

This document was provided, as is, to the California Department of Education (CDE) by the **Hickman Community Charter**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

Response from Hickman Community Charter



Educational Options

Jeff Albritton, Assistant Superintendent
1325 H Street • Modesto, CA 95354 • (209) 238-1500

TO: Carolyn Pfister
California Department of Education

FROM: Jeff Albritton, Assistant Superintendent – Educational Options
Stanislaus County Office of Education
Designated Contact for SCOE oversight of Hickman Charter District

FOR: Submission to the State Board of Education of “Supervisory and Oversight Assurances for Districtwide Charter Oversight”

SUBMITTED: May 13, 2020

This Information Memo includes:

Charter District Response:

- **Section A:** Charter District’s Summary Review of Its Dashboard Results
- **Section B:** Charter District’s Performance Summary of Other Metrics and Measurable Pupil Outcomes

County Office of Education Response:

- **Section C:** Comparative CAASPP results for the Charter District, including:
 - A comparison to demographically comparable county performance data
- **Section D:** SCOE’s acknowledgement of LCAP submission and update
- **Section E:** Schedule of SCOE’s Visit to Charter District
- **Section F:** SCOE’s Summary of Charter District’s Fall Dashboard Analysis and List of Technical Assistance Offered to Charter District by County Office of Education
- **Section G:** SCOE’s Acknowledgement of Concerns, Commendations or Expectations for Remediation

Charter District Response

Section A: Charter District's Summary Review of Its Dashboard Results

(<https://www.caschooldashboard.org/reports/50711000000000/2019>)

The district is excited about our students' achievement in ELA. The dashboard indicated green at 19.8 points above standard with a gain of 2.6 points. Achievement in Math continued to outpace both state and county averages. What we are most proud of is the fact that none of our subgroups were below the yellow in Math. We attribute this to LCAP actions around professional development focused on differentiation and math after school intervention programs for this success. Another source of pride is the fact that our English Learner progress levels were considered "very high" at 71.4% making progress toward EL proficiency. Finally Chronic Absenteeism continues to be in the green with only 1% of students chronically absent.

Although all students' achievement in ELA was green and above the state average achievement level, the district saw gaps appear for ELs and SED subgroups (both orange). We will address these gaps with LCAP actions. Finally, our biggest concern was suspension rate at Hickman Middle School. Although our rate was half that of the state, our rate increased 1% over that reported in 2018. We have already addressed this with increased counselling and change in suspension policy. The 2019-20 data will show a significant reduction in suspensions.

Section B: Charter District's Performance Summary of Other Metrics and Measurable Pupil Outcomes

