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Tom Changnon, Superintendent

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Information Memo regarding **Hickman Charter District**

TO: Carolyn Pfister
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 of "Supervisory and Oversight
Assurances for Districtwide Charter Oversight"

SUBMITTED: February 28, 2018

This Information Memo includes (as per January 2018 memo from Carolyn Pfister):

- **Section A**: Charter District's Summary Review of Its Dashboard Results
- **Section B**: Charter District's Performance Summary of Other Metrics and Measureable Pupil Outcomes
- **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
- **Section G**: SCOE's Acknowledgement of Concerns, Commendations or Expectations for Remediation

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

Hickman Community Charter District understood early that the shifts required in the Common Core Standards for Mathematics would be our biggest challenge. Therefore, we directed our limited resources to address those shifts by adopting mathematics curriculum, identifying supplemental technology, and providing significant professional development. Although the Fall 2017 dashboard indicates some slip (yellow) in the change metric from the significantly high ratings in the Spring (green), we have chosen to stay the course with the programs we implemented as the new accountability system settles. In addition, the 2015-17 implementation of new ELA curriculum and professional development has led to increases in achievement levels (green) in ELA for all students.

The district continues to see gaps between the achievement of all students and the subgroups of students with disabilities (orange), low socioeconomic (orange), and English language learners (orange). Early discussions during this year's LCAP process have centered around: 1) the addition of para-professionals to support K-5 teachers' differentiated instruction targeted toward underperforming subgroups at our traditional, campus-based school, and 2) early identification and coaching with parents at our independent study/homeschool program. Implementation of this will require a significant investment of resources for personnel and training, which the district is committed to providing.

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

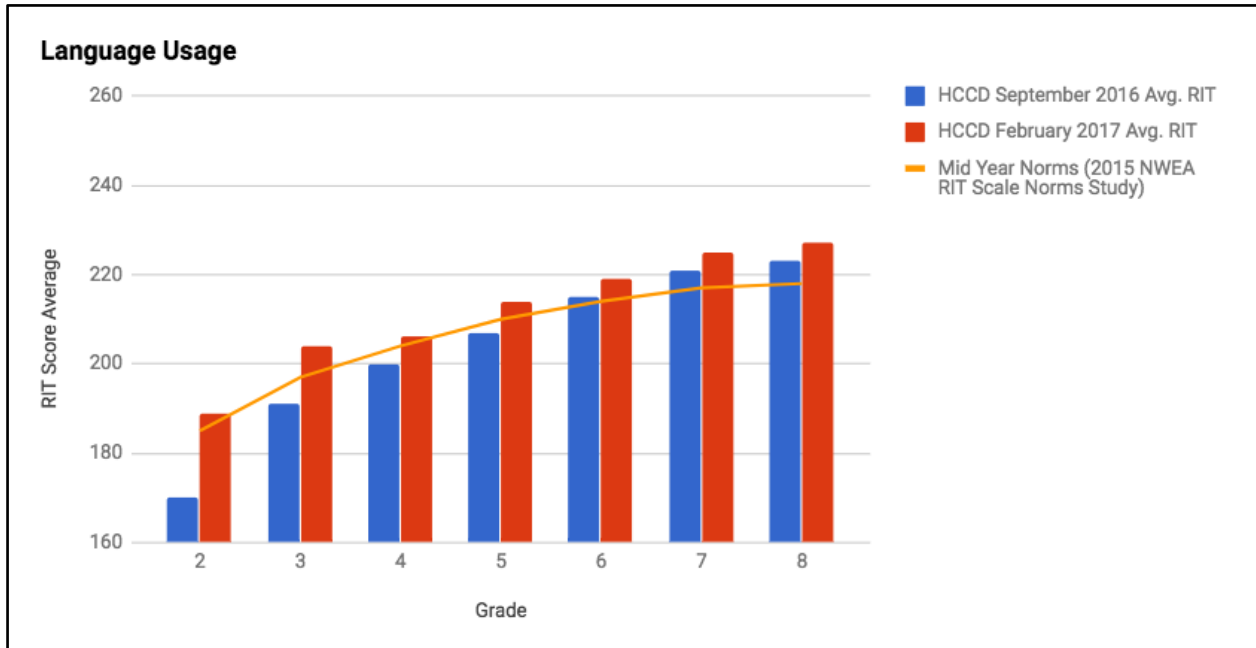
Report on District Specific Benchmark Assessment Data

