Hickman Middle School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Hickman Community Charter District
Phone Number	209-874-1816
Superintendent	Paul Gardner
Email Address	pgardner@hickmanschools.org
Website	hickmanschools.org

School Description and Mission Statement (School Year 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Grade 6	56
Grade 7	63
Grade 8	58
Total Enrollment	177

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
Asian	0.6
Hispanic or Latino	41.8
White	51.4
Two or More Races	5.6
Socioeconomically Disadvantaged	43.5
English Learners	17.5
Students with Disabilities	14.7
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	8	7	50
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH California Collections	Yes	0
Mathematics	Glencoe Math © 2015	Yes	0
Science	Amplify Science and teacher developed.	Yes	0
History-Social Science	Prentice Hall California Middle Grades	Yes	0
Foreign Language	Teacher developed	No	
Health	Teacher developed	No	
Visual and Performing Arts	Teacher developed	No	

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

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. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Mechanical/HVAC and Sewer are serviced and inspected yearly.
Interior: Interior Surfaces	Good	All in good repair
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Facilities are kept clean and free of pests.
Electrical: Electrical	Good	All in good repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	All in good repair
Safety: Fire Safety, Hazardous Materials	Good	Fire extinguishers are serviced yearly, alarms are tested monthly, and hazardous materials are handled as required by 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	64	N/A	61	N/A	50	N/A
Mathematics (grades 3-8 and 11)	51	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	44	N/A	43	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.2	8.7	0.8	1.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.9	1.0	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 of 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, and Critical Incident Drills are practiced each month of the school year. In August of 2019 all district staff were trained how to respond during an active shooter or other critical incident. In response to COVID-19 Pandemic, the district updated the Safety Plan with a Pandemic Response Plan.

Average Class Size and Class Size Distribution (Secondary)

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	21	2	4		20	2	4		17	3	4	
Mathematics	18	3	4		15	4	4		17	3	4	
Science	31		2		32		2		29		2	
Social Science	21	2	4		15	4	4		17	3	4	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,876.15	$1,201.88	$7,674.27	$87,722
District	N/A	N/A	$11,425.27	$83,803
Percent Difference - School Site and District	N/A	N/A	-39.3	4.6
State	N/A	N/A	$7,750	$80,565
Percent Difference - School Site and State	N/A	N/A	-1.0	8.5

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

Types of Services Funded (Fiscal Year 2019-2020)

Learning Opportunities Provided for All Schools

- 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 Lego Robotics and Science Olympiad.
- Literary Conference: an opportunity for student authors to both celebrate their published works and to interact with adult authors and writers from a variety of professions.
- Fine Arts: art instruction by a credentialed teacher
- Music: Band (beginning, intermediate, advanced, Jazz) by a credentialed teacher.
- Thriving GATE program that is coordinated by a credentialed librarian. (Student GATE service projects funded 30 computers for the library and the addition of an AED to campus.)
- Students participate in community events-- through community service learning projects
- Students participate in academic competitions including Academic Pentathlon, Science Olympiad, County Spelling Bee.
- HMS Middle School athletic programs are very successful with several league championships.
- Both schools offer a wide variety of interventions to help struggling students (before and after school intervention, math assistance, Read Naturally reading fluency program, homework help)
- STEM Project of the Month Program gives students additional access to STEM.
- JumpStart HMS program helps transition our students to middle school with 3 additional ½ days of school to help ensure students are successful.
- Students are provided with a variety of enrichments on Wednesday's throughout the year.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,532	$50,574
Mid-Range Teacher Salary	$71,168	$76,649
Highest Teacher Salary	$97,621	$98,993
Average Principal Salary (Elementary)	$123,068	$125,150
Average Principal Salary (Middle)	$123,068	$129,394
Average Principal Salary (High)		$122,053
Superintendent Salary	$164,505	$193,925
Percent of Budget for Teacher Salaries	38.0	34.0
Percent of Budget for Administrative Salaries	6.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	

Professional development delivery has been delivered through a combination of methods including two days of contracted professional development, summer fellowships, monthly inservice workshops, and conference attendance. Teachers are supported during implementation through grade level and subject matter collaboration teams.he primary focus of professional development has been focused on the introduction and planning for new ELA curriculum, introduction to the NGSS standards, and English Language Development integration across the curriculum.

The primary focus of professional development for 2019-2020 has been improving instruction for EL students. In addition, all teachers create SMART goals in 2-3 areas in which they and their administrator decide are areas they would like to improve. Those goals are monitored and feedback is given by the administrator.