

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HICKMAN ELEMENTARY SCHOOL

2022-23

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: Craig, Donald

Contact Person: Craig, Donald

Position: Interim Principal

Telephone Number: 858/634-8500;

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

E-mail Address: dcraig1@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: *January 24, 2023*

SAN DIEGO UNIFIED SCHOOL DISTRICT



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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Hickman Elementary PHONE: 858.634.8500 FAX: 858.566.9010
 SITE CONTACT PERSON: Donald Craig E-MAIL ADDRESS: dcraig1@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI School

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

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

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

- | | | |
|-------------------------------------|---|---------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/29/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>10/20/22</u> |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/29/22</u> |
| <input checked="" type="checkbox"/> | Other (list): <u>staff meeting</u> | Date of presentation: <u>10/11/22</u> |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/29/2022

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.

Donald Craig
Type/Print Name of School Principal

Nina Sutherland
Type/Print Name of SSC Chairperson

Erica Valencia
Type/Print Name of ELAC Representative

Jeff Elizondo
Type/Print Name of Area Superintendent

Donald Craig 10/3/22
Signature of School Principal / Date

Nina Sutherland 10/6/22
Signature of SSC Chairperson / Date

[Signature] 10/3/2022
Signature of ELAC Representative / Date

[Signature] 6/12/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

due October 7th 2022

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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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

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 2021-22 school year to discuss ELPAC goals to ensure compliance.

In addition, we held monthly "Coffee with the Principal" with ELAC focused meetings to discuss the parent engagement policy and adjust it to meet the needs of our students. During our staff meeting on May 9, 2022 we gathered input in all areas of safe, collaborative and inclusive culture as we plan for a successful opening of the 2022-23 school year. On May 6, 2022, all parents and staff were invited to review our mission to focus planning for a successful school year. We discussed our academic focus on reading and math and the ongoing need to keep social emotional learning at the center of our work. During our SSC meeting on May 16, 2022, 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 May 16, 2022

RESOURCE INEQUITIES

Hickman Elementary serves a diverse group of 482 elementary children in Mira Mesa, California. We are committed to providing a quality education to every student in a safe, inclusive and collaborative learning environment. 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
- Ongoing significant learning loss due to the global pandemic of Covid-19
- Dedicated support for struggling readers
- Attendance
- Mental Health

-Counseling

-Frequency and consistent PLC time for teachers

During the 2021-22 school year our budget was focused on reopening, safety and ongoing support for the learning loss of our students due to Covid-19. We allocated resources to fund additional tutoring, release teachers for professional learning communities, and supplies to support the intervention of struggling learners. We plan to continue to support the overall well being of the whole child by focusing on social emotional learning and continuing our early literacy acceleration plan. We are shifting to support the ongoing need to narrow the achievement gap for all learners due to the Global Pandemic. Our focus is on providing quality Tier 1 and Tier 2 instruction while supporting our learners before and after school to narrow the achievement gap.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Donald Craig	Principal (Interim)
Marilyn Tilos Thatcher	Classroom Teacher
Nina Sutherland	Classroom Teacher
Sharon Clark	Classroom Teacher
Aimee Herron	Other School Representative
Erica Valencia	Parent
Dominique Fite	Parent
Marlon Austria	Parent
Myra San Miguel	Parent
Patty Kotnik	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

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

Call to Action Belief Statement

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

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

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. Unfortunately, the Covid-19 Pandemic continued and we experienced a decrease in our attendance data due to mandatory quarantines according to the California Department of Ed guidelines. While we were not able to reach our goal of 98% attendance during the 21-22 school year, we did see a decrease to 93%. Most of this attendance concern was due to these quarantines. We also noticed that Chronic Absenteeism increased from 6% to 26% due to the pandemic requirements. We are partnering with the district attendance counselor to support these students in getting back to school. 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 have shifted this goal into the CORE SEL area to focus on students who responded favorably to the feel of social awareness. We administered the CORE SEL assessment in the Spring of 22 which showed the biggest area of growth is in students responding favorably about social awareness. We will continue to target this as we deepen our understanding of the seven habits of highly effective kids.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The only shift is that we are looking at the new CORE SEL screener to measure social emotional readiness.

