



Tom Changnon, Superintendent

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Information Memo regarding **Hickman Charter District**

TO: Carolyn Pfister, Education Programs Consultant
California Department of Education

FROM: Susan Rich, Assistant Superintendent of Administrative Services
Stanislaus County Office of Education
Designated Contact for SCOE oversight of Hickman Charter District

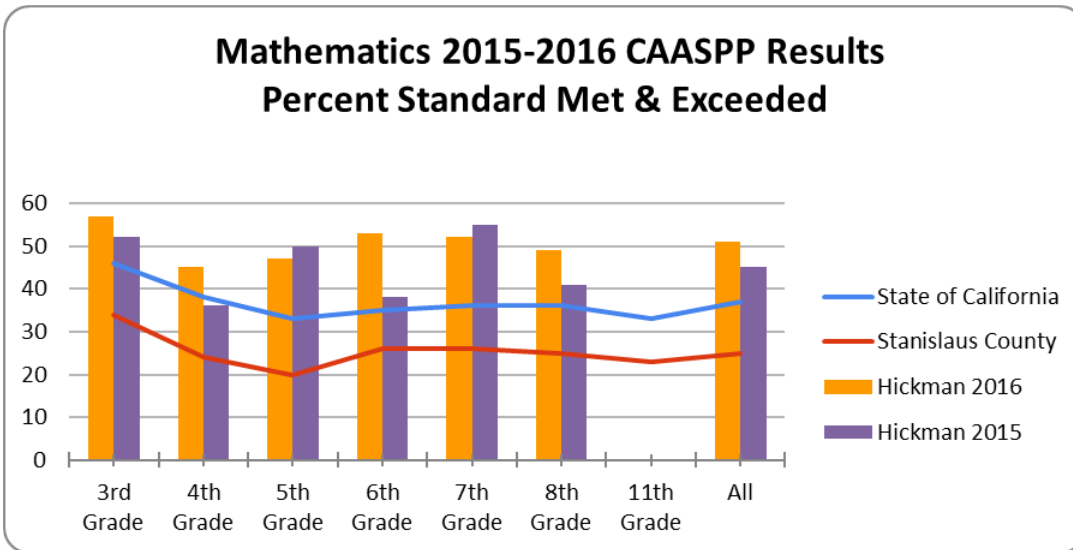
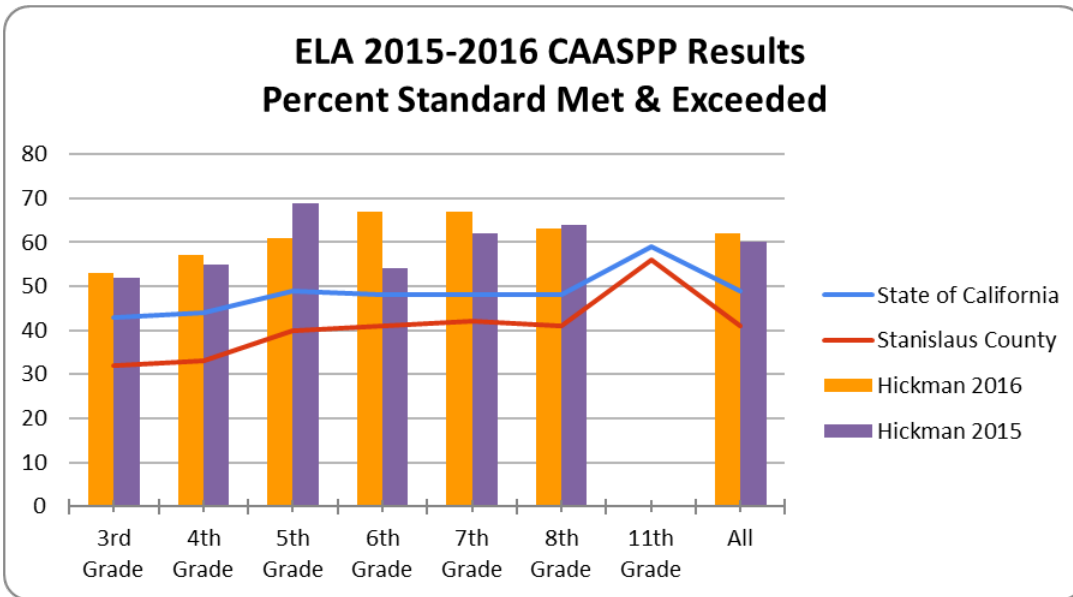
FOR: Submission to the State Board of Education regarding Supervisorial and
Oversight Assurances for Districtwide Charters