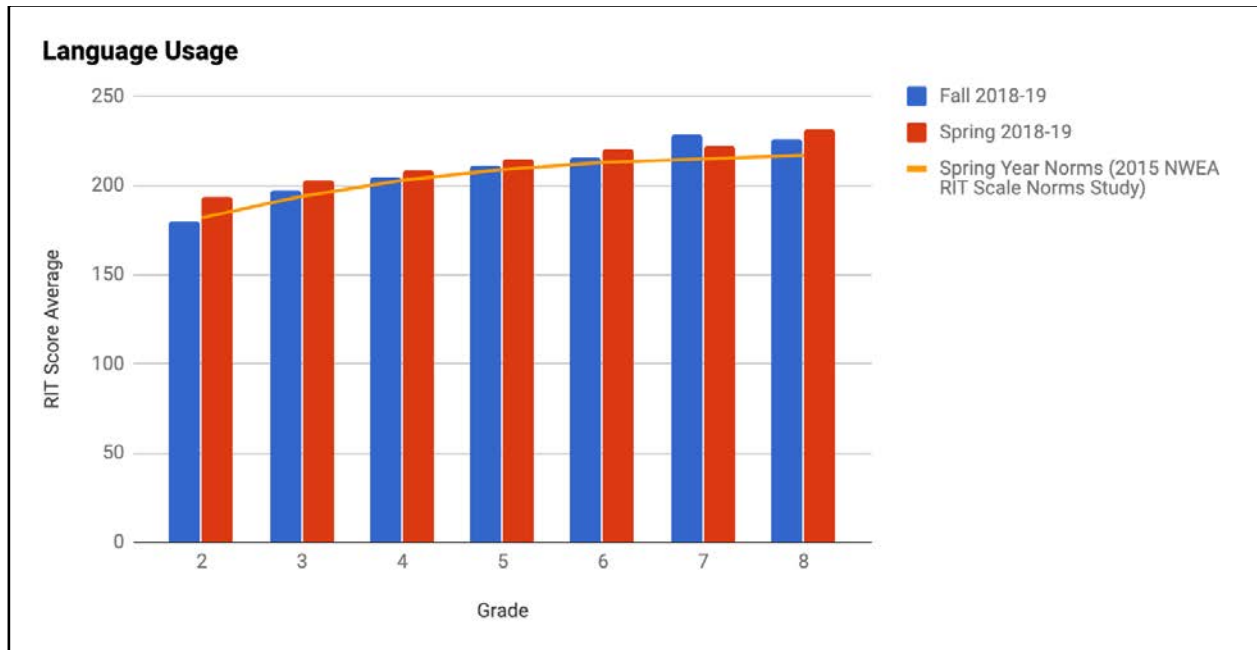
Report on District Specific Benchmark Assessment Data

Hickman Community Charter District MAP Results 2018

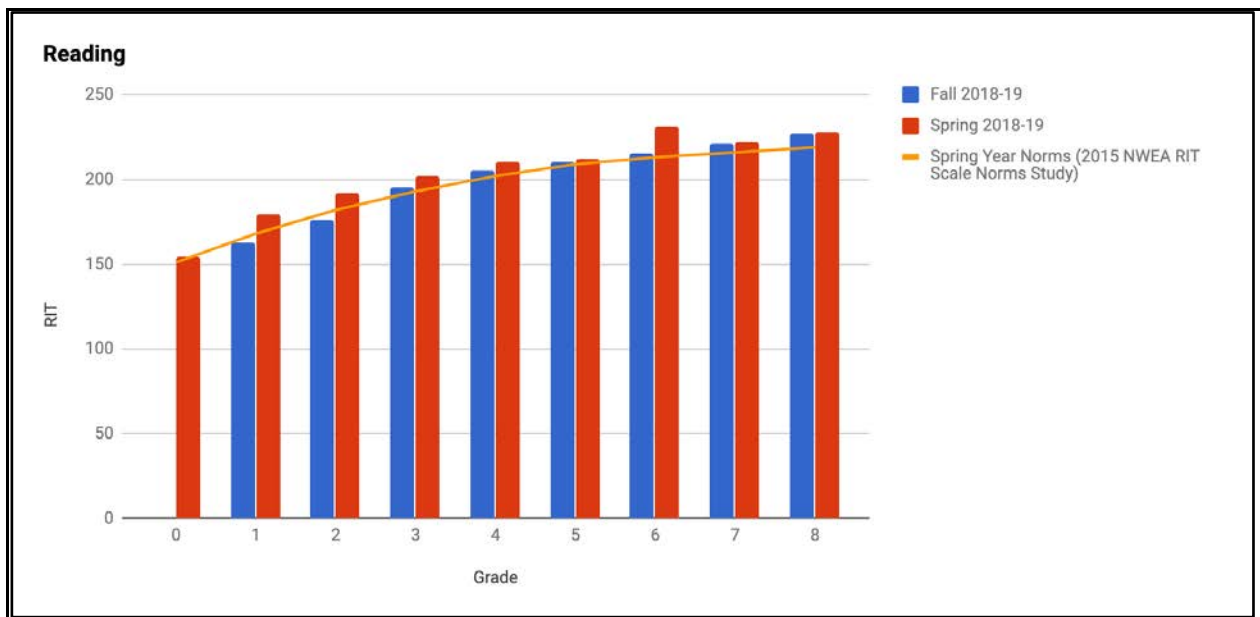
Hickman Community Charter District utilizes **Northwest Evaluation Association Measures of Academic Progress (MAP)** as a benchmark assessment in the areas of Language Usage, Reading, and Math since January of 2015. MAP is a computer-adaptive assessment that provides our teachers and administrators actionable data linked to instructional resources to meet students at their instructional level. Presently the MAP is required at Hickman Elementary and Middle Schools. MAP is currently voluntary for our homeschool students at Hickman Charter School.