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***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We are transitioning our leadership to a new principal to continue the Leader in Me work at Hickman. We are renewing our school focus on equity and restorative practices by deepening our Equity team embedded in the Culture Action team of Leader in Me. We are also working as a Mira Mesa Cluster to provide Restorative Justice training for our staff as well as become a No Place for Hate School.

***Identified Need**

Historically in-person attendance has not been a problem for most Hickman students. However, the global pandemic did affect us as we lowered our attendance to only 93%. The physical safety of all students is still our number one priority. We will continue to strive for 98% attendance with the understanding that Covid-19 has had its impacts.

In support of our district initiatives around supporting Students With Disabilities and Black Youth, we wanted to also include goals for these student groups. Our number of Black or African American youth at Hickman has shown great success in their data.

The Spring of 2022 provided an opportunity for all 4th and 5th grade students to take the SDUSD CORE SEL Screener which focuses on Culture/Climate, Growth Mindset, Self Management, Self-Efficacy and Social Awareness. The 4th and 5th grade students showed the greatest need of support in the area of Social Awareness at only 61% in 2022 of students responding favorably. For the 2022-2023 school year we will focus on Social Awareness by empowering all learners to participate in the Leader in Me.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	all students grades TK-5	will increase	93%	98%	Attendance	monthly
June 2023	4th and 5th	will respond favorably in the CORE SEL Social Awareness section	61%	85%	Other (Describe in Objective)	annually
June 2023	K-5	will decrease	26% (108 students)	6% (25 students)	Chronic Absenteeism	annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	decrease suspension rate	2%	0%	Suspension	ANNUALLY
June 2023	TK-5	English Learner	decrease chronic absenteeism	32% (5 students)	0%	Chronic Absenteeism	Annually
June 2023	TK-5	Students with Disabilities	decrease chronic absenteeism	32% (15 students)	0%	Chronic Absenteeism	Annual
June 2023	TK-5	Black or African American	decrease chronic absenteeism	31% (4 students)	0%	Chronic Absenteeism	Annual

Supporting Black Youth - Additional Goals

1. Hickman's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
2. The staff diversity goal at Hickman is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Hickman's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
3. In the 2022-23 school year, Hickman will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
4. Hickman will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
5. Hickman's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
6. Hickman will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
7. Hickman will increase access to advanced classes--gate, seminar, advanced placement for black youth.
8. Hickman will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Tier 2 Support: Attendance Team

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

All students will be served by these strategies.

***Strategy/Activity - Description**

We are excited that our district has increased the allocation for a counselor at our site from 1 day to 2 days! This additional day will provide our site counselor time to support many of the social emotional needs of our students as well as provide lessons to classrooms. They will also 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 how to support their increased attendance.

Our attendance clerk is working as part of our Attendance Team and now tracking all attendance.

We will also continue to encourage students through our Positive Behavior Intervention strategies (PBIS) at Hickman to be proud of themselves. 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.

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

Call to Action Belief Statements

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

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

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

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

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Last year, 2021-22 SPSA English/Language Arts SMART Goals were around tracking the academic performance of our 3rd and 5th graders on the

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CAASPP for ELA. We now have 2021-22 new CAASPP data after three year of school closures and State Testing cancelations. This year, our 21-22 CAASPP data will be used as a baseline to create growth for all students.

Last year we funded visiting teachers to support our PLC work. Unfortunately, due to ongoing lack of staffing we had to cancel Professional Learning Communities during the 2021-22 school year. We are moving this forward to reintroducing PLC's during the year to provide a time for staff to collaborate on grade level standards and instructions.

Overall in monitoring our aReading for 3-5 grade, we went from 85% to 83% at or above grade level for all Hickman readers. We want to continue to monitor this reading scale for our 3-5 grade readers in aReading.