SUBMITTED: November 28, 2016

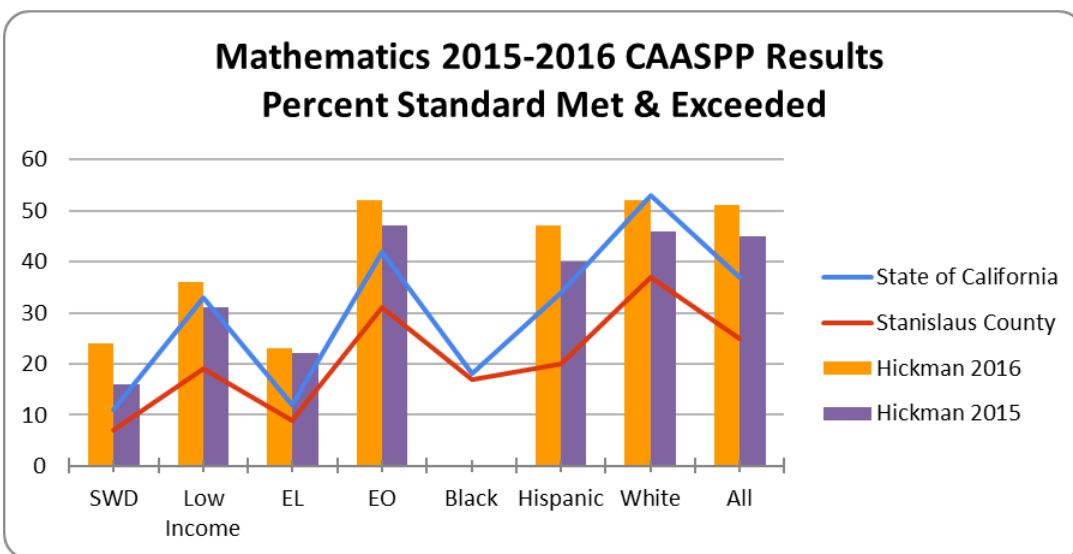
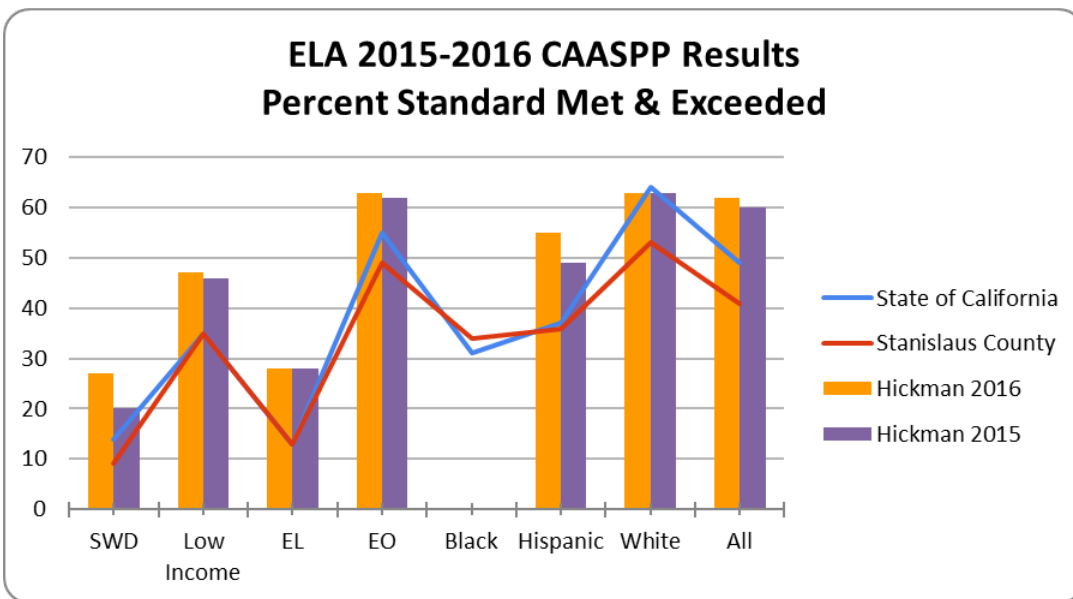
This Information Memo includes (as per Dec. 4, 2015 memo from Carolyn Pfister):

