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Tom Changnon, Superintendent

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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: January 2, 2019

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

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

Response from Hickman Community Charter

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

The district is excited about our students' achievement in ELA. The dashboard indicated green at 17.3 points above standard with a moderate gain of 3.4 points. In addition, no significant subgroup was below the yellow level. We were particularly of Hickman Elementary School who achieved at the blue level in ELA with no subgroup scoring below green. We attribute the overall success in ELA to our staff's implementation of the state standards, parent engagement, and positive school climate.

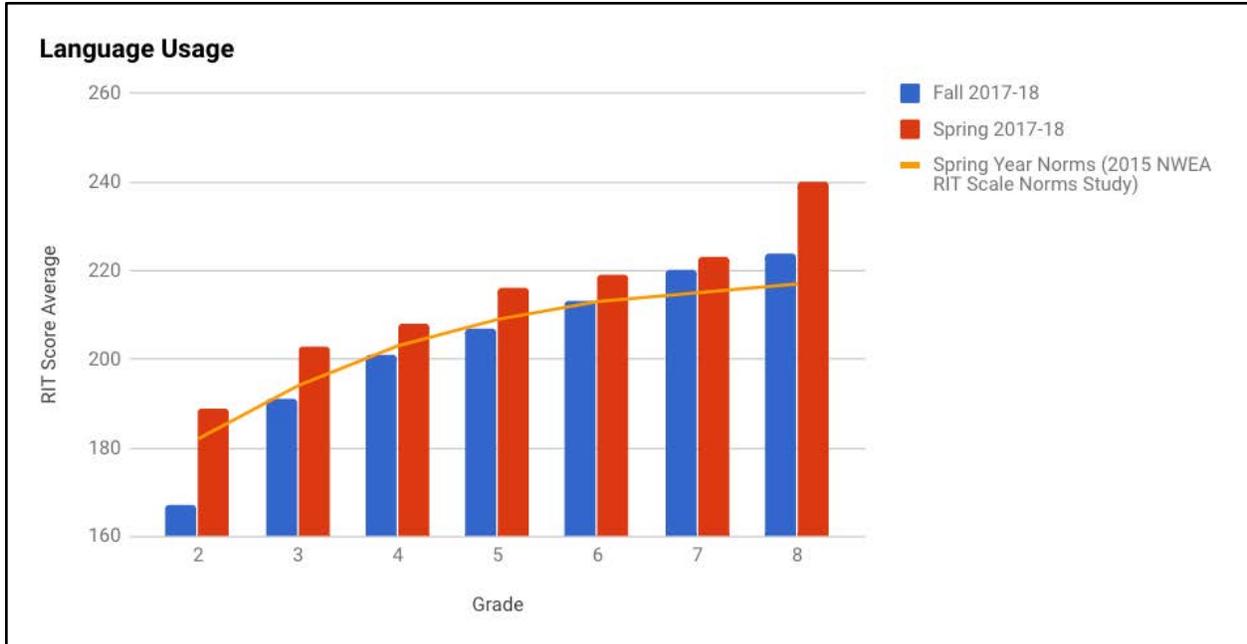
Although all students achievement in Math was yellow and far above the state average achievement level, the district continues to see gaps (although only one level below all students) for students with disabilities (orange), low socioeconomic (orange), and English language learners (orange). As part of the LCAP, Hickman Charter School has addressed math achievement through a pilot of new homeschool friendly math curriculum. Hickman Middle School chose to focus on implementation of strategies to support English Learners and other students that struggle.