For students in UTK-2nd grade we began tracking reading proficiency on the Fountas and Pinnell program. Our students went from a baseline of zero to 76% proficient in UTK-2nd as readers.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to the pandemic and loss of staff, we were unable to hold consistent PLCs.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

This year we are utilizing our LCFF resources to support visiting teachers to release classroom teachers and provide time to plan as grade level.

*Identified Need - English Language Arts

We are continuing to show growth in English Language Arts as measured by CAASPP, FAST and Fountas and Pinnell.

In support of our district initiatives around supporting Students With Disabilities, English Learners, and Black Youth, we will continue 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. We will put a system in place for the 22-23 school year.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	all 3rd-5th grade students	meet or exceed standard	79%	85%	CAASPP ELA	annually
June 2023	all 3rd grade students	meet or exceed standard	67%	80%	CAASPP ELA	annually
June 2023	all 4th grade students	meet or exceed standards	89%	90%	CAASPP ELA	annually
June 2023	all 5th grade students	meet or exceed standard	80%	85%	CAASPP ELA	annually
June 2023	3-5	meet or exceed standard	83%	88%	FAST aReading	annually
June 2023	TK-2	meet or exceed age appropriate end of year F&P reading level	76%	100%	Fountas and Pinnell	annually

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*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	students will meet or exceed standard	29%	65%	CAASPP ELA	annually
June 2023	3-5	Students with Disabilities	students will meet or exceed	50%	65%	CAASPP ELA	annually
June 2023	3-5	Black or African American	students will meet or exceed	88%	90%	CAASPP ELA	annually
*Identified Need - Math							
<p>We now have accurate data from the CAASPP to measure the baseline for our students in 3-5 in the area of Math. We are also using our district DEMI assessment to measure the specific area of need in math. Over the past year we have seen that students need to grow in the area of "Communication" around math. We are also measuring our students in the aMath program. We went from 57% to 78% in AMath K-5.</p> <p>In support of our district initiatives around supporting Students With Disabilities, English Learners, and Black Youth, we will continue 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. We will put a system in place for the 22-23 school year.</p>							
*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	all students grades 3-5	meet or exceed standard	74%	80%	CAASPP Math	annually	
June 2023	all 3rd grade students	meet or exceed standard	71%	80%	CAASPP Math	annually	
June 2023	all 4th grade students	meet or exceed standards	82%	90%	CAASPP Math	annually	
June 2023	all 5th grade students	meet or exceed standard	66%	80%	CAASPP Math	annually	
June 2023	K-5	meet or exceed standard	57%	78%	FAST aMath	annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3-5	English Learner	meet or exceed grade level expectations	48%	60%	CAASPP Math	annually
June 2022	3-5	Students with Disabilities	meet or exceed grade level expectations	39%	60%	CAASPP Math	annually
June 2022	3-5	Black or African American	meet or exceed grade level expectations	80%	85%	CAASPP Math	annually

***Identified Need - English Learners**

According to our eligible to reclassify report. There are 12 students who should reclassify by June 2023. Our goal is that all 12 students are reclassified by June 2023.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	Reclassified Fluent English Proficient	44%	70%	Reclassification Rates	annually

***Identified Need - Graduation/Promotion Rate**

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

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	meet or exceed grade level expectations	79%	90%	CAASPP ELA	annually

***Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	meet or exceed grade level expectations	40%	80%	CAASPP ELA	annually
June 2023	3	Black or African American	meet or exceed grade level expectations	100%	100%	CAASPP ELA	annually
June 2023	3	Students with Disabilities	meet or exceed grade level expectations	25%	80%	CAASPP ELA	annually

Intervention Supports

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

Unduplicated students

***Strategy/Activity - Description**

Our learners need physical materials to practice standards-based writing skills and letter formation. We will use paper, supplies and intervention software to support these students by creating grade level, age-appropriate writing, and letter sheets to promote reading fluency. We will purchase whiteboards for students to interact. The site will again be using LCFF to fund our Learning Upgrade program which we had great success with last year. 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 classroom and intervention supports.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02011Q	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		Software to support intervention
N02013I	Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0201-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper and supplies to support all students.