- Section A: Charter District CAASPP data, including:
 - A comparison to demographically comparable county performance data
- Section B: Charter District Response regarding academic performance, specifically:
 - 1. A report on district-specific benchmark assessment(s) data
 - 2. A narrative summary of academic successes
- Section C: County Office of Education acknowledgement of LCAP submission and update
- Section D: Schedule of charter district visit(s), including:
 - A discussion of any concerns, if pertinent

Section A: Charter District CAASPP data w/ demographic comparisons
Overall Results by Grade Level



Overall Results by Subgroup



Summary of Academic Performance: The students of Hickman Charter District outperformed their county and state counterparts in all but one demographic category (White Students compared to state average).

Section B: Charter District Response regarding academic performance through:

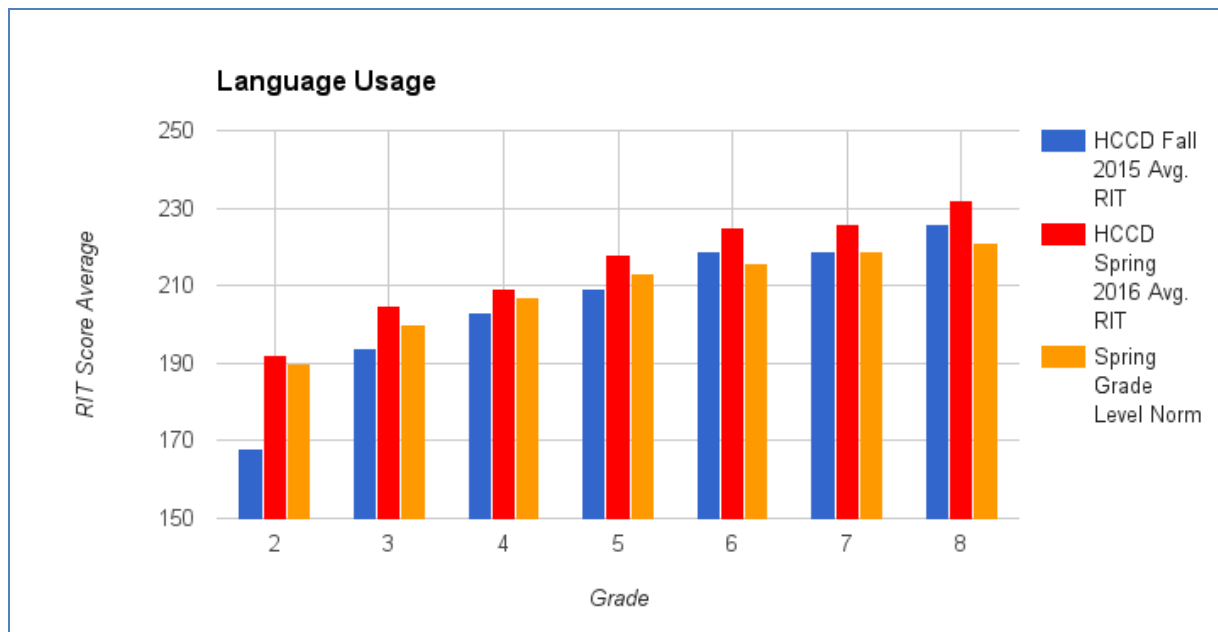
Section B-1: Report on District Specific Benchmark Assessment Data