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***

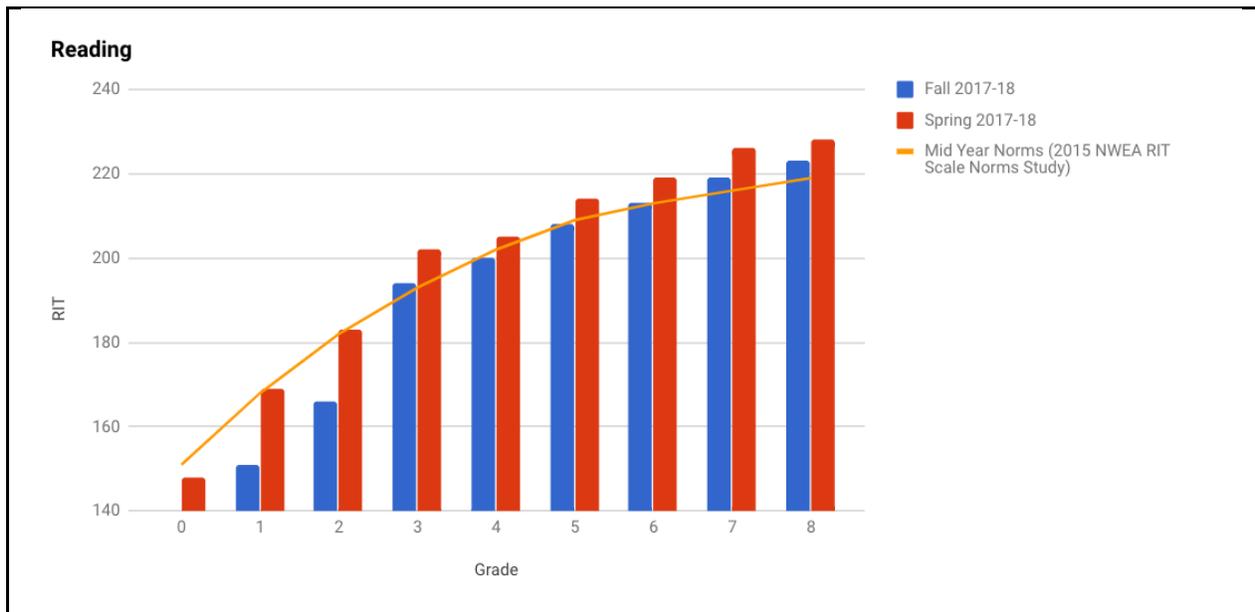
Hickman Community Charter District utilizes **Northwest Evaluation Association Measures of Academic Progress (MAP)** as a benchmark assessment in the areas of Language Usage, Reading, and Math since January of 2015. MAP is computer-adaptive assessment that provides our teachers and administrators actionable 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 2017-18 Grades 2-8 administered the MAP in the Fall or Spring. Kindergarten and First Grade took the MAP for Primary (Reading and Math) in Spring only.

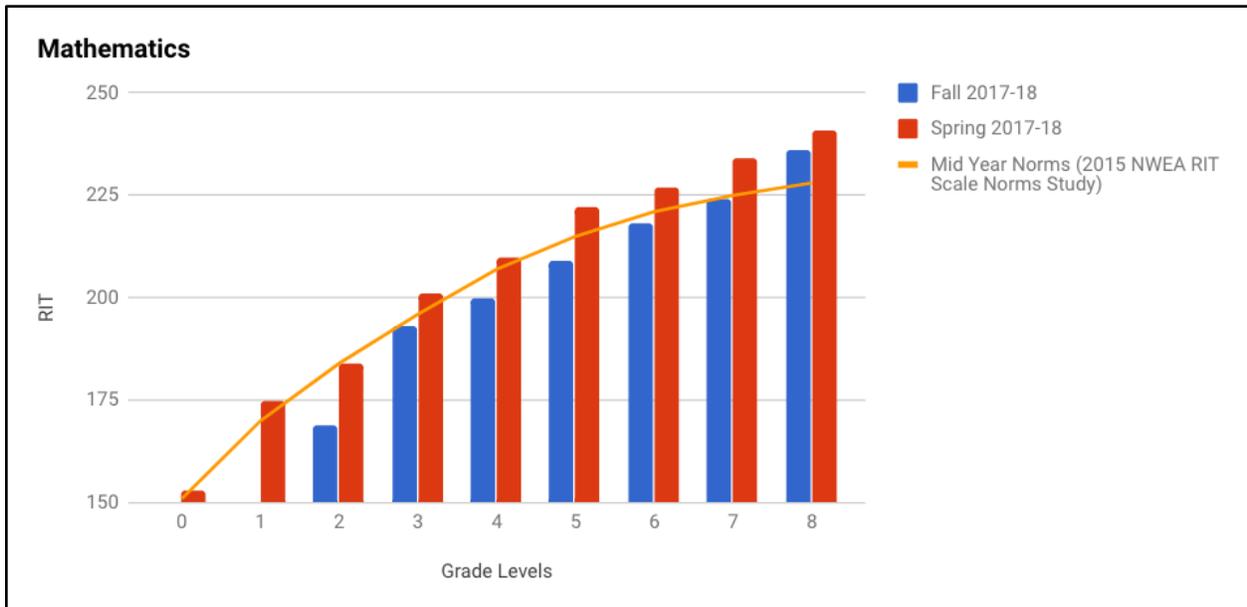
The three graphs below illustrate the progress of Hickman students between Fall of 2017 and Spring of 2018 testing as compared to the mid-year grade level norm (2015 NWEA MAP Growth Normative Data Study <https://www.nwea.org/content/uploads/2015/11/Normative-Data-2015.pdf>).