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 43.9%. 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 on a regular basis 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.

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. We will continue working with PLCs as we transition back to site-based learning and add additional strategies as needed.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02012Y	Supplies		\$18,895.00	\$18,895.00	0201-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Materials for PLCs and intervention supports for all students.
N02015B	Classroom Teacher Hrly		\$4,864.00	\$6,022.12	0201-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hourly support of classroom teacher before and after school and during PLC

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 43.9%. 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 Math 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 on a regular basis 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. 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. We will continue working with PLCs as we transition back to site-based learning and add additional strategies as needed. No LCFF funds will be used for this purpose this year unless funds become available. The site will use their discretionary budget.

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 including small group, vocabulary development, and language frames to be created for student access. Ongoing communication 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. We will also utilize the Learning Upgrade Software to support students in accessing content standards and provide them access to the instructional materials including printed materials they need to be successful. The site will be funding PLC time with discretionary funds unless additional LCFF funds become available.

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, that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.

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**

During our planned Mira Mesa Cluster Professional Learning, days, we are working along the Restorative Justice Practices team from the district office to enhance our understanding of anti-racist teaching and inclusive practices. Some of this work will play a role in the PLCs that also happen on campus. That time is going to be funded by site discretionary funds.

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

Book Study Focused on Antibias***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**

The principal will provide an optional opportunity for staff members to participate in a book study to deepen understanding of anti-bias classrooms.

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

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

Call to Action Belief Statement

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

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

For 2021-22 Hickman set goals around connecting our families to Class Dojo, ensuring all families had a working email on file with PowerSchool, and provide monthly feedback with an ELAC representative. We did not have any LCFF funds allocated to this goal last year. We were able to get 100% of our families connected via Class Dojo and it proved to be a valuable tool. We worked diligently to get an email on file for all families and were able to use that as an additional means to send home essential communications. For the last school year, an ELAC was formed and they decided to roll the ELAC responsibilities over into our SSC. One of the parents that served on our SCC was the parent of a current English learner so the community felt that they had a voice at this school-wide platform.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There were no major differences.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

There are no changes for the next school year.

***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 2023. In addition, we want to have 100% of parents connected to our school-wide communication portal of Class Dojo by November 2022.

*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	All families will be connected to Class Dojo	100%	100%	Other - Describe in objective
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	all families will have an email on file in Powerschool	98.4%	100%	Other - Describe in Objective
June 2023	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					
<p>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.</p>					

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 Elementary 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)	\$ 28,917

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)	\$ 28,917
[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): \$ 28,917

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 28,917

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Hickman Elementary	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	4,864.00	0	\$4,864.00
Hickman Elementary			3000 Benefits			0	\$1,158.12
Hickman Elementary			4301 Supplies	Supplies	18,895.00	0	\$18,895.00
Hickman Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	2,000.00	0	\$2,000.00
Hickman Elementary			5841 Software License	Software License	2,000.00	0	\$2,000.00
Hickman Elementary		(blank) Total				0	\$28,917.12
Hickman Elementary	09800 LCFF Intervention Support Total					0	\$28,917.12

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

Hickman Elementary
PARENT & FAMILY ENGAGEMENT POLICY 2022-23

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- All Student
- 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 school’s 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 October 3, 2022 and will be in effect for the period of October 3, 2022 thru September 2023

The school will distribute the policy to all parents of students on, or before: October 5, 2022

Tobie Pace

October 3, 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

HICKMAN ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-23

- 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 programs 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 (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 3rd, 2022, and will be in effect for the period of 2022-23).

The school will distribute the Compact to all parents and family members of students participating on, or before: October 3rd, 2022.

