

# Hickman Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Hickman Middle School
<b>Street</b>	13306 H St.
<b>City, State, Zip</b>	Hickman
<b>Phone Number</b>	209-874-1816
<b>Principal</b>	Candetta Barnett
<b>Email Address</b>	cbarnett@hickmanschools.org
<b>School Website</b>	hms.hickmanschools.org
<b>County-District-School (CDS) Code</b>	50711006116388

## 2022-23 District Contact Information

<b>District Name</b>	Hickman Community Charter District
<b>Phone Number</b>	(209) 874-1816
<b>Superintendent</b>	Trish Anderson
<b>Email Address</b>	tanderson@hickmanschools.org
<b>District Website Address</b>	www.hickmanschools.org

## 2022-23 School Overview

Our Mission: Inspiring students to learn and grow to their potential.

Our Vision: Every student a responsible, productive citizen in a diverse and competitive world.

### **Our Values and Beliefs:**

**Success of All Students:** All students can learn and they learn in different ways. They deserve the opportunity to have instruction delivered in a way that is meaningful, relevant, and accessible to them. The process of learning is as important as the product and requires a growth mindset.

**High Expectations:** Expectations for students, parents, and staff are clearly defined, understood, and shared. Students, parents, and staff are empowered, supported, and trained to meet those expectations.

**Respect and Integrity:** Every person is valuable and deserves respect. Communication and interaction is defined by mutual respect, trust, and support.

**Teamwork:** The organization works collaboratively and creatively to ensure student success in a supportive environment. Successes are recognized and celebrated. Parental involvement is an essential element of a quality educational experience.

**Safety:** Schools and work sites are safe and secure for students, parents, and staff.

**Effectiveness and Efficiency:** Financial and human resources are managed effectively, and prioritized to meet the goals and expectations of the organization.

**Continuous Improvement:** Staff, parents, and students collaboratively evaluate progress using multiple, reliable measures, and make changes when needed.

## 2022-23 School Overview

### COVID RESPONSE IN 2020-21

In 2020-21, Hickman Middle responded to the pandemic admirably. At the beginning of the school year, teachers worked hard to provide online instruction when schools in California were required to begin the year without in-person learning. We brought back SPED students and those that were determined needed extra help as soon as we were able. Later in the Fall, we shifted to a hybrid schedule with half of our students with us on MON and TUES and the other half with us on WED and THURS. When students were home they joined every morning for Zoom sessions. As soon as the state approved schools to shift to fully in-person in February of 2021, we began bringing back students full-time.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	56
Grade 7	52
Grade 8	50
<b>Total Enrollment</b>	<b>158</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.0
Asian	1.9
Black or African American	1.3
Filipino	0.0
Hispanic or Latino	41.1
Native Hawaiian or Pacific Islander	1.3
Two or More Races	4.4
White	50.0
English Learners	15.8
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	47.5
Students with Disabilities	15.8

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.00	71.79	37.40	82.39	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	13.96	1.90	4.38	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.50	7.70	12115.80	4.41
<b>Unknown</b>	1.00	14.10	2.50	5.50	18854.30	6.86
<b>Total Teaching Positions</b>	7.00	100.00	45.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.90	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.90</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.30	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	McGraw-Hill Wonders, Learning Press All About Reading, McGraw-Hill - StudySync, Ready	Yes	0
<b>Mathematics</b>	HMH Go Math, Eureka Math, Zearn, Ready Math	Yes	0
<b>Science</b>	Scott/Foresman, McDougal-Littell, Studies Weekly Science K-5, Mystery Science Amplify Science	Yes	0
<b>History-Social Science</b>	National Geographic Learning (6-8) Studies Weekly: Social Studies (K-6) My World--Pearson (K-5) Pearson Social Studies, Studies Weekly, TCI Social Studies Alive, Prentice Hall California Middle Grades	Yes	0
<b>Foreign Language</b>	Online programs	No	0
<b>Health</b>	Several supplemental curriculum choices.	No	0
<b>Visual and Performing Arts</b>	Teacher developed and traveling teachers	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>			N/A