In 2018-19 Grades 2-8 administered the MAP in the Fall and Spring. Kindergarten and First Grade took the MAP for Math Primary in Spring only. First grade took the MAP for Reading in both the Fall and Spring.

The three graphs below illustrate the progress of Hickman students between Fall of 2018 and Spring of 2019 testing as compared to the grade level norm (2015 NWEA MAP Growth Normative Data Study <https://www.nwea.org/content/uploads/2015/11/Normative-Data-2015.pdf>).

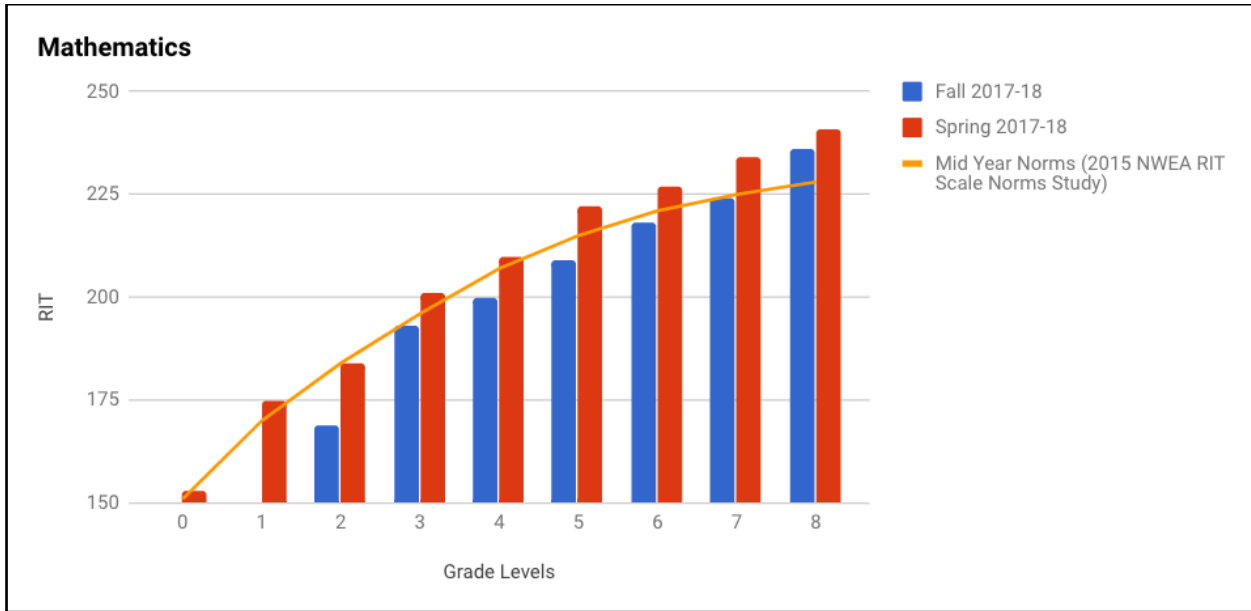


Note: Student performance on the Spring Language Usage testing met or exceeded or exceeded norm in all grade levels tested. Language usage is not tested in grades K-1.



Note: Student performance on the Spring Language Usage testing met or exceeded or exceeded norm in all grade levels tested.