Tobie Pace, Principal

Oct 3, 2022

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	207	70.0	191	74.9	202	76.2	202	80.2	196	79.6	9.6	-0.6	207	63.8	194	69.1	202	73.3	206	73.3	200	68.0	4.2	-5.3
Female	94	74.5	91	76.9	92	78.3	92	82.6	94	80.9	6.4	-1.7	94	57.4	92	68.5	92	75.0	94	71.3	96	59.4	2.0	-11.9
Male	113	66.4	100	73.0	110	74.5	110	78.2	102	78.4	12.0	0.2	113	69.0	102	69.6	110	71.8	112	75.0	104	76.0	7.0	1.0
African American	8	-	6	-	5	-	8	-	8	-	-	-	8	-	6	-	5	-	8	-	8	-	-	-
Asian	17	82.4	16	75.0	24	79.2	55	85.5	46	82.6	0.2	-2.9	17	82.4	19	84.2	24	75.0	56	82.1	48	75.0	-7.4	-7.1
Filipino	42	85.7	40	82.5	41	80.5	47	91.5	36	86.1	0.4	-5.4	42	71.4	40	65.0	41	78.0	47	83.0	36	72.2	0.8	-10.8
Hispanic	40	62.5	36	63.9	39	59.0	41	58.5	40	70.0	7.5	11.5	40	55.0	36	52.8	39	51.3	43	53.5	42	47.6	-7.4	-5.9
Native American	2	-	3	-	1	-	0	-	0	-	-	-	2	-	3	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	2	-	1	-	-	-	0	-	0	-	0	-	2	-	1	-	-	-
White	29	72.4	26	84.6	29	86.2	27	88.9	37	81.1	8.7	-7.8	29	58.6	26	80.8	29	75.9	27	85.2	37	83.8	25.2	-1.4
Multiracial	42	61.9	34	85.3	31	74.2	22	86.4	28	75.0	13.1	-11.4	42	64.3	34	79.4	31	80.6	23	73.9	28	64.3	0.0	-9.6
English Learner	32	37.5	25	20.0	35	45.7	35	45.7	13	53.8	16.3	8.1	32	31.3	27	33.3	35	42.9	39	46.2	17	41.2	9.9	-5.0
English-Speaking	175	76.0	166	83.1	167	82.6	167	87.4	183	81.4	5.4	-6.0	175	69.7	167	74.9	167	79.6	167	79.6	183	70.5	0.8	-9.1
Reclassified†	41	92.7	46	93.5	41	90.2	38	94.7	38	81.6	-11.1	-13.1	41	82.9	46	82.6	41	90.2	38	92.1	38	71.1	-11.8	-21.0
Initially Eng. Speaking	134	70.9	120	79.2	126	80.2	129	85.3	145	81.4	10.5	-3.9	134	65.7	121	71.9	126	76.2	129	76.0	145	70.3	4.6	-5.7
Econ. Disadv.*	108	65.7	86	69.8	87	70.1	77	67.5	84	70.2	4.5	2.7	108	56.5	88	59.1	87	62.1	81	61.7	86	57.0	0.5	-4.7
Non-Econ. Disadv.	99	74.7	105	79.0	115	80.9	125	88.0	112	86.6	11.9	-1.4	99	71.7	106	77.4	115	81.7	125	80.8	114	76.3	4.6	-4.5
Gifted	75	84.0	66	92.4	46	91.3	40	90.0	14	100.0	16.0	10.0	75	86.7	66	92.4	46	87.0	39	94.9	14	100.0	13.3	5.1
Not Gifted	132	62.1	125	65.6	156	71.8	162	77.8	182	78.0	15.9	0.2	132	50.8	128	57.0	156	69.2	167	68.3	186	65.6	14.8	-2.7
With Disabilities	24	16.7	26	15.4	28	42.9	34	35.3	29	48.3	31.6	13.0	24	12.5	26	15.4	28	32.1	34	35.3	29	37.9	25.4	2.6
