

**Hickman Charter School**  
**2022-2023 School Accountability Report Card**  
**(Published During the 2023-2024 School Year)**

# Hickman

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## Charter School

### 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.

**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

**District Name** Hickman Community Charter District

**Phone Number** (209) 874-1816

**Superintendent** Trish Anderson

**Email Address** tanderson@hickmanschools.org

**District Website** www.hickmanschools.org

**2023-24 School Description and Mission Statement**

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

## 2023-24 School Description and Mission Statement

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 through constant feedback and data reviews.

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

## About this School

**Kindergarten** 77  
**Grade 1** 66  
**Grade 2** 61  
**Grade 3** 61  
**Grade 4** 52  
**Grade 5** 82  
**Grade 6** 55  
**Grade 7** 51  
**Grade 8** 38  
**Total Enrollment** 543

**Female** 51%  
**Male** 49%  
**American Indian or Alaska Native** 1.7%  
**Asian** 2.6%  
**Black or African American** 2.6%  
**Filipino** 0.2%  
**Hispanic or Latino** 23.9%  
**Native Hawaiian or Pacific Islander** 0.6%  
**Two or More Races** 4.8%  
**White** 61.7%  
**English Learners** 2.6%  
**Homeless** 0.4%  
**Socioeconomically Disadvantaged** 33.1%  
**Students with Disabilities** 8.8%

## A. Conditions of Learning State Priority: Basic

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

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

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**Fully (Preliminary or Clear) Credentialed  
for Subject and Student Placement**

21.10 84.09 37.40 82.39 228366.10 83.12

**(properly assigned)**

**Intern Credential Holders Properly**

**Assigned** 0.00 0.00 0.00 0.00 4205.90 1.53

**Teachers Without Credentials and  
Misassignments (“ineffective” under**

0.00 0.00 1.90 4.38 11216.70 4.08

**ESSA)**

**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

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.

**Fully (Preliminary or Clear) Credentialed  
for Subject and Student Placement**

19.20 78.13 35.50 79.08 234405.20 84.00

**(properly assigned)**

**Intern Credential Holders Properly**

**Assigned** 0.00 0.00 1.00 2.23 4853.00 1.74

**Teachers Without Credentials and  
Misassignments (“ineffective” under**

0.00 0.00 1.90 4.43 12001.50 4.30

**ESSA)**

**Credentialed Teachers Assigned Out-of**

**Field (“out-of-field” under ESSA)** 3.00 12.34 3.00 6.76 11953.10 4.28 **Unknown** 2.30 9.54 3.30 7.45 15831.90 5.67

**Total Teaching Positions** 24.60 100.00 44.90 100.00 279044.80 100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

<p><b>Permits and Waivers</b> 0.00 0.00    <b>Misassignments</b> 0.00 0.00    <b>Vacant Positions</b> 0.00 0.00    <b>Total Teachers Without Credentials and Misassignments</b> 0.00 0.00</p>	
<p>The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.</p>	

<p><b>Credentialed Teachers Authorized on a Permit or Waiver</b> 0.00 0.00    <b>Local Assignment Options</b> 3.50 3.00    <b>Total Out-of-Field Teachers</b> 3.50 3.00</p>	
<p>The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.</p>	

<p><b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are <u>misassigned</u>)</p>	0 0
<p><b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an <u>authorization to teach</u>)</p>	0 0
<p>The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.</p>	
<p>Note: For more information refer to the Updated Teacher Equity Definitions web page at</p>	

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 2023

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



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

**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 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. The EC office building was completely refaced in the summer of 2023.

**External:**

Playground/School Grounds, Windows/

X All in good repair.

X

## 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 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).

### 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.

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.

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.

**English Language Arts/Literacy**

52 55 47

(grades 3-8 and 11)

**Mathematics**

31 41 33

(grades 3-8 and 11)

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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.