Response from Hickman Community Charter

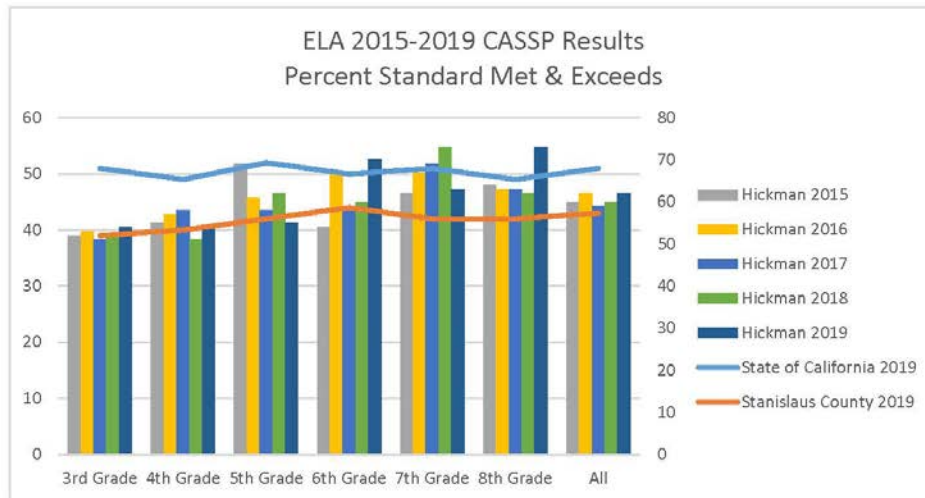


Note: Student performance on the Spring Math MAP met or exceeded the norm all grade levels. Grade K and 1 take MAP Math in the spring only.

County Office of Education Response:

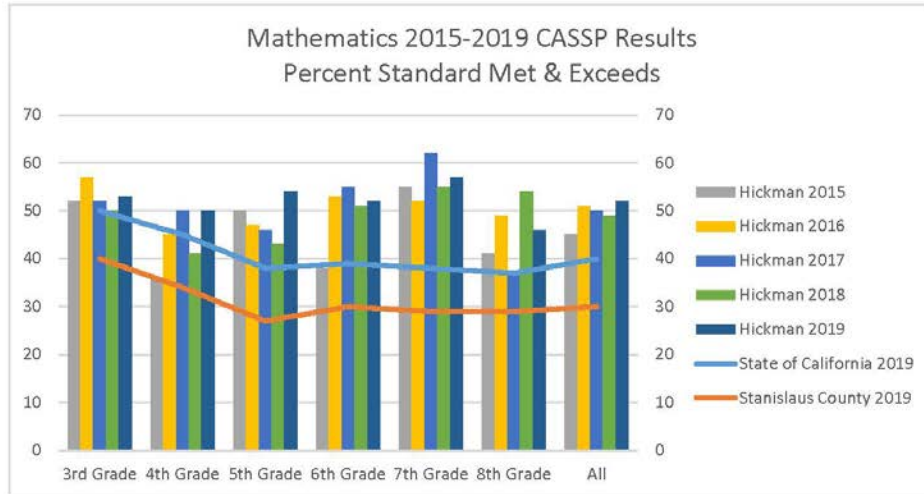
Section C: Charter District CAASPP data w/ demographic comparisons

Overall Results by Grade Level



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All
State of California 2019	51	49	52	50	51	49	51
Stanislaus County 2019	39	40	42	44	42	42	43
Hickman 2015	52	55	69	54	62	64	60
Hickman 2016	53	57	61	67	67	63	62
Hickman 2017	51	58	58	59	69	63	59
Hickman 2018	52	51	62	60	73	62	60
Hickman 2019	54	54	55	70	63	73	62

Response from Hickman Community Charter



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All
State of California 2019	50	45	38	39	38	37	40
Stanislaus County 2019	40	34	27	30	29	29	30
Hickman 2015	52	36	50	38	55	41	45
Hickman 2016	57	45	47	53	52	49	51
Hickman 2017	52	50	46	55	62	37	50
Hickman 2018	50	41	43	51	55	54	49
Hickman 2019	53	50	54	52	57	46	52

Summary of Academic Performance: The students of Hickman Community Charter District outperformed their county and state counterparts in all areas except for 3rd grade ELA scores. The focus continues to be on academic s and maintaining high expectations coupled with utilizing current research and effective instructional strategies.