WO Disabilities	183	77.0	165	84.2	174	81.6	168	89.3	167	85.0	8.0	-4.3	183	70.5	168	77.4	174	79.9	172	80.8	171	73.1	2.6	-7.7
Homeless	3	-	5	-	8	-	11	45.5	3	-	-	-	3	-	5	-	8	-	13	53.8	2	-	-	-
Foster	0	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	1	-	-	-
Military	12	83.3	11	100.0	9	-	15	80.0	9	-	-	-	12	66.7	11	63.6	9	-	16	62.5	5	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hickman
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	65	50.8	73	67.1	67	73.1	0	-	65	67.7	16.9	-	65	44.6	75	64.0	67	77.6	65	70.8	67	71.6	27.0	0.8
Female	29	58.6	35	62.9	30	73.3	0	-	29	69.0	10.4	-	29	41.4	36	58.3	30	80.0	27	66.7	31	61.3	19.9	-5.4
Male	36	44.4	38	71.1	37	73.0	0	-	36	66.7	22.3	-	36	47.2	39	69.2	37	75.7	38	73.7	36	80.6	33.4	6.9
African American	1	-	4	-	1	-	0	-	1	-	-	-	1	-	4	-	1	-	3	-	1	-	-	-
Asian	6	-	8	-	8	-	0	-	16	81.3	-	-	6	-	10	70.0	8	-	15	80.0	17	82.4	-	2.4
Filipino	12	66.7	16	81.3	13	69.2	0	-	9	-	-	-	12	58.3	16	56.3	13	84.6	13	100.0	9	-	-	-
Hispanic	11	45.5	12	50.0	14	64.3	0	-	12	41.7	-3.8	-	11	45.5	12	50.0	14	57.1	15	53.3	13	46.2	0.7	-7.1
Native American	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
White	11	45.5	9	-	9	-	0	-	13	76.9	31.4	-	11	27.3	9	-	9	-	7	-	13	84.6	57.3	-
Multiracial	12	50.0	11	81.8	11	36.4	0	-	13	53.8	3.8	-	12	33.3	11	90.9	11	72.7	11	63.6	13	61.5	28.2	-2.1
English Learner	14	14.3	17	23.5	15	53.3	0	-	5	-	-	-	14	7.1	18	27.8	15	40.0	12	50.0	7	-	-	-
English-Speaking	51	60.8	56	80.4	52	78.8	0	-	60	70.0	9.2	-	51	54.9	57	75.4	52	88.5	53	75.5	60	75.0	20.1	-0.5
Reclassified†	7	-	14	100.0	11	81.8	0	-	6	-	-	-	7	-	14	85.7	11	100.0	5	-	6	-	-	-
Initially Eng. Speaking	44	54.5	42	73.8	41	78.0	0	-	54	68.5	14.0	-	44	47.7	43	72.1	41	85.4	48	72.9	54	72.2	24.5	-0.7
Econ. Disadv.*	35	48.6	30	63.3	28	60.7	0	-	26	50.0	1.4	-	35	37.1	31	54.8	28	60.7	23	47.8	27	59.3	22.2	11.5
Non-Econ. Disadv.	30	53.3	43	69.8	39	82.1	0	-	39	79.5	26.2	-	30	53.3	44	70.5	39	89.7	42	83.3	40	80.0	26.7	-3.3
Gifted	21	71.4	24	91.7	10	90.0	0	-	14	100.0	28.6	-	21	71.4	24	95.8	10	90.0	10	90.0	14	100.0	28.6	10.0
Not Gifted	44	40.9	49	55.1	57	70.2	0	-	65	67.7	26.8	-	44	31.8	51	49.0	57	75.4	55	67.3	67	71.6	39.8	4.3
With Disabilities	24	16.7	6	-	11	54.5	0	-	3	-	-	-	11	0.0	6	-	11	45.5	10	20.0	3	-	-	-
WO Disabilities	54	61.1	67	71.6	56	76.8	0	-	62	69.4	8.3	-	54	53.7	69	66.7	56	83.9	55	80.0	64	71.9	18.2	-8.1