Hickman Community Charter District **MAP Results 2016**

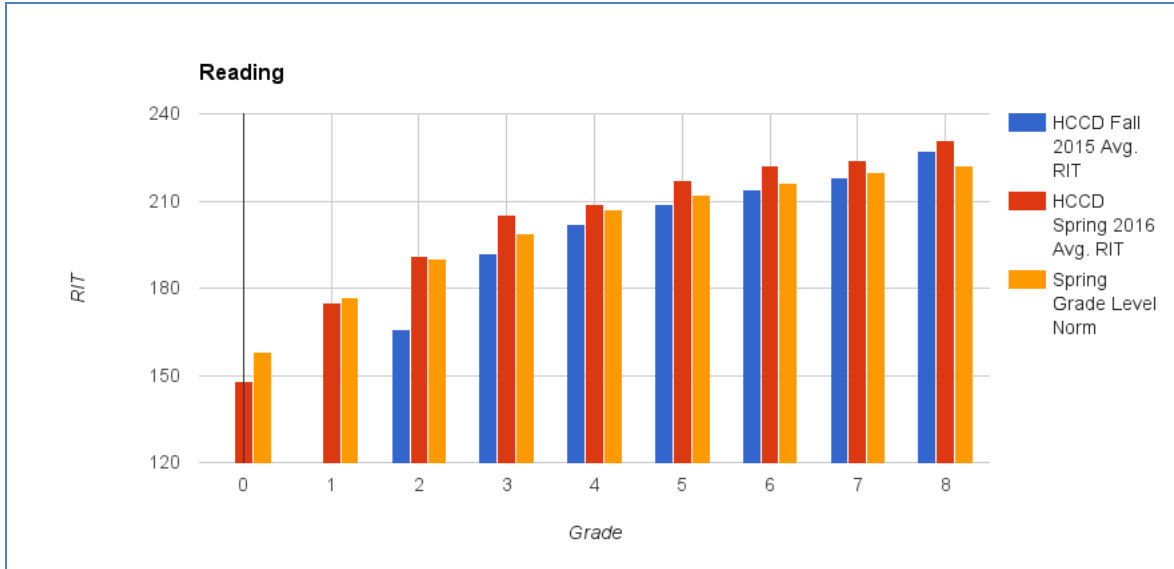
Hickman Community Charter District has utilized **Northwest Evaluation Association's Measures of Academic Progress (MAP)** as an interim assessment in the areas of Language Usage, Reading, and Math since January of 2015. MAP is computer-adaptive assessment that provides our teachers and administrators actionable data linked to instructional resources to meet students at their instructional level.

In 2015-16 Grades 2-8 administered the MAP three times (September, January, and May). Grades K-1 takes MAP for Primary (Reading and Math) in May only.

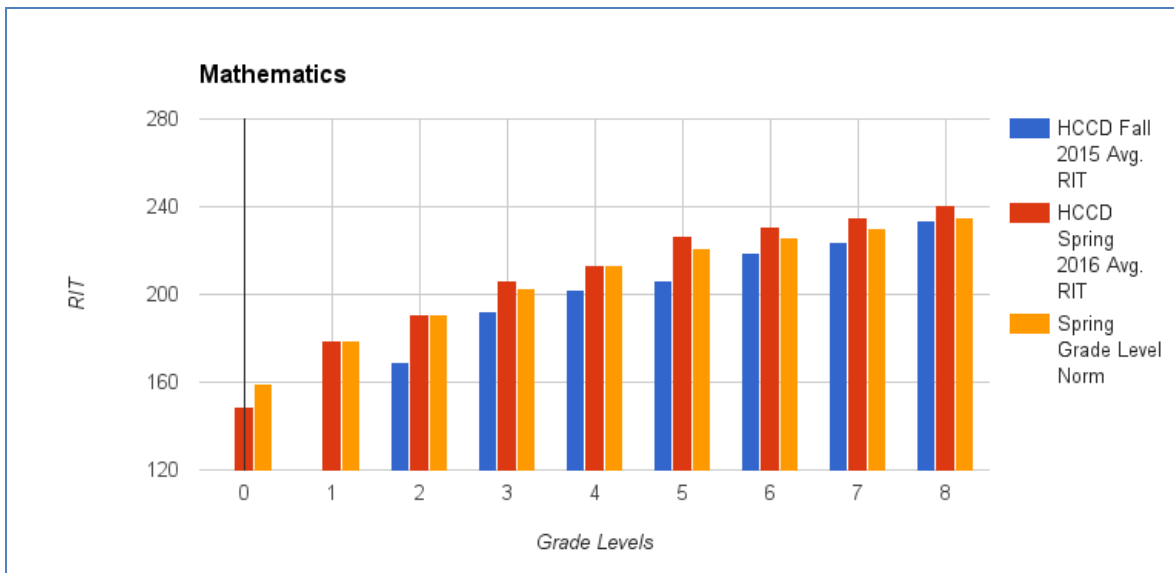
The three graphs below illustrate the progress of Hickman students between September 2015 and May 2016 testing as compared to the end of year grade level norm for the over 1 million students that currently take MAP. Presently the MAP is required at Hickman Elementary and Middle Schools. MAP is currently voluntary for our homeschool students at Hickman Charter School.