## School Facility Conditions and Planned Improvements

We are very proud of our school campus and grounds. Hickman Community Charter District maintains a safe, beautiful, and clean learning environment for our students. All areas are patrolled daily by our conscientious custodial team as well as by our students and staff. The onsite maintenance staff responds to any daily issues and we have a weekly contract with a grounds-maintenance company. We are in compliance with all maintenance policies and ordinances. The Hickman Community Charter District campus restrooms are clean and modern for both staff and students. Planned improvements are submitted to DTS and proper procedures are followed to complete projects safely and in compliance with the State Architecture.

**Year and month of the most recent FIT report**

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HCCD contracts with companies to inspect and service HVAC, mechanical, and sewer yearly. iWave filters have been added to all HVAC systems on campus to improve filtration of virus and bacteria. MOT manager attended PD on HVAC systems in 2023.
<b>Interior:</b> Interior Surfaces	X			All in good repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			All facilities are kept very clean. A pest management company is contracted to inspect and spray monthly.
<b>Electrical</b>	X			All in good repair
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			All are kept clean and in working order. K-1 bathrooms were remodeled in the Summer of 2022.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			In addition to our routine safety inspections, our insurance carrier conducts a bi-yearly health and safety inspection. We

## School Facility Conditions and Planned Improvements

			immediately correct any issues that are reported.
<b>Structural:</b> Structural Damage, Roofs	X		Roofs are inspected yearly and all are currently in good repair. The gutter system for 60's wing was replaced in the Summer of 2022.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		All in good repair.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	60	N/A	55	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	50	N/A	41	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	155	147	94.84	5.16	59.59
<b>Female</b>	74	70	94.59	5.41	65.71
<b>Male</b>	81	77	95.06	4.94	53.95
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	65	62	95.38	4.62	49.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	75	71	94.67	5.33	70.42
<b>English Learners</b>	18	18	100.00	0.00	22.22
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	25	23	92.00	8.00	36.36
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	23	19	82.61	17.39	11.11

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	155	147	94.84	5.16	49.66
<b>Female</b>	74	70	94.59	5.41	54.29
<b>Male</b>	81	77	95.06	4.94	45.45
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	65	62	95.38	4.62	32.26
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	75	71	94.67	5.33	70.42
<b>English Learners</b>	18	18	100.00	0.00	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	25	23	92.00	8.00	17.39
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	23	19	82.61	17.39	15.79

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	45.83			28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	50	48	96	4	45.83
<b>Female</b>	28	27	96.43	3.57	51.85
<b>Male</b>	22	21	95.45	4.55	38.1
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	25	23	92	8	26.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	21	21	100	0	71.43
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	100	100	100	100	100
Grade 9	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Hickman Middle School embraces our mission to work in partnership with the home and community to meet the individual needs of the students. Families bring their children by choice and often drive great distances to attend Hickman Middle School. We are committed to providing our students with the best possible education. Parents play an integral role in Hickman's success. Opportunities for parent involvement are plentiful. Some examples include LCAP Advisory Committee, classroom volunteering, PTSA participation, and fundraising coordination, Family Math Night, School Site Council, Back to School Night, District English Language Advisory Committee, Local Control Accountability Plan Parent Advisory Committee, and Parent Conferences each trimester.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	163	161	39	24.2
Female	79	78	22	28.2
Male	84	83	17	20.5
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	2	66.7
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	67	66	14	21.2
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	7	7	3	42.9
White	82	81	19	23.5
English Learners	26	26	7	26.9
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	80	79	22	27.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	25	25	9	36.0

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.35	0.92	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.82	7.36	0.28	1.20	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.36	0.00
Female	3.80	0.00
Male	10.71	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.10	0.00
English Learners	7.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.00	0.00



## 2022-23 School Safety Plan

The Hickman Community Charter District has a School Safety Plan which covers many components of school safety to include both the physical and social environments. The School Safety Plan was developed using the most current law enforcement advice. Local emergency services have reviewed and have a copy of the current plan.

