

Hickman Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	hes.hickmanschools.org
County-District-School (CDS) Code	50711006052559

Entity	Contact Information
District Name	Hickman Community Charter School District
Phone Number	2098741816
Superintendent	Paul Gardner
Email Address	pgardner@hickmanschools.org
Website	www.hickmanschools.org

School Description and Mission Statement (School Year 2019-20)

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.

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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	45
Grade 1	47
Grade 2	49
Grade 3	46
Grade 4	55
Grade 5	60
Total Enrollment	302

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.7
Asian	2
Hispanic or Latino	31.5
Native Hawaiian or Pacific Islander	0.3
White	59.6
Two or More Races	5.3
Socioeconomically Disadvantaged	44.7
English Learners	17.5
Students with Disabilities	13.6
Homeless	1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	14	14	49
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2018

The HES staff is currently reviewing Science instructional materials for adoption in 2019-20.

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	Yes	0
Mathematics	Eureka Math and Zearn	Yes	0
Science	Amplify Science	Yes	0
History-Social Science	Pearson Social Studies, Studies Weekly, TCI Social Studies Alive	Yes	0
Foreign Language	None	No	0
Health	Teacher Developed	No	0
Visual and Performing Arts	Teacher Developed	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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 is generously provided with adequate restrooms that are clean and modern for both staff and students.

The district completed a significant building project in November of 2019. The project addressed the replacement of the temporary facilities, increasing parking, and student safety during pick up and drop off.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Mechanical/HVAC, and Sewer are serviced on an ongoing basis.
Interior: Interior Surfaces	Good	All in good repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	HES campus and is clean and free from any pest or vermin infestation.
Electrical: Electrical	Good	All in good repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Clean and in good repair.
Safety: Fire Safety, Hazardous Materials	Good	Fire extinguishers are inspected and depressurized yearly, alarms are tested monthly, hazardous materials are handled per state law.
Structural: Structural Damage, Roofs	Good	All in good repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All in good repair.
Overall Rating	Exemplary	

B. Pupil Outcomes

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	62	61	60	61	50	50
Mathematics (grades 3-8 and 11)	54	65	49	52	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	160	99.38	0.62	60.63
Male	77	76	98.70	1.30	56.58
Female	84	84	100.00	0.00	64.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	55	54	98.18	1.82	46.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	87	87	100.00	0.00	74.71

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	84	83	98.81	1.19	51.81
English Learners	38	37	97.37	2.63	40.54
Students with Disabilities	28	28	100.00	0.00	39.29
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	160	99.38	0.62	65.00
Male	77	76	98.70	1.30	67.11
Female	84	84	100.00	0.00	63.10
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	55	54	98.18	1.82	61.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	87	87	100.00	0.00	73.56
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	84	83	98.81	1.19	56.63
English Learners	38	37	97.37	2.63	54.05
Students with Disabilities	28	28	100.00	0.00	35.71
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	27.1	25.4	27.1

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 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, Family Math Night, School Site Council, Back to School Night, District English Learner Advisory Committee, Local Control Accountability Plan Parent Advisory Committee, and parent conferences each trimester.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	1.0	1.0	0.7	0.8	1.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 has reviewed and has 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 2018 and made suggestions to improve safety procedures and protocol. The current plan was last revised in February 2019. 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 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		2		23		2		23		2	
1	23		2		24		2		24		2	
2	25		2		23		2		25		2	
3	24		2		23		2		23		2	
4	26		2		28		2		25		2	
5	21	1	2		23	1	2		22	1	2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,223.49	\$1,480.62	\$7,742.57	\$78,9967
District	N/A	N/A	\$7,988.54	\$80,028.00
Percent Difference - School Site and District	N/A	N/A	-3.1	163.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	8.3	164.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2018-19)

Learning Opportunities Provided

- * 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,622	\$49,378
Mid-Range Teacher Salary	\$68,530	\$77,190
Highest Teacher Salary	\$94,002	\$96,607
Average Principal Salary (Elementary)	\$115,433	\$122,074
Average Principal Salary (Middle)	\$115,433	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$138,642	\$189,346
Percent of Budget for Teacher Salaries	43%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The primary focus of professional development in 2019-20 is improving instruction for EL students. The goal is to have 60% of the students to 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 2 full days per year of Professional Development. In addition, HES teachers can use a ½ day sub each month to plan and collaborate with partner teacher. 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 a summer fellowships, monthly inservice workshops, and conference attendance. Teachers are supported during implementation through grade level and subject matter collaboration teams that include administrators. Administrator provides reflective feedback during walkthroughs.