Homeless	3	-	3	-	4	-	0	-	3	-	-	-	0	-	3	-	4	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	6	-	4	-	0	-	3	-	-	-	7	-	6	-	4	-	1	-	2	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hickman
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	68	76.5	57	70.2	73	79.5	0	-	82	89.0	12.5	-	68	69.1	58	72.4	73	75.3	74	82.4	83	72.3	3.2	-10.1
Female	35	77.1	26	76.9	33	78.8	0	-	38	92.1	15.0	-	35	62.9	26	80.8	33	72.7	36	77.8	38	68.4	5.5	-9.4
Male	33	75.8	31	64.5	40	80.0	0	-	44	86.4	10.6	-	33	75.8	32	65.6	40	77.5	38	86.8	45	75.6	-0.2	-11.2
African American	4	-	0	-	3	-	0	-	4	-	-	-	4	-	0	-	3	-	2	-	4	-	-	-
Asian	5	-	3	-	9	-	0	-	18	83.3	-	-	5	-	4	-	9	-	20	90.0	19	73.7	-	-16.3
Filipino	12	100.0	12	91.7	16	81.3	0	-	16	93.8	-6.2	-	12	75.0	12	66.7	16	75.0	17	88.2	16	75.0	0.0	-13.2
Hispanic	15	66.7	9	-	15	66.7	0	-	20	85.0	18.3	-	15	53.3	9	-	15	60.0	16	62.5	20	60.0	6.7	-2.5
Native American	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	9	-	11	72.7	7	-	0	-	12	100.0	-	-	9	-	11	72.7	7	-	12	91.7	12	100.0	-	8.3
Multiracial	14	57.1	10	70.0	11	100.0	0	-	12	91.7	34.6	-	14	71.4	10	80.0	11	90.9	6	-	12	66.7	-4.7	-
English Learner	11	63.6	6	-	15	46.7	0	-	8	-	-	-	11	54.5	7	-	15	46.7	16	56.3	9	-	-	-
English-Speaking	57	78.9	51	76.5	58	87.9	0	-	74	91.9	13.0	-	57	71.9	51	74.5	58	82.8	58	89.7	74	75.7	3.8	-14.0
Reclassified†	12	91.7	11	90.9	16	100.0	0	-	12	91.7	0.0	-	12	75.0	11	90.9	16	87.5	14	92.9	12	66.7	-8.3	-26.2
Initially Eng. Speaking	45	75.6	40	72.5	42	83.3	0	-	62	91.9	16.3	-	45	71.1	40	70.0	42	81.0	44	88.6	62	77.4	6.3	-11.2
Econ. Disadv.*	35	68.6	28	64.3	32	75.0	0	-	31	83.9	15.3	-	35	57.1	29	62.1	32	65.6	33	78.8	31	61.3	4.2	-17.5
Non-Econ. Disadv.	33	84.8	29	75.9	41	82.9	0	-	51	92.2	7.4	-	33	81.8	29	82.8	41	82.9	41	85.4	52	78.8	-3.0	-6.6
Gifted	22	90.9	19	84.2	20	95.0	0	-	11	100.0	9.1	-	22	90.9	19	89.5	20	95.0	11	100.0	11	100.0	9.1	0.0
Not Gifted	46	69.6	38	63.2	53	73.6	0	-	71	87.3	17.7	-	46	58.7	39	64.1	53	67.9	63	79.4	72	68.1	9.4	-11.3
With Disabilities	8	-	12	0.0	8	-	0	-	13	53.8	-	-	8	-	12	8.3	8	-	13	53.8	13	30.8	-	-23.0
WO Disabilities	60	83.3	45	88.9	65	81.5	0	-	69	95.7	12.4	-	60	76.7	46	89.1	65	80.0	61	88.5	70	80.0	3.3	-8.5
Homeless	1	-	1	-	2	-	0	-	2	-	-	-	1	-	1	-	2	-	7	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	4	-	0	-	4	-	-	-	3	-	3	-	4	-	9	-	3	-	-	-