Copies of the School Safety Plan are located in the district and school offices and are available to the public upon request. The plan is a continual work-in-progress and is reviewed by staff and stakeholders whenever updates or changes are made. The Stanislaus County Emergency Services Agency reviewed our plan in November of 2020. The current plan was last revised in February of 2021. Faculty and staff are informed of the changes in the School Safety Plan on the first staff workday of each school year and when changes are made to the plan mid-year. Planned drills, including Evacuation Drills, Earthquake Drills, and Critical Incident Drills are practiced each month of the school year. In August of 2019, all district staff were trained how to respond during an active shooter or other critical incident. In response to COVID-19 Pandemic, the district updated the Safety Plan with a Pandemic Response Plan.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	3	4	
Mathematics	17	3	4	
Science	29		2	
Social Science	17	3	4	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	4	2	
Mathematics	21	3	2	
Science	26	2	1	1
Social Science	17	4	2	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	4	2	
Mathematics	16	4	2	
Science	25	2	2	
Social Science	23	2	2	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8803	\$1417	\$7386	\$96263
District	N/A	N/A	\$7977	\$85,820
Percent Difference - School Site and District	N/A	N/A	-7.7	11.5
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	11.3	12.9

## 2021-22 Types of Services Funded

### Learning Opportunities Provided for All Schools

- Technology access and support, including Library Media Center computers; 1 to 1
- Chromebooks to support all classes; Google Apps for Education student accounts managed within our own domain (hickmanschools.org) and offerings such as our technology electives.
- Library Media Center managed by a credentialed librarian and offering an online catalog of resources plus a wide range of frequently updated materials available for check out.
- STEM initiatives including Lego Robotics and Science Olympiad.
- Literary Conference: an opportunity for student authors to both celebrate their published works and to interact with adult authors and writers from a variety of professions.
- Fine Arts: art instruction by a credentialed teacher
- Music: Band (beginning, intermediate, advanced, Jazz) by a credentialed teacher.
- Thriving GATE program that is coordinated by a credentialed librarian. (Student GATE service projects funded 30 computers for the library and the addition of an AED to campus.)
- Students participate in community events-- through community service learning projects
- Students participate in academic competitions including Academic Pentathlon, Science Olympiad, County Spelling Bee.
- HMS Middle School athletic programs are very successful with several league championships.
- Both schools offer a wide variety of interventions to help struggling students (before and after school intervention, math assistance, Read Naturally reading fluency program, homework help)
- STEM Project of the Month Program gives students additional access to STEM.
- JumpStart HMS program helps transition our students to middle school with 3 additional ½ days of school to help ensure students are successful.
- Students are provided with a variety of enrichments on Fridays throughout the year.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,710	\$51,591
<b>Mid-Range Teacher Salary</b>	\$71,413	\$79,620
<b>Highest Teacher Salary</b>	\$97,957	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$123,654	\$131,473
<b>Average Principal Salary (Middle)</b>	\$123,654	\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$176,993	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	41%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Professional development delivery has been delivered through a combination of methods including two days of contracted professional development, summer fellowships, monthly inservice workshops, and conference attendance. Teachers are supported during implementation through grade level and subject matter collaboration teams. The primary focus of professional development has been focused on the introduction and planning for new ELA curriculum, introduction to the NGSS standards, and English Language Development integration across the curriculum. The primary focus of professional development for 2021-2022 has been improving instruction for EL students. In addition, all teachers create SMART goals in 2-3 areas in which they and their administrator decide are areas they would like to improve. Those goals are monitored and feedback is given by the administrator. A minimum day is provided every Friday for collaboration, staff meetings, and professional development. We have also placed an emphasis on SEL this year in our PD plan.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0	2	4