

Hickman Charter 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 Charter School
Street	13306 Fourth St.
City, State, Zip	Hickman, CA 95323
Phone Number	(209) 874-9070
Principal	Ellen Hansen and Marie Reynosa
Email Address	ehansen@hickmanschools.org or mreynosa@hickmanschools.org
School Website	hcs.hickmanschools.org
County-District-School (CDS) Code	50 71100 6112627

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

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

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

Hickman Charter School seeks to support this mission and vision by providing students with learning resources and enrichment opportunities which support our mission and our desire that they become life-long learners -- persons who know how to learn, and know how to identify opportunities and their solutions. providing a supportive, encouraging environment in which parents can receive high quality training opportunities, teaching resources, counseling and a structure to support their educational objectives. Serving as a liaison between the community and the homeschooling family; demonstrating to the community the educational soundness and viability of publicly funded parent directed education of students.

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.

2022-23 School Overview

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	82
Grade 1	69
Grade 2	77
Grade 3	64
Grade 4	89
Grade 5	71
Grade 6	60
Grade 7	50
Grade 8	46
Total Enrollment	608

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	2.5
Asian	3.0
Black or African American	3.5
Filipino	0.3
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	4.8
White	64.1
English Learners	2.0
Foster Youth	0.0
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	32.2
Students with Disabilities	8.2

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)	21.10	84.09	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)	0.00	0.00	1.90	4.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.50	13.92	3.50	7.70	12115.80	4.41
Unknown	0.50	1.99	2.50	5.50	18854.30	6.86
Total Teaching Positions	25.10	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	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	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.

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	3.50	
Total Out-of-Field Teachers	3.50	

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)	0.00	
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

Due to the nature of Hickman Charter School's homeschool program, parents have a variety of materials from which to choose. Those listed below are from the most recent adoption. However, parents may choose from a variety of programs.

Year and month in which the data were collected August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
---------	--------------------------------------------------------------	-----------	------------------

		Recent Adoption ?	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)	Continually adding and updating equipment to stay current with technology.		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

School Facility Conditions and Planned Improvements

			health and safety inspection. We 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	52	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	31	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	356	301	84.55	15.45	52.17
Female	181	157	86.74	13.26	55.77
Male	175	144	82.29	17.71	48.25
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	50.00
Black or African American	16	12	75.00	25.00	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	54	47	87.04	12.96	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	24	77.42	22.58	62.50
White	229	194	84.72	15.28	52.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	28	75.68	24.32	25.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	31	88.57	11.43	38.71

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	356	303	85.11	14.89	30.79
Female	181	158	87.29	12.71	29.30
Male	175	145	82.86	17.14	32.41
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	33.33
Black or African American	16	12	75.00	25.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	54	46	85.19	14.81	17.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	24	77.42	22.58	25.00
White	229	197	86.03	13.97	34.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	28	75.68	24.32	7.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	30	85.71	14.29	26.67

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	47.37			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	109	96	88.07	11.93	47.37
Female	49	45	91.84	8.16	45.45
Male	60	51	85	15	49.02
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	14	87.5	12.5	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	78	69	88.46	11.54	50
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
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	41	41	41	41	41
Grade 7	30	30	30	30	30
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

Due to the nature of our home-school program, parents are involved in every aspect of their child's education. A credentialed Education Coordinator, working in partnership with the teaching parent, customizes the home-based instruction through regular consultation, goal setting, coaching, oversight, curriculum management and support and access to resources to provide excellent instruction. HCS provides several opportunities for parents to learn how to be effective in this role including: parent classes, observation classes conducted by credentialed teachers, ongoing consultation with Education Coordinators.