Hickman Community Charter District MAP Results 2017

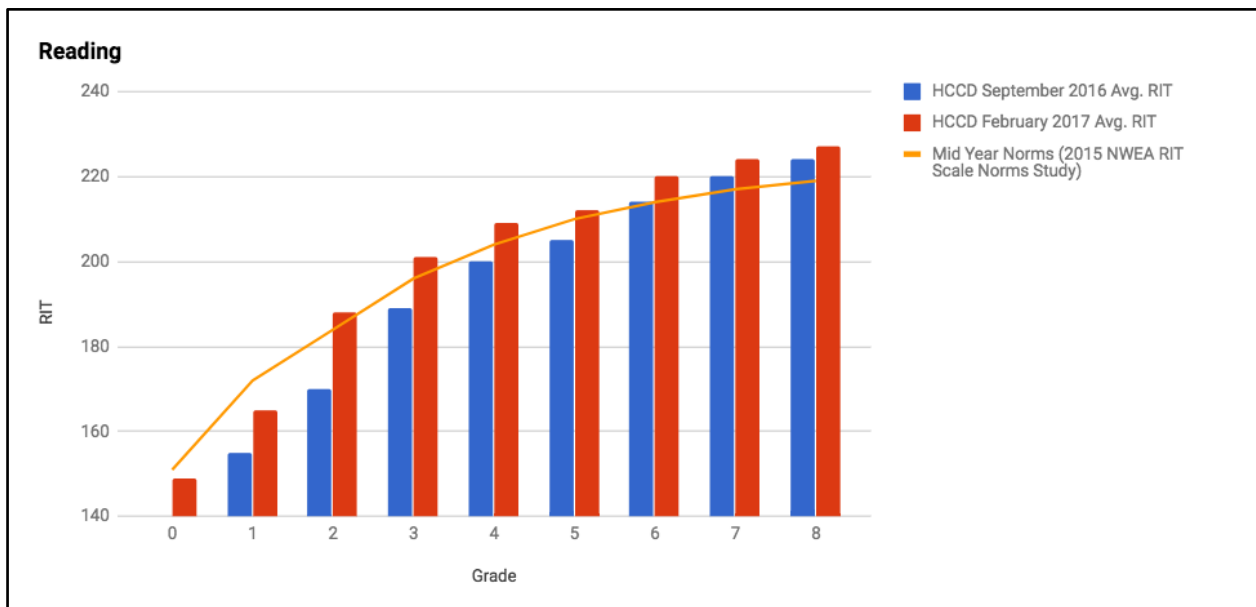
Hickman Community Charter District utilizes **Northwest Evaluation Association's Measures of Academic Progress (MAP)** as a benchmark assessment in the areas of Language Usage, Reading, and Math since January of 2015. MAP is computer-adaptive assessment that provides our teachers and administrators actionable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

In 2016-17 Grades 1-8 administered the MAP two times (September and February). Kindergarten took the MAP for Primary (Reading and Math) in February only.

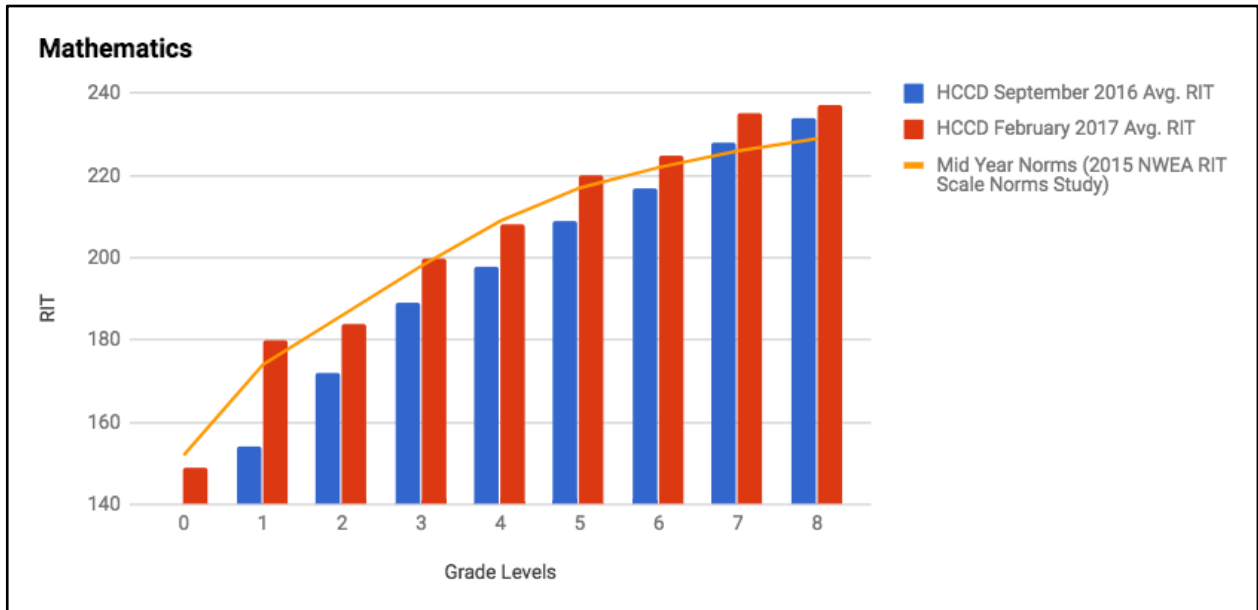
The three graphs below illustrate the progress of Hickman students between September 2016 and February 2017 testing as compared to the mid-year grade level norm (2015 NWEA MAP Growth Normative Data Study <https://www.nwea.org/content/uploads/2015/11/Normative-Data-2015.pdf>).