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

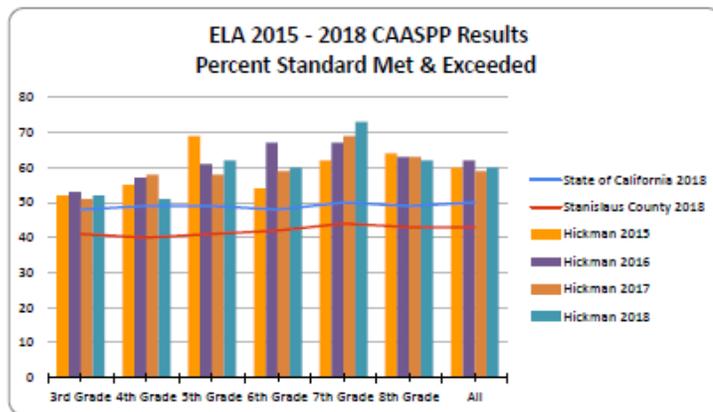


Note: Student performance on the Spring Math MAP met or exceeded the norm all grade levels. Grade K and 1 take MAP Math in the spring only.

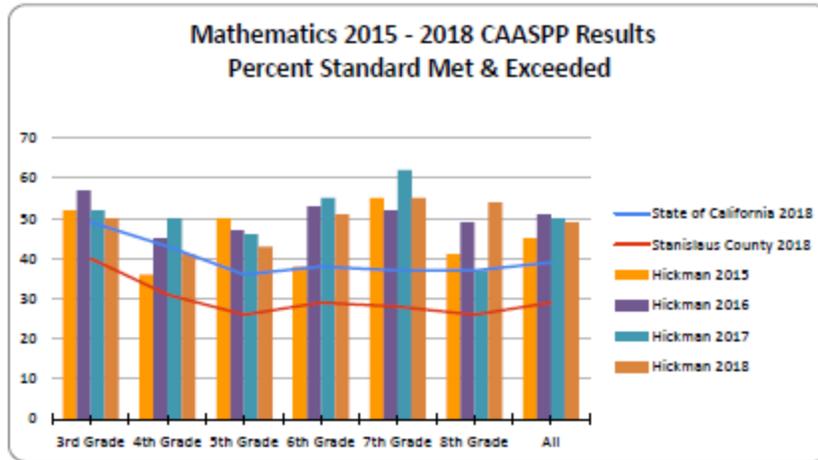
County Office of Education Response:

