

Hickman Elementary 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

School Name	Hickman Elementary School
Street	13306 Fourth St.
City, State, Zip	Hickman, CA 95323-9634
Phone Number	(209) 874-1816
Principal	Candetta Barnett
Email Address	cbarnett@hickmanschools.org
School Website	hes.hickmanschools.org
County-District-School (CDS) Code	50711006052559

2022-23 District Contact Information

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

2022-23 School Overview

Hickman School District joined the Charter world in 1994 when it sponsored a start-up school, Hickman Charter School. After witnessing the success of the Hickman Charter School students, along with the positive power of the parent/staff collaboration, both the districts' Elementary (K-5) and Middle School (6-8) chose to embrace the possibilities charter status could afford. Charter status empowered us to better meet the challenge of supporting the diverse needs of all students. Thus, in 2000 both schools converted to charter status. Since there are just 3 schools in the district, once all were charter, we became the Hickman Community Charter District. The district's charter has been renewed in 2005, 2010, and 2015. In 2019 Hickman Elementary School was recognized as a California Distinguished School.

There is power in being a district of choice. With this power, we choose the mindset of creative flexibility, which includes not only flexible scheduling, but also creative staffing with all three schools working interactively. We choose to create a culture where a collaborative spirit attracts students, parents, and community members who are all willing to "look outside the box" and work together.

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.

2022-23 School Overview

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 worksites 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	47
Grade 2	52
Grade 3	47
Grade 4	48
Grade 5	45
Total Enrollment	290

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.0
Asian	1.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.8
White	58.6
English Learners	14.8
Foster Youth	1.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	41.4
Students with Disabilities	14.5

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.10	84.84	37.40	82.39	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	7.58	1.90	4.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.50	7.70	12115.80	4.41
Unknown	1.00	7.58	2.50	5.50	18854.30	6.86
Total Teaching Positions	13.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

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.

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	
Total Out-of-Field Teachers	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.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30	
No credential, permit or authorization to teach (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

Reading/Language Arts	McGraw-Hill Wonders, Learning Press All About Reading, McGraw-Hill - StudySync, Ready	Yes	0
Mathematics	HMH Go Math, Eureka Math, Zearn, Ready Math	Yes	0
Science	Scott/Foresman, McDougal-Littell, Studies Weekly Science K-5, Mystery Science Amplify Science	Yes	0
History-Social Science	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
Foreign Language	Online programs	No	0
Health	Several supplemental curriculum choices.	No	0
Visual and Performing Arts	Teacher developed and traveling teachers	No	0
Science Laboratory Equipment (grades 9-12)			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
Systems: 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.
Interior: Interior Surfaces	X			All in good repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			All facilities are kept very clean. A pest management company is contracted to inspect and spray monthly.
Electrical	X			All in good repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All are kept clean and in working order. K-1 bathrooms were remodeled in the Summer of 2022.
Safety: 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.
Structural: 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.
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	56	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	54	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
All Students	141	136	96.45	3.55	55.88
Female	61	57	93.44	6.56	64.91
Male	80	79	98.75	1.25	49.37
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	51	50	98.04	1.96	54.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	82	78	95.12	4.88	57.69
English Learners	20	20	100.00	0.00	25.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	16	15	93.75	6.25	26.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	26	92.86	7.14	26.92

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
All Students	141	136	96.45	3.55	54.41
Female	61	57	93.44	6.56	43.86
Male	80	79	98.75	1.25	62.03
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	51	50	98.04	1.96	42.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	82	78	95.12	4.88	60.26
English Learners	20	20	100.00	0.00	30.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	16	15	93.75	6.25	40.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	26	92.86	7.14	30.77

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
Science (grades 5, 8 and high school)	NT	36.96			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
All Students	46	46	100	0	36.96
Female	20	20	100	0	25
Male	26	26	100	0	46.15
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100	0	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100	0	40.91
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	100	100	100	100	100
Grade 7	--	--	--	--	--
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 Elementary 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 Elementary School. We are committed to providing our elementary students with the best possible education. Parents play an integral role in Hickman's success. Opportunities for parent involvement are plentiful. Some examples include classroom volunteering, PTSA participation, and fundraising coordination, School Site Council, Back to School Night, District English Learner 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	305	300	75	25.0
Female	146	145	40	27.6
Male	159	155	35	22.6
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	107	104	27	26.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	5	35.7
White	181	179	42	23.5
English Learners	44	44	10	22.7
Foster Youth	3	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	130	126	37	29.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	59	20	33.9

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	0.67	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	0.00	0.33	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	0.33	0.00
Female	0.00	0.00
Male	0.63	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.55	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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 2020 and made suggestions to improve safety procedures and protocol. The current plan was last revised in December 2022. 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, Critical Incident Drills are practiced each month of the school year. The District trained on response to active shooters and other critical incidents in August of 2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	23		2	
2	24		2	
3	15	1	2	
4	16	1	2	
5	17	1	2	
6				

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	15	2	1	
2	22		2	
3	23		2	
4	14	3		
5	16	1	2	
6				

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	24		2	
2	17	1	2	
3	24		2	
4	23		2	
5	15	1	2	
6				
Other	4	1		

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	0.4
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

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	\$9884	\$1645	\$8239	\$80407
District	N/A	N/A	\$7977	\$85,820
Percent Difference - School Site and District	N/A	N/A	3.2	-6.5
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	22.2	-5.1

2021-22 Types of Services Funded

Learning Opportunities Provided

- 1:1 Technology for all students
- Wide variety of interventions to help struggling students (Reading specialist, before and after school intervention, math assistance, Read Naturally reading fluency program, homework help)
- Technology access and support, including Library Media Center computers; 1 to 1
- Chromebooks to support 2nd-8th 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 Science Olympiad.
- STEM Project of the Month Program gives students additional access to STEM.
- Music: Band by a credentialed teacher, vocal music delivered by teaching staff in primary grades
- Arts provided by teachers as well as Art in the Classroom program.
- 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 academic competitions including, Science Olympiad, County Spelling Bee.

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/cs/>.

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

Professional Development

The primary focus of professional development in 2021-22 was improving instruction for EL students. The goal is to have 60% of the students move up at least one band on the summative ELPAC. In addition, all teachers create professional goals for continuous improvement. HES admin monitors these and provides feedback. HES teachers received 4 full days per year of Professional Development. In addition, HES teachers can use a ½ day sub each month to plan and collaborate with a partner teacher. The professional development focus was chosen by review of the assessment data and staff input. Professional development has been delivered through a combination of methods including summer fellowships, monthly in-service workshops, and conference attendance. Teachers are supported during implementation through grade level and subject matter collaboration teams that include administrators. The administrator provides reflective feedback during walkthroughs. 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
Number of school days dedicated to Staff Development and Continuous Improvement	0	2	4