Note: Student performance on the May Language Usage testing exceeded the norm in all grade levels tested. Hickman grade 2-8 students' average growth from September to May was at the 63rd percentile (MAP Growth Reports) in Language Usage. Language usage is not tested in grades K-1.



Note: Student performance on the May Reading MAP met or exceeded the norm in all but two grade levels. Hickman grade 2-8 students' average growth from September to May was at the 62nd percentile (MAP Growth Reports) in Reading. Grade K and 1 take MAP Reading in the Spring only.



Note: Student performance on the May Math MAP met or exceeded the norm in all but one grade level. Hickman grade 2-8 students' average growth from September to May was at the 63rd percentile (MAP Growth Reports) in Mathematics. Grade K and 1 take MAP Math in the Spring only.

Section B-2: Narrative Summary of academic successes

Housing three schools on a single campus allows Hickman Community Charter District to leverage resources to provide a wide range of education supports and extended learning opportunities.

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.
- Websites and Facebook pages to communicate with parents and students, provide links to resources, support teachers and to celebrate learning.
- 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.)

Hickman Middle and Elementary Schools

- 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.
- HES and HMS summer school program have proven to mitigate summer learning loss.
- 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.

Hickman Charter School (Homeschool Program)

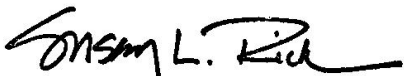
- Curriculum and materials: a wide range of both standards-aligned and enrichment options delivered to our students and parents through our "Annex", by both Education Coordinator recommendation and by parental choice.
- Monday morning classes in Mathematics and English/Language Arts for students in grades K-8 for a variety of objectives: enrichment, intervention, core-mathematics. Middle school afternoon classes focusing on the science and social studies.

- 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 which include: Math, Social Studies, Science, Technology, Art and our K-1 curriculum.
- Outdoor Education: a whole-family thematic instruction and camping experience along the Tuolumne River near Turlock Lake.
- STEM Faire: a student exhibition of science and engineering learning and discovery.
- Online instructional resources: e.g. ALEKS, ST Math, Discovery, ExploreLearning, Dreambox Math and Zearn.
- Science Olympiad: both elementary and junior high teams (our junior high team has won the regional competition for each of the past seven years!)
- STEM: Introductory and Advanced LEGO Robotics for 5-8; WeDo LEGO Robotics for 1-5; Maker Project of the Month for 1-5; Maker Garage Projects for 6-8; FIRST Lego League (FLL) teams.

Section C: COE 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) and posted the acknowledgement letter from this County Office, dated September 6, 2016, on the district website: <http://www.hickmanschools.org/local-control-accountability-plan.html>
- produced and voluntarily submitted for feedback an update to the LCAP the summer of 2016



Susan L. Rich, Assistant Superintendent
Administrative Services
Stanislaus County Office of Education

December 2, 2016

Date

Section D: Schedule of charter district visit(s)

I visited the Hickman District campus on Thursday, October 20, 2016, and was on campus for over two hours. The district administrators provided me with some background information in the morning before we walked the campus dropping in to many classrooms and visiting the activities where students from the various programs were blended. Because it was the 50th day of instruction, it was “50’s Day “ on campus. There were students in poodle skirts, and parents had volunteered to bring in some incredibly well preserved cars from the 50’s.

I have no concerns to report; rather I would share the following **commendations:**

- The District has a very strong and very positive culture on campus for all students and families. It is not at all uncommon to visit classrooms and find parents in the room, learning alongside their children so that they can reinforce learning at home. It is very apparent that all staff is very comfortable with the presence of parents and families and there are numerous sites on campus designed to be welcoming areas for them.
- The District is thoughtfully moving forward with some renovations to the campus by removing older structures and building some new ones. This summer, the staff re-organized the placement of classrooms, moving just about all teachers, so that grade level configurations made better use of proximity and shared spaces. The Maker space will be expanded for greater student access.
- Additionally, the issue of efficient and safe pick up and drop off practices for parents and their children will be addressed through collaboration with a nearby church.
- The culture of the school is very welcoming, and students who are formally placed on the autism spectrum and those who probably would be if assessed find a safe environment on campus. To augment their success, the district provides a “Leadership Development” program that is designed to help instruct these students with strategies to successfully navigate social environments. Students are welcome to join this group, with or without IEP’s.