Section C: Charter District CAASPP data w/ demographic comparisons

Overall Results by Grade Level

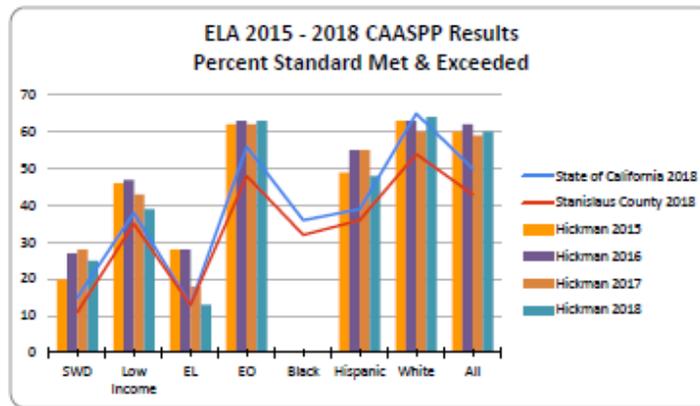


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All
State of California 2018	48	49	49	48	50	49	50
Stanislaus County 2018	41	40	41	42	44	43	43
Hickman 2015	52	55	69	64	62	64	60
Hickman 2016	53	57	61	67	67	63	62
Hickman 2017	51	58	58	59	69	63	59
Hickman 2018	52	51	62	60	73	62	60



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All
State of California 2018	49	43	36	38	37	37	39
Stanislaus County 2018	40	31	26	29	26	26	29
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

Overall Results by Subgroup



	SWD	Low Income	EL	EO	Black	Hispanic	White	All
State of California 2018	15	38	13	56	36	39	65	50
Stanislaus County 2018	11	35	13	48	32	36	54	43
Hickman 2015	20	46	28	62	*NR	49	63	60
Hickman 2016	27	47	28	63	*NR	55	63	62
Hickman 2017	28	43	18	62	*NR	55	60	59
Hickman 2018	25	39	13	63	*NR	48	64	60

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)
- obtained an approval from the Stanislaus County Office of Education
- 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>

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

I visited Hickman Charter District on Thursday, December 13, 2018. I specifically requested to see the changes to the campus since my last visit and to meet with new personnel. I toured the new facilities and interacted with a variety of staff, met with the superintendent to discuss milestones and challenges, and visited with the new co-directors of the Home School portion of Hickman 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 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

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- 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

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

Hickman has implemented some changes since my visit last year that directly impact the **academic delivery systems** for students:

- A .8 FTE Reading Specialist has been added to Hickman Elementary School to specifically serve low socio-economically disadvantaged and English Learner students
- The district is replacing its 1:1 tech devices, or Chromebooks, to ensure effective use of technology for instructional delivery

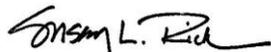
Hickman has revised its **teacher evaluation system** to increase the meaningfulness of the process. The negotiated instrument includes:

- Teacher-generated SMART goals focused on student achievement
- Mid-year checks and end of year reflections
- Alignment to the California Standards for the Teaching Profession (CSTP)

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

- This district is in the process of implementing a new primary playground through a matching grant.
- The district is putting the finishing touches on two new STEM Maker classrooms for both the Hickman Elementary School and Hickman Charter School students.
- The district has upgraded its security camera system.
- The district has entered into a new parking lot agreement with the neighboring Hickman Church to allow for more parking and a safer and more efficient student drop off and pick up.
- The district has completed a new parking lot to the west of the facilities allowing more direct access to the campus for home-schooling families.
- The district has moved into its new administrative offices, more effectively housing staff across its programs, providing staff with nearby facilities, and allowing for more private conference areas for private meetings with families.

Hickman has enhanced its communication with parents through the purchase of "ParentSquare," and enhanced and consolidated parent communication system that is easily accessed by teachers, resource providers, and administration through a variety of communication methods (text, email, robo-calls). Anecdotal reports from parents indicate they like the system, and a survey has indicated that the staff loves the new system.



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

Date: Jan. 2, 2019