Section D: SCOE acknowledgement of LCAP submission and update

As the designated contact person from the Stanislaus County Office of Education (SCOE), I hereby verify that the Hickman Charter District has:

- produced and voluntarily submitted for feedback its initial Local Control Accountability Plan (the LCAP)
- obtained an approval from the Stanislaus County Office of Education
- posted the acknowledgement letter from this County Office, dated July 27, 2018, on the district website: <http://www.hickmanschools.org/local-control-accountability-plan.html>

Section E: Schedule of SCOE’s Visit to Charter District

I visited Hickman Charter District on **Monday September 30, 2019**. I toured the facilities and interacted with a variety of staff, met with the superintendent to discuss the history of Hickman and we discussed short term and long term goals.

Response from Hickman Community Charter

Section F: SCOE's Summary of Charter District's Fall Dashboard Analysis

The superintendent is in close communication with the Assessment and Accountability Department in the Instructional Support Services Division of SCOE, and he has consulted with its office experts in regard to the analysis of the district's dashboard results. I am in agreement with the analysis presented in Section A of this report.

In regard to technical assistance offered to Hickman Charter District by the County Office of Education, SCOE supports the district with the following:

- From the office of the County Superintendent directly:
 - Monthly meetings of district superintendents
 - Consultation services with the superintendent
- From the Administrative Services Division of SCOE:
 - Liaison services to the CDE/SBE in regard to monitoring
- From the Business Services Division of SCOE:
 - Budgeting, Accounting, Payroll, Retirement Reporting and Compliance Assistance
 - Monthly Business Administrators' meetings
- From the Educational Options Division, Prevention Department of SCOE:
 - Review of school/district safety plans
- From the Human Resources Division of SCOE:
 - Bimonthly meetings of Personnel Administrators
 - Substitute Placement for Teachers
- From the Instructional Support Services Division of SCOE:
 - LCAP Planning and Support
 - ELPAC Coordinator Trainings
 - Access to the StanREADS Action Team of the Cradle to Career Partnership
 - Professional Development for Implementation of NGSS
 - Curriculum/Project Directors' meetings and electronic network
 - Induction program for new teachers
- From the Technology Learning Resources Division of SCOE:
 - Access and support for QSS and Laserfiche
 - Internet Services
- From the county SELPA:
 - SELPA meetings and access to special pools

Section G: SCOE's Acknowledgement of Concerns, Commendations or Expectations for Remediation

Being my first year in this role I have used it to learn as much as possible about the county's role working with its charter schools. The administration at Hickman Charter has been open to any questions I have had and open their doors freely to visits and new ideas. The following are commendations:

Hickman has continued to improve its **physical plant** to improve student safety and provide additional space for student learning.

Hickman has enhanced its **communication with parents** through technology and during the Pandemim has utilized a variety of methods to keep everyone safe and maintain a high level of learning and communication.



Date: May 13, 2020

Jeff Albritton, Assistant Superintendent
Educational Options
Stanislaus County Office of Education

Information Memo regarding Hickman Charter District 2020-21: Charter District Response**A description of how the charter district will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.**

The district has adopted a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were in person. We have used the existing curriculum including online components and other supplemental online programs as necessary.

We have developed an assessment calendar that includes benchmark assessments. Benchmark (MAP) and unit assessments will allow us to assess pupil progress over time and ensure equitable access to a guaranteed and viable curriculum across classrooms. Formative assessments will be used at the classroom and grade team level to ensure rapid response to student' identified academic needs. Benchmark assessments will be administered via synchronous, remote proctoring by a teacher or paraprofessional.

