	30.0	12	41.7	-19.2	11.7
Indochinese**	15	80.0	8	-	8	-	9	-	-	-	-	-	15	93.3	8	-	8	-	9	-	-	-	-	-
Native American	1	-	0	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	10	80.0	9	-	6	-	13	76.9	8	-	-	-	10	70.0	9	-	6	-	13	53.8	8	-	-	-
Multiracial	12	66.7	16	75.0	13	100.0	9	-	7	-	-	-	12	66.7	16	81.3	13	69.2	9	-	7	-	-	-
English Learner	4	-	7	-	2	-	5	-	9	-	-	-	4	-	7	-	2	-	5	-	11	27.3	-	-
English-Speaking	92	81.5	67	85.1	59	91.5	57	80.7	56	89.3	7.8	8.6	92	71.7	67	79.1	59	74.6	57	68.4	56	73.2	1.5	4.8
Reclassified†	37	89.2	22	90.9	21	90.5	14	85.7	19	100.0	10.8	14.3	37	75.7	22	81.8	21	76.2	14	85.7	19	89.5	13.8	3.8
Initially Eng. Speaking	55	76.4	45	82.2	38	92.1	43	79.1	37	83.8	7.4	4.7	55	69.1	45	77.8	38	73.7	43	62.8	37	64.9	-4.2	2.1
Econ. Disadv.*	49	71.4	38	78.9	28	82.1	27	74.1	23	69.6	-1.8	-4.5	49	61.2	38	73.7	28	60.7	27	59.3	25	52.0	-9.2	-7.3
Non-Econ. Disadv.	47	87.2	36	83.3	33	93.9	35	77.1	42	90.5	3.3	13.4	47	78.7	36	77.8	33	81.8	35	71.4	42	73.8	-4.9	2.4
Gifted	28	100.0	32	87.5	23	100.0	16	87.5	18	100.0	0.0	12.5	28	92.9	32	93.8	23	91.3	16	75.0	18	94.4	1.5	19.4
Not Gifted	68	70.6	42	76.2	38	81.6	46	71.7	47	76.6	6.0	4.9	68	60.3	42	61.9	38	60.5	46	63.0	49	55.1	-5.2	-7.9
With Disabilities	6	-	5	-	8	-	9	-	11	36.4	-	-	6	-	5	-	8	-	9	-	11	27.3	-	-
WO Disabilities	90	81.1	69	84.1	53	96.2	53	86.8	54	92.6	11.5	5.8	90	70.0	69	78.3	53	81.1	53	75.5	56	73.2	3.2	-2.3
Homeless	1	-	2	-	1	-	2	-	3	-	-	-	1	-	2	-	1	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	2	-	2	-	1	-	6	-	-	-	5	-	2	-	2	-	1	-	6	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF FUNDED ACTIONS AND
ACTIVITIES**

<p style="text-align: center;">School Name: HICKMAN Evaluation of LCFF Funded (09800) Actions/Activities SPSA School Year Evaluated: 2019-20</p>				
Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. Must be evidence-based intervention designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Area Goal 1: Safe, Collaborative, and Inclusive Culture	Counselor meets bi-monthly to implement SECOND STEP curriculum to all students.	Students are learning self-regulation skills.	Consistent counselor was not provided until January due to staffing reasons.	Need more money to provide additional counseling.
Area Goal 2: English Language Arts	After school tutoring to increase reading fluency. Intervention days to support student learning. Materials to provide reading intervention for struggling readers.	Intervention days where teachers and education specialists collaborate to design interventions for struggling readers.	Nothing	Continue this
Area Goal 3: Mathematics	After school tutoring to increase math proficiency. Intervention days to support student learning. Materials to provide math intervention for students struggling in math.	Intervention days where teachers and education specialists collaborate to design interventions for students struggling in math.	Nothing	Continue this
Area Goal 4: English Learners	Counselor will provide common planning time for teachers to design specific ELD instruction.	Teachers have time to collaborate on how to implement new district benchmark ELD curriculum.	Nothing	Continue this
Area Goal 5: Students with Disabilities	Counselor will provide common planning time for teachers to design	Teachers have time to collaborate on how to implement new district	Nothing	Continue this

	specific interventions for EL learners who also have learning disabilities.	benchmark ELD curriculum for EL learners who also have learning disabilities.		
Area Goal 6: Family Engagement	Continue monthly principal coffee, continue monthly family events including Halloween Bash Night, Heritage Night, etc. Use class dojo as school-wide communication tool.	Opportunities for families to partner with school staff to increase engagement	0	0
Area Goal 7: Graduation/Promotion	Bi-monthly professional learning communities for teachers to collaborate and plan lessons to support our goal of 100% promotion.	These PLC's are essential for teacher collaboration.	We need more PLC time for teacher collaboration.	Consider increasing visiting teacher allocation.

Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of low income, English Learners, foster youth students.

Overall, with our limited budget, it is difficult to increase staffing allocation and visiting teacher funds. However, with the limited resources we do have, we want to continue to provide valuable plc time, intervention days, and programs and supplies to support our struggling learners so that all can be successful.