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



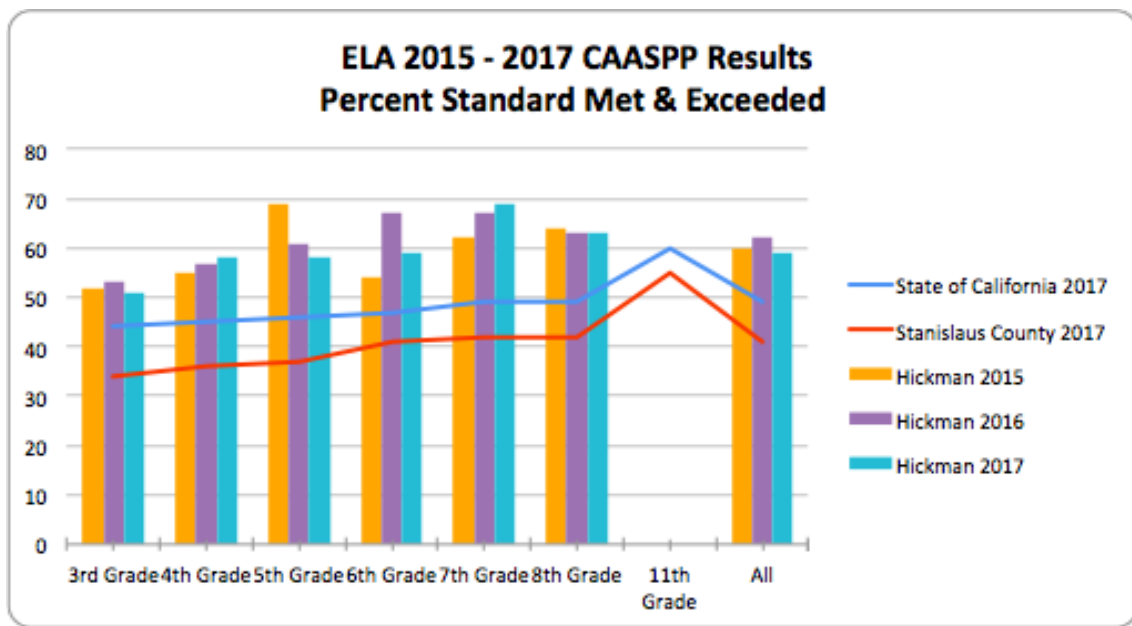
Note: Student performance on the February Reading MAP met or exceeded the norm in all but two grade levels. Grade K takes the MAP Reading in February only.



