

Hickman Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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
School Website hms.hickmanschools.org
County-District-School (CDS) Code 50711006116388

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 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.

2023-24 School Description and Mission Statement

About this School

Grade 6	45
Grade 7	54
Grade 8	54
Total Enrollment	153

Female	44.4%
Male	55.6%
Asian	1.3%
Hispanic or Latino	43.1%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	5.9%
White	49%
English Learners	14.4%
Foster Youth	0.7%
Socioeconomically Disadvantaged	38.6%
Students with Disabilities	13.7%

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

2023 School Accountability Report Card Page 3 of 17 Hickman Middle School

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

5.00 71.79 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**

0.90 13.96 1.90 4.38 11216.70 4.08

ESSA)

Credentialed Teachers Assigned Out-of

Field (“out-of-field” under ESSA) 0.00 0.00 3.50 7.70 12115.80 4.41 **Unknown** 1.00 14.10 2.50 5.50 18854.30 6.86

Total Teaching Positions 7.00 100.00 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**

3.90 57.08 35.50 79.08 234405.20 84.00

(properly assigned)

Intern Credential Holders Properly

Assigned 1.00 14.31 1.00 2.23 4853.00 1.74

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

0.90 14.16 1.90 4.43 12001.50 4.30

ESSA)

Credentialed Teachers Assigned Out-of

Field (“out-of-field” under ESSA) 0.00 0.00 3.00 6.76 11953.10 4.28 **Unknown** 1.00 14.31 3.30 7.45 15831.90 5.67

Total Teaching Positions 6.90 100.00 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.

Permits and Waivers	0.00	0.00	Misassignments	0.90	0.90	Vacant Positions	0.00	0.00	Total Teachers Without
Credentials and Misassignments				0.90	0.90				

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.

Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	Local Assignment Options	0.00	0.00	Total
Out-of-Field Teachers	0.00	0.00				

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.

Misassignments for English Learners

(a percentage of all the classes with English learners taught by teachers that are <u>misassigned</u>)	19.3	26.4
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No credential, permit or authorization to teach

(a percentage of all the classes taught by teachers with no record of an <u>authorization to teach</u>)	0	15.7
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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: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Year and month in which the data were collected August 2023

Reading/Language Arts McGraw-Hill Wonders, Learning Press All About Reading,

Yes 0

McGraw-Hill - StudySync, Ready

Mathematics HMH Go Math, Eureka Math, Zearn, Ready Math Yes 0

2023 School Accountability Report Card Page 5 of 17 Hickman Middle School

Science	Scott/Foresman, McDougal-Littell, Studies Weekly Science K-5, Mystery Science Amplify Science	Yes	0
History-Social Science	National Geographic Learning (6-8) Studies Weekly: Social Studies (K-6) My World--Pearson (K-5) Pearson Social Studies, Studies Weekly, TCI Social Studies Alive, Prentice Hall California Middle Grades	Yes	0
Foreign Language	Online programs	No	0
Health	Several supplemental curriculum choices.	No	0
Visual and Performing Arts	Teacher developed and traveling teachers	No	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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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. The district is beginning work to complete the athletic field and track for the middle school. Completion date is estimated Summer of 2024.

Year and month of the most recent FIT report August 2023

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.

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X All in good repair.

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

(grades 3-8 and 11)

60 55 47

Mathematics

(grades 3-8 and 11)

50 41 33



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.

All Students 147 143 97.28 2.72 66.43 **Female** 65 62 95.38 4.62 72.58 **Male** 82 81 98.78 1.22 61.73 **American Indian or Alaska Native** 0 0 0 0 0
Asian -- -- -- -- -- **Black or African American** 0 0 0 0 0 **Filipino** 0 0 0 0 0 **Hispanic or Latino** 63 61 96.83 3.17 60.66
Native Hawaiian or Pacific Islander -- -- -- -- -- **Two or More Races** -- -- -- -- -- **White** 73 71 97.26 2.74 71.83 **English Learners** 21 20 95.24 4.76 25.00 **Foster Youth** -- -- -- -- -- **Homeless** 0 0 0 0 0 **Military** 0 0 0 0 0 **Socioeconomically Disadvantaged** 43 43 100.00 0.00 60.47 **Students Receiving Migrant Education Services** 0 0 0 0 0 **Students with Disabilities** 19 18 94.74 5.26 5.56



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 147 142 96.60 3.40 52.11 **Female** 65 61 93.85 6.15 49.18 **Male** 82 81 98.78 1.22 54.32 **American Indian or Alaska Native** 0 0 0 0 0
Asian -- -- -- -- -- **Black or African American** 0 0 0 0 0 **Filipino** 0 0 0 0 0 **Hispanic or Latino** 63 60 95.24 4.76 41.67
Native Hawaiian or Pacific Islander -- -- -- -- -- **Two or More Races** -- -- -- -- -- **White** 73 71 97.26 2.74 63.38 **English Learners** 21 20 95.24 4.76 15.00 **Foster Youth** -- -- -- -- -- **Homeless** 0 0 0 0 0 **Military** 0 0 0 0 0 **Socioeconomically Disadvantaged** 43 43 100.00 0.00 44.19 **Students Receiving Migrant Education Services** 0 0 0 0 0 **Students with Disabilities** 19 18 94.74 5.26 5.56

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

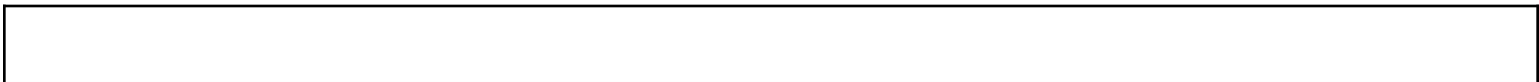
Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total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

45.83 29.47



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.