**All Students** 335 313 93.43 6.57 26.77 **Female** 181 174 96.13 3.87 21.26 **Male** 154 139 90.26 9.74 33.82 **American Indian or Alaska Native** -- -- -- -- --  
**Asian** -- -- -- -- -- **Black or African American** 13 10 76.92 23.08 -- **Filipino** -- -- -- -- -- **Hispanic or Latino** 68 63 92.65 7.35 14.29  
**Native Hawaiian or Pacific Islander** -- -- -- -- -- **Two or More Races** 27 27 100.00 0.00 33.33 **White** 208 194 93.27 6.73 29.53 **English Learners** -- -- -- -- -- **Foster Youth** 0 0 0 0 0 **Homeless** -- -- -- -- -- **Military** -- -- -- -- --  
**Socioeconomically Disadvantaged** 94 87 92.55 7.45 15.12 **Students Receiving Migrant Education Services** 0 0 0 0  
**Students with Disabilities** 40 37 92.50 7.50 32.43





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

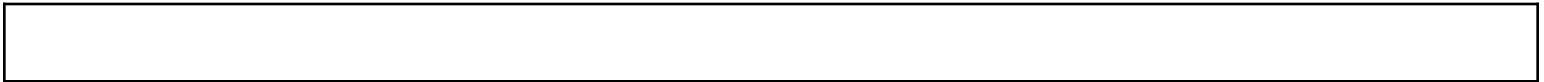
Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total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

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.

**Science**

(grades 5, 8 and high school)

47.37 29.47





## **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.

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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 5 66 66 66 66 66 Grade 7 63 63 63 63 63

### 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.

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.

**All Students** 578 564 0 0.0 **Female** 293 285 0 0.0 **Male** 285 279 0 0.0 **Non-Binary** 0 0 0 0.0 **American Indian or Alaska Native** 11 11 0 0.0 **Asian** 14 14 0 0.0 **Black or African American** 15 15 0 0.0 **Filipino** 1 1 0 0.0 **Hispanic or Latino** 145 137 0 0.0 **Native Hawaiian or Pacific Islander** 3 3 0 0.0 **Two or More Races** 26 26 0 0.0 **White** 352 346 0 0.0 **English Learners** 14 14 0 0.0 **Foster Youth** 2 0 0 0.0 **Homeless** 8 6 0 0.0 **Socioeconomically Disadvantaged** 202 197 0 0.0 **Students Receiving Migrant Education Services** 0 0 0 0.0 **Students with Disabilities** 64 63 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

This table displays suspensions and expulsions data.

**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

**All Students** 0 0 **Female** 0 0 **Male** 0 0 **Non-Binary**  
**American Indian or Alaska Native** 0 0 **Asian** 0 0 **Black or African American** 0 0 **Filipino** 0 0 **Hispanic or**  
**Latino** 0 0 **Native Hawaiian or Pacific Islander** 0 0 **Two or More Races** 0 0 **White** 0 0 **English Learners** 0 0  
**Foster Youth** 0 0 **Homeless** 0 0 **Socioeconomically Disadvantaged** 0 0 **Students Receiving Migrant**  
**Education Services** 0 0 **Students with Disabilities** 0 0

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.

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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.

<b>4</b>	1	1
<b>5</b>	3	3
<b>6</b>	2	4
<b>Other</b>	10	51 2 1

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.

<b>4</b>	4	1
<b>5</b>	2	3
<b>6</b>	3	1

Other 11 49 2

This table displays the 2022-23 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.

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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.

**Pupils to Academic Counselor 0**

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.

**Counselor (Academic, Social/Behavioral or Career Development)**

**Library Media Teacher (Librarian)**

**Library Media Services Staff (Paraprofessional)**

**Psychologist 0.5 Social Worker**

**Nurse**

**Speech/Language/Hearing Specialist**

**Resource Specialist (non-teaching)**

**Other 2.2**



This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

<b>School Site</b>	9049	\$1420	7629	\$92406	<b>District</b>	N/A	N/A	\$7977	\$90,288	<b>Percent Difference - School Site and District</b>			
N/A	N/A	-4.5	7.4	<b>State</b>	N/A	N/A	\$7,607	\$88,288	<b>Percent Difference - School Site and State</b>	N/A	N/A	14.6	8.8



## 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 order supplementary curriculum.

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE [Certification Salaries & Benefits](http://www.cde.ca.gov/ds/fd/cs/) web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Beginning Teacher Salary** \$54,403 \$54,046 **Mid-Range Teacher Salary** \$75,132 \$84,515 **Highest Teacher Salary** \$103,057 \$110,867 **Average Principal Salary (Elementary)** \$131,487 \$136,841 **Average Principal Salary (Middle)** \$131,487 \$141,477 **Average Principal Salary (High)** \$0 \$137,985 **Superintendent Salary** \$147,689 \$217,473 **Percent of Budget for Teacher Salaries** 37.94% 32.43% **Percent of Budget for Administrative Salaries** 6.05% 5.62%

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.

**Number of school days dedicated to Staff Development and Continuous Improvement** 2 4 4