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2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	74	81.1	61	88.5	62	75.8	0	-	49	79.6	-1.5	-	74	75.7	61	72.1	62	66.1	67	65.7	50	56.0	-19.7	-9.7
Female	30	86.7	30	93.3	29	82.8	0	-	27	77.8	-8.9	-	30	66.7	30	70.0	29	72.4	31	67.7	27	44.4	-22.3	-23.3
Male	44	77.3	31	83.9	33	69.7	0	-	22	81.8	4.5	-	44	81.8	31	74.2	33	60.6	36	63.9	23	69.6	-12.2	5.7
African American	3	-	2	-	1	-	0	-	3	-	-	-	3	-	2	-	1	-	3	-	3	-	-	-
Asian	6	-	5	-	7	-	0	-	12	83.3	-	-	6	-	5	-	7	-	21	76.2	12	66.7	-	-9.5
Filipino	18	88.9	12	75.0	12	91.7	0	-	11	81.8	-7.1	-	18	77.8	12	75.0	12	75.0	17	64.7	11	63.6	-14.2	-1.1
Hispanic	14	71.4	15	86.7	10	40.0	0	-	8	-	-	-	14	64.3	15	60.0	10	30.0	12	41.7	9	-	-	-
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	9	-	6	-	13	76.9	0	-	12	66.7	-	-	9	-	6	-	13	53.8	8	-	12	66.7	-	-
Multiracial	16	75.0	13	100.0	9	-	0	-	3	-	-	-	16	81.3	13	69.2	9	-	6	-	3	-	-	-
English Learner	7	-	2	-	5	-	0	-	0	-	-	-	7	-	2	-	5	-	11	27.3	1	-	-	-
English-Speaking	67	85.1	59	91.5	57	80.7	0	-	49	79.6	-5.5	-	67	79.1	59	74.6	57	68.4	56	73.2	49	57.1	-22.0	-16.1
Reclassified†	22	90.9	21	90.5	14	85.7	0	-	20	75.0	-15.9	-	22	81.8	21	76.2	14	85.7	19	89.5	20	65.0	-16.8	-24.5
Initially Eng. Speaking	45	82.2	38	92.1	43	79.1	0	-	29	82.8	0.6	-	45	77.8	38	73.7	43	62.8	37	64.9	29	51.7	-26.1	-13.2
Econ. Disadv.*	38	78.9	28	82.1	27	74.1	0	-	27	74.1	-4.8	-	38	73.7	28	60.7	27	59.3	25	52.0	28	50.0	-23.7	-2.0
Non-Econ. Disadv.	36	83.3	33	93.9	35	77.1	0	-	22	86.4	3.1	-	36	77.8	33	81.8	35	71.4	42	73.8	22	63.6	-14.2	-10.2
Gifted	32	87.5	23	100.0	16	87.5	0	-	3	-	-	-	32	93.8	23	91.3	16	75.0	18	94.4	3	-	-	-
Not Gifted	42	76.2	38	81.6	46	71.7	0	-	46	78.3	2.1	-	42	61.9	38	60.5	46	63.0	49	55.1	47	53.2	-8.7	-1.9
With Disabilities	5	-	8	-	9	-	0	-	13	46.2	-	-	5	-	8	-	9	-	11	27.3	13	38.5	-	11.2
WO Disabilities	69	84.1	53	96.2	53	86.8	0	-	36	91.7	7.6	-	69	78.3	53	81.1	53	75.5	56	73.2	37	62.2	-16.1	-11.0
Homeless	2	-	1	-	2	-	0	-	1	-	-	-	2	-	1	-	2	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	1	-	0	-	2	-	-	-	2	-	2	-	1	-	6	-	0	-	-	-

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