We will measure participation by taking daily attendance in our SIS, PowerSchool. Students will be marked "present" for the class each day by participating in a direct communication with a certificated staff member and any combination of the four components below:

- 1) Remote attendance in a live session
- 2) Participation in a telephone call with the teacher about the student's well-being and work progress
- 3) Submission of an asynchronous assignment
- 4) Usage of an online adaptive learning program

Teachers will measure the time value of pupil work during their preparation time on Fridays. Once the plans have been written for both synchronous and asynchronous learning for the week ahead, teachers will independently review the schedule and state the minimum time required for a student of that grade to complete the assignments each day. This will be compared against state requirements to ensure we are meeting the required minutes for time value of assignments. Schools use a Weekly Engagement Record to determine the extent of participation.

A description of how the charter district will ensure access to devices and connectivity for all pupils to support distance learning.

All students whose parents request one, were provided a Chromebook or similar device in order to participate in distance learning. Those families who did not have internet access were provided with a wi-fi hotspot to allow for internet access. Any family who has an extenuating circumstance regarding technology access that is beyond the current offerings were assisted on a case-by-case basis. We have provided onsite access to wifi for families that cannot connect in any other manner.

A description of how the charter district will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration of the charter district’s demographics and grade levels served.

The district is addressing learning loss and accelerate learning loss for students through:

- All Students: Supports are provided through a combination of in-person instruction, e-Learning platforms, tutoring and teacher office hours where 1:1 support may be provided. Personalized intervention e-learning platforms include: IXL, ZEARN Learning Recovery Path in mathematics, MAP Accelerator, intervention materials included in the adopted curriculum.
- English Learners: Targeted/Strategic support focuses on interventions to ensure students make progress toward English language proficiency and meet grade-level academic achievement; ensures accessibility to curriculum; and provides frequent communication with parents.
- Students with exceptional needs: The IEP process customizes educational opportunities; identifies student needs and determines targeted/strategic supports when necessary; ensures accessibility to curriculum; and provides frequent communication with parents. Small cohorts of special day class students started on campus from 8-11AM on 9/8/2020.
- Low-income, Foster Youth, Homeless: Targeted/Strategic interventions will be supportive to meet students social-emotional and academic needs; address absenteeism; address any barriers to re-engage students in learning; and provide frequent communication with parents/caregivers.

A description of how the charter district will monitor and support mental health and social and emotional well-being of pupils during the school year.

By prioritizing student safety and managing stress, educators can support the wellbeing of students and their long term academic success by identifying children and families who

need additional support and connecting those families and students to resources based on their needs.

Tier 1-Universal - Provide to all staff and students regardless of risk to promote positive social, emotional, and behavioral skills.

- Morning check in
- Provide routine and structure in the classroom setting
- Community resources
- School wide lessons (school psychologist and CHS)
- District wide focus on promoting well being
- Provide social emotional support to students and parents-facilitate connections.
- Parent outreach and engagement (sierra vista parent classes)

Tier 2-Targeted Strategies: Students needing more support than universal provides. Focus on supporting students who are at risk or in need of academic, social emotional, or behavior support.

- Check in/ check out
- Professional learning for staff on how to support at risk students (SIERRA-presentation)
- Referral to community based resources
- Mental Health Referral to school psychologist/Student Study Team

Tier 3- Intensive Strategies: Individualized support to promote positive academic and behavioral outcomes. Strategies implemented for student who have been identified with a disability or in need of higher level of social emotional support

- School psychologist to refer to SAP from Sierra Vista/Center for Human services if needed
- Behavior contract
- Referral for special education assessment
- 504 supports

A description of how the charter district will address the anticipated apportionment deferrals.

The governing board has set the district reserve at 25% designated for fiscal uncertainty. For the 2020-2021 school year, labor concessions were agreed on as a means of maintaining the district's financial health. These concessions consisted of a freeze in step and column for one year and a decrease of 3 instructional days. If necessary, temporary borrowing from the Stanislaus County Treasurer's Office is available should these measures not be enough to see us through the deferrals for the 2020-2021 school year.