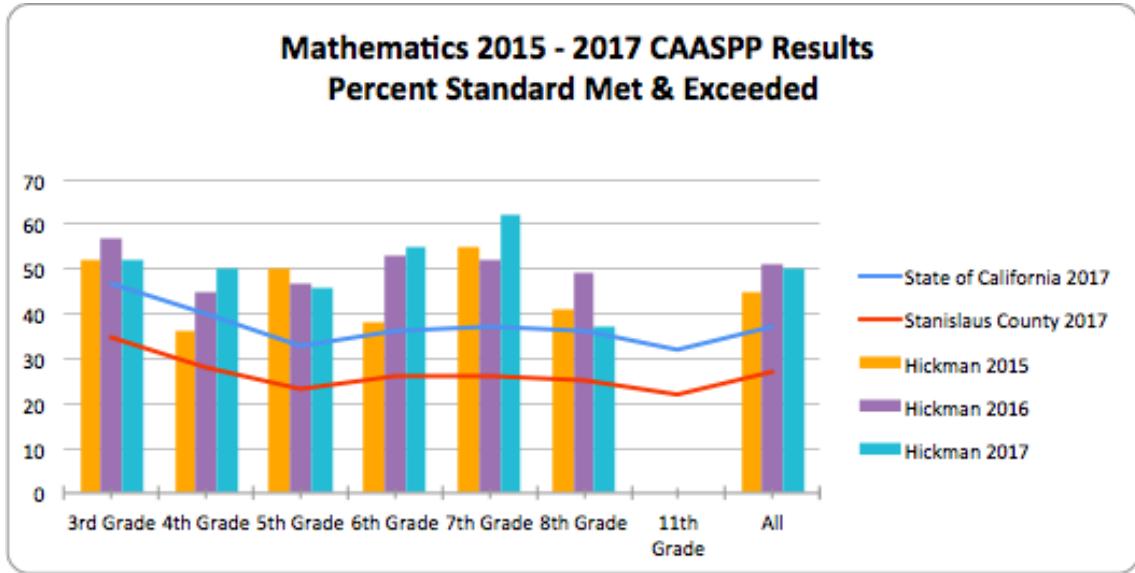
Note: Student performance on the May Math MAP met or exceeded the norm in all but three grade level. Grade K and 1 take MAP Math in the spring only.