All parents are encouraged to provide ongoing formal and informal input as to the direction and effectiveness of our program through interaction with Educational Coordinators and yearly evaluation surveys. In addition, HCS parents can provide input through our LCAP survey and directly through the Parent Advisory Committee.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	619	615	1	0.2
Female	296	296	0	0.0
Male	323	319	1	0.3
American Indian or Alaska Native	15	15	0	0.0
Asian	18	18	0	0.0
Black or African American	21	21	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	119	117	1	0.9
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	29	29	0	0.0
White	398	396	0	0.0
English Learners	13	13	0	0.0
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	204	202	1	0.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	70	0	0.0

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	0.00	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	0.00	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	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 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 2022 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, Modified Lockdown Drills, and Critical Incident Drills, are practiced each month of the school year. In August of 2022, all staff in the district were trained to respond to an active shooter or other critical incidents.

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				
1				
2				
3				
4				
5	3	2		
6	4	2		
Other	12	37	2	1

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				
1				
2				
3				
4	1	1		
5	3	3		
6	2	4		
Other	10	51	2	1

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				
1				
2				
3				
4	4	1		
5	2	3		
6	3	1		
Other	11	49	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	0.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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	9049	\$1420	7629	\$92406
District	N/A	N/A	\$7977	\$85,820
Percent Difference - School Site and District	N/A	N/A	-4.5	7.4
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	14.6	8.8

2021-22 Types of Services Funded

Learning Opportunities Provided for HCS

- 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.
- 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.
- Websites, Parent Square, and social media pages to communicate with parents and students, provide links to resources, support teachers and to celebrate learning.
- Music: Band (beginning, intermediate, advanced, Jazz) by a credentialed teacher.
- Thriving GATE program that is coordinated by a credentialed librarian.
- Curriculum and materials: a wide range of both standards-aligned and enrichment options delivered to our students and parents through our “Annex”, by both Education Coordinator recommendation and by parental choice.
- Weekly classes in theme-based for students in grades K-8 for a variety of objectives: enrichment, intervention, core-mathematics.
- Additional Middle School enrichment classes.
- Themed Third Thursday / Tuesday classes (T3s) offer monthly thematic, integrated, grade-level standard focused instruction in science and history/social science.
- Music: instruction in music appreciation, music theory and music performance through Children’s Chorus for students in K-8; Honor Choir and related musical/theatrical productions; Band (beginning, intermediate, advanced, Jazz); piano keyboarding; Strings (violin, cello, guitar).
- Workshops to support both students and parents.
- Outdoor Education: a whole-family thematic instruction and camping experience.
- STEM: Introductory and Advanced LEGO Robotics for 5-8; WeDo LEGO Robotics for 1-5; Committee is currently looking to update these models.
- Maker Project of the Month for 1-5; Maker Garage Projects for 6-8
- STEM Faire: a student exhibition of science and engineering learning and discovery.
- Online instructional resources: e.g. ALEKS, ST Math, Discovery, ExploreLearning, Lexia Core 5, StudySync, Math and Zearn, iReady, Power Up (Lexia for Grades 6-8) , Mystery Science and Generation Genius
- Science Olympiad: both elementary and junior high teams
- Math Olympiad and Math Club monthly meeting to foster curiosity and problem solving.
- Living History Days (Oregon Trail, Transcontinental Railroad, Ancient History Walk-Through, American History Walk-Through, Gold Rush Days)
- Family field trip opportunities (Gallo Theater, Ski Trips, Yosemite, Outdoor Ed locations, museums, etc.)
- School Leadership Program
- Families may also use outside vendor classes or that order supplementary curriculum.

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 has been to better address the learning needs of students and increase engagement by providing multiple curricular options for parent educators to implement with their students. Performance data from standardized testing, a variety of other assessment tools, and teacher input informed the choices.

Professional development has been delivered through a combination of methods including monthly in-service workshops, online modules, and small-group virtual forums. Teachers are supported during implementation through subject matter collaboration teams. Implementation is supported by teacher/parent conferences, teacher/director meetings, and student performance data reporting. Two full days of professional development are provided yearly. In addition, individualized professional development is accomplished through teacher-created SMART goals that focus on areas of continuous improvement. Directors monitor these and provide feedback.

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