All Students 50 49 98.00 2.00 55.10 **Female** 18 18 100.00 0.00 55.56 **Male** 32 31 96.88 3.12 54.84 **American Indian or Alaska Native** 0 0 0 0 0
Asian 0 0 0 0 0 **Black or African American** 0 0 0 0 0 **Filipino** 0 0 0 0 0 **Hispanic or Latino** 19 19 100.00 0.00 42.11
Native Hawaiian or Pacific Islander -- -- -- -- -- **Two or More Races** -- -- -- -- -- **White** 27 26 96.30 3.70 69.23 **English Learners** -- -- -- -- -- **Foster Youth** -- -- -- -- -- **Homeless** 0 0 0 0 0 **Military** 0 0 0 0 0 **Socioeconomically Disadvantaged** 13 13 100.00 0.00 46.15 **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.

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.

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.

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 with 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.

All Students 158 158 19 12.0 **Female** 70 70 9 12.9 **Male** 88 88 10 11.4 **Non-Binary** 0 0 0 0.0
American Indian or Alaska Native 0 0 0 0.0 **Asian** 2 2 0 0.0 **Black or African American** 0 0 0 0.0 **Filipino** 0 0 0 0.0
Hispanic or Latino 68 68 8 11.8
Native Hawaiian or Pacific Islander 1 1 0 0.0 **Two or More Races** 9 9 1 11.1 **White** 78 78 10 12.8 **English**
Learners 23 23 1 4.3 **Foster Youth** 1 1 0 0.0 **Homeless** 0 0 0 0.0 **Socioeconomically Disadvantaged** 62 62 11 17.7
Students Receiving Migrant Education Services 0 0 0 0.0 **Students with Disabilities** 25 25 7 28.0

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 1.82 7.36 0.28 1.20 0.20 3.17 **Expulsions** 0.00 0.00 0.00 0.00 0.00 0.07

All Students 6.96 0 **Female** 8.57 0 **Male** 5.68 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 10.29 0 **Native Hawaiian or Pacific Islander** 0 0 **Two or More Races** 0 0 **White** 3.85 0 **English**
Learners 13.04 0 **Foster Youth** 0 0 **Homeless** 0 0 **Socioeconomically Disadvantaged** 8.06 0 **Students**
Receiving Migrant Education Services 0 0 **Students with Disabilities** 12 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 and have a copy of the current plan.

Copies of the School Safety Plan are located in the district and school offices and are available to the public upon request. The plan is a continual work-in-progress and is reviewed by staff and stakeholders whenever updates or changes are made. The Stanislaus County Emergency Services Agency reviewed our plan in November of 2020. The current plan was last revised in February of 2023. It was approved by the board on Feb 17, 2023. 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 2022, all district staff were trained how to respond during an active shooter or other critical incident. Staff will receive this training again in August of 2024.

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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

English Language Arts 17 4 2

Mathematics 21 3 2

Science 26 2 1 1 **Social Science** 17 4 2

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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

English Language Arts 16 4 2

Mathematics 16 4 2

Science 25 2 2

Social Science 23 2 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

English Language Arts

Mathematics

Science

Social Science

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 0.1 **Social Worker**

Nurse

Speech/Language/Hearing Specialist

Resource Specialist (non-teaching)

Other 0.3

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.

School Site	\$8803	\$1417	\$7386	\$96263	District	N/A	N/A	\$7977	\$90,288	Percent Difference - School Site and		
District	N/A	N/A	-7.7	11.5	State	N/A	N/A	\$7,607	\$88,288	Percent Difference - School Site and State		
										N/A	N/A	11.3
												12.9

Learning Opportunities Provided for All Schools

- *Technology access and support, including Library Media Center computers; 1 to 1
- *Chromebooks to support all 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 Fridays throughout the year.

This table displays the 2021-22 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/](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%

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. The 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 2021-2022 has been improving instruction for EL students. In addition, all teachers create SMART goals in 2-3 areas in which

2023 School Accountability Report Card Page 16 of 17 Hickman Middle School

they and their administrator decide are areas they would like to improve. Those goals are monitored and feedback is given by the administrator. A minimum day is provided every Friday for collaboration, staff meetings, and professional development. We have also placed an emphasis on SEL this year in our PD plan.

This table displays the number of school days dedicated to staff development and continuous improvement.

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

2023 School Accountability Report Card Page 17 of 17 Hickman Middle School