Section C: Charter District CAASPP data w/ demographic comparisons

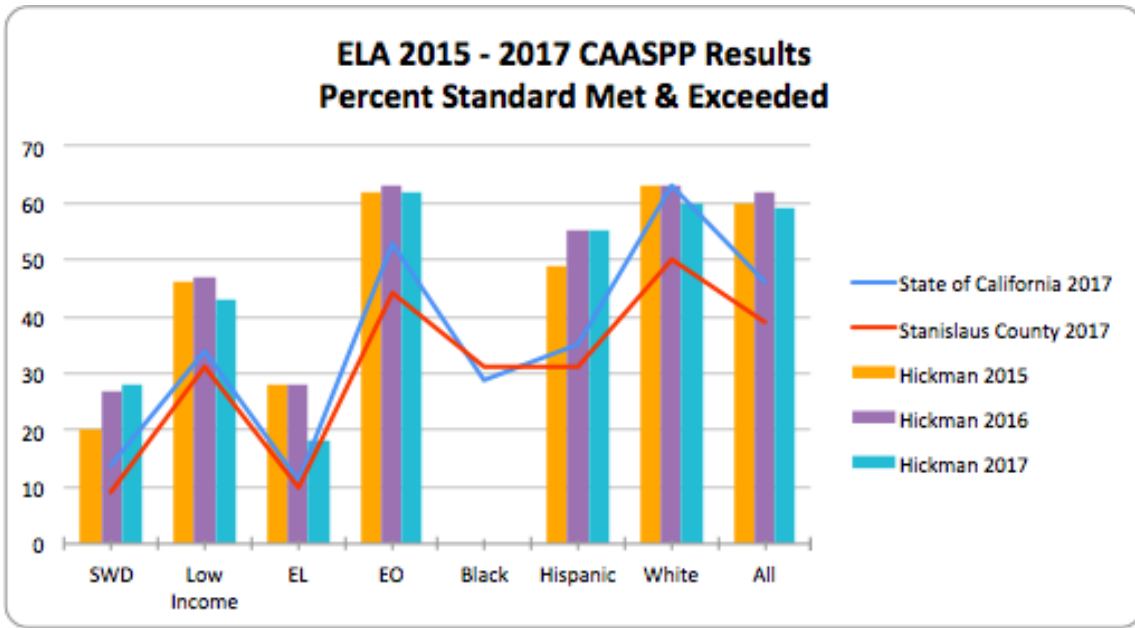
Overall Results by Grade Level

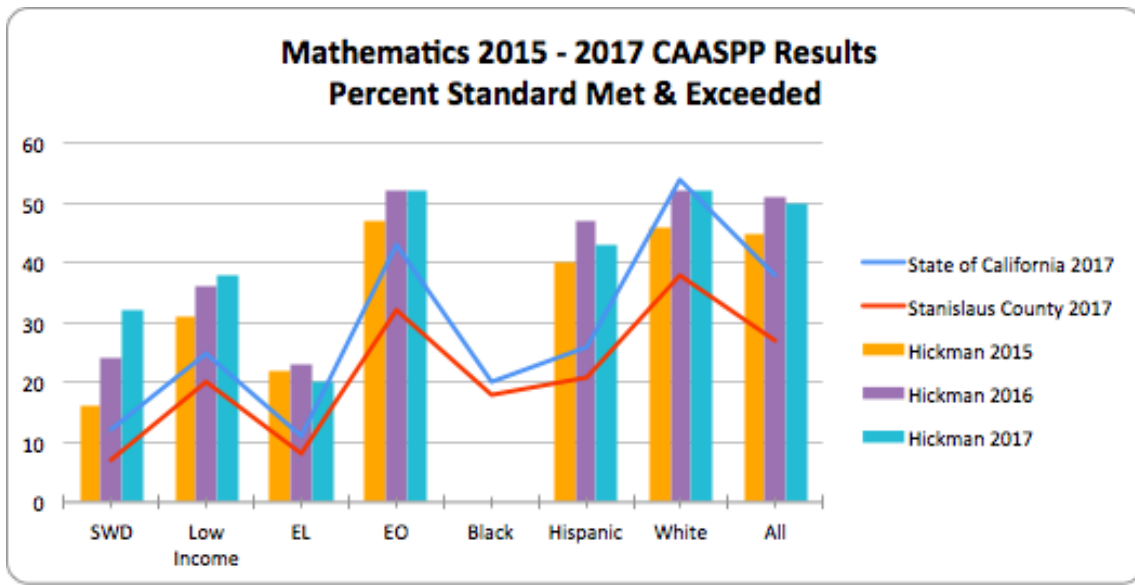


Response for Hickman Community Charter



Overall Results by Subgroup





Summary of Academic Performance: The students of Hickman Community Charter District outperformed their county and state counterparts in all but one demographic category (White Students compared to state average). There is demonstrable growth for the SWD, Low Income, and Hispanic subgroups. While Hickman EL students outperform both county and state counterparts, there is more work to be done with this group. District staff have indicated that the LCAP will address additional programs and supports for English Learners.

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) and posted the acknowledgement letter from this County Office, dated September 15, 2017, 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 2017

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

I visited the Hickman District campus on Thursday, October 19, 2017, and was on site for approximately three hours. This day was a celebration of the 50th day of instruction and some of the activities on campus for both homeschooling parents and their children and school-based students were themed around the 50's. I toured classrooms with the site principal of the K-8

school-based campuses, and I walked the campus with the Director of the Home-School based program.

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

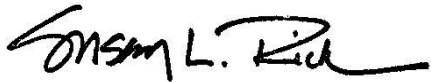
The superintendent is in close communication with the Assessment and Accountability Department of SCOE, and he has consulted with our office experts in regard to the analysis of the district's dashboard results. I am in agreement with the analysis presented in Section A of this report.

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

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

- The Elementary School staff embraced and implemented the new Common Core standards for mathematics before they were required to do so. Through participation in professional development, teachers have incorporated new and innovative changes to their math instruction. Last year's third graders had had access to this focus on math standards and instruction since kindergarten, and teachers are seeing the fruits of their labors begin to show in student achievement results.
- Through a Summer Fellowship, some elementary teachers have started to implement small group instruction, as has been typically the case for English language arts, for mathematics. The small groups are flexible and fluid and take place about twice a week. Teachers are excited about this new approach.
- Teachers are implementing *Wonders*, the English Language Arts (ELA) adoption, for the second year. Throughout last year, the first year of its use, they learned how to implement the basic pieces of the program, and this year, they are working to incorporate additional, supplemental pieces.
- The Middle School has implemented "The Life of a Warrior," a program headed up by the Physical Education teacher and focused on bettering the school for students. The participating students are excited about a new Peer Recognition program, and the teachers are more receptive to its implementation because ideas come from the students.
- A Leadership Team is new this year, the constituents include any interested elementary or middle school teacher. The staff is focused on Personal Standards of Culture which provide for a positive approach to phrasing questions, and redirecting and commending students for behaviors such as making good decisions.
- The Home School portion of the school is focused on equipping Parent/Educators to be the parent/educators they really want to be. To assist with that, Hickman provides a whole host of class options and enrichment/electives aligned to standards. The new ELA curriculum provides an opportunity to further coach parents and build better, deeper relationships with them.
- The Home School Director is implementing K-8 Parent Huddles, which provides opportunities to see a guided lesson as it unfolds and then to enter into a Question – Answer session afterwards.

- Additionally, the Home School portion of the school puts on a Math Festival, supported by the University of California, Berkeley.
- Opportunities for home school parent/educators and their students are advertised widely through both frequent and informative newsletters and a robust website.

A handwritten signature in black ink that reads "Susan L. Rich". The signature is fluid and cursive, with a long horizontal stroke at the end.

Susan L. Rich, Assistant Superintendent Date: February 28, 2018

Administrative Services

Stanislaus County Office of Education