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

Response from Hickman Community Charter

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**Information Memo dated March 14, 2023 FOR:
Submission to the State Board of Education of
“Supervisory and Oversight Assurances for
Districtwide Charter Oversight”**



Educational Options

Saundra Day, Assistant Superintendent
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TO: Carolyn Pfister
California Department of Education

FROM: Saundra Day, 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: March 14, 2023

This information Memo includes (as per February 1, 2023 Memo from Carolyn Pfister);

Charter District Response:

- **Section A:** Charter District’s Academic Memorandum- Academic Progress

County Office of Education Response:

- **Section B:** SCOE’s Acknowledgement of LCAP Submission
- **Section C:** Schedule of SCOE’s Visits to Charter District
- **Section D:** Summary of Any Technical Assistance Offered to Charter District by SCOE
- **Section E:** SCOE’s Acknowledgement of Concerns, Commendations or Expectations for Remediation

**Section A: Charter District's Academic Memorandum
– Academic Progress (Hickman Community Charter
District Academic Memorandum)**

Section A: Charter District's Academic Memorandum-Academic Progress

Hickman Community Charter District

Academic Memorandum

General Information

Address: 13306 Fourth Street Hickman, CA 95323

Website Address: WWW.Hickmanschools.org

County-District-School (CDS) Code: 50711000000000

Charter Number: 00D4

Charter Term: 2020-2025, AB130 Extension to 2027

District Description:

Hickman Community Charter District is a three-school district located in an unincorporated portion of eastern Stanislaus County. The community is surrounded by agriculture: primarily almonds and dairy farms. We serve students from within our traditional district boundaries as well as the many families who choose us as an educational alternative to traditional public schools.

Hickman School District joined the Charter world in 1994 when it sponsored a start-up school, Hickman Charter School. Hickman Charter Schools is a "university model" which blends the best of study at home with on-site classes and online programs. It was created in response to parents who were looking for high-quality individualized options for their children and teachers who recognized that the traditional system sometimes does not meet the needs of all children.

After witnessing the success of the Hickman Charter School students, along with the positive power of the parent/staff collaboration, both the districts' Elementary (K-5) and Middle School (6-8) chose to embrace the possibilities charter status could afford. Charter status empowered us to better meet the challenge of supporting the diverse needs of all students. Thus, in 2000 both schools converted to charter status. The validation of this decision to convert to charter status was evidenced when the middle school was awarded Distinguished School status in 2003 and the elementary school qualified as a Distinguished School nominee in 2004. In 2014 Hickman Charter School also awarded Distinguished Schools status and in 2019 Hickman Elementary was

awarded Distinguished School status. Since there are just 3 schools in the district, once all became charter, we became Hickman Community Charter District. The district-wide charter was renewed by the State Board of Education in 2005, 2010, 2015, and 2020.

Hickman Community Charter District has a small overall percentage of low-income students and English Learner students. Due to this low percentage, we are not eligible for additional concentration funding that many of our neighboring districts receive from the state of California under the Local Control Funding Formula. Our overall percentage of unduplicated (English Language Learners, Low Income and Foster Youth) is less than 40% or approximately 360 of our 980 students.

Hickman's Mission

Inspiring students to learn and grow to their potential.

Vision

Every student a responsible, productive citizen in a diverse and competitive world.

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**

Our organization will work collaboratively and creatively to ensure student success in a supportive environment. Successes are recognized and celebrated. Parent involvement in the team 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**

Response from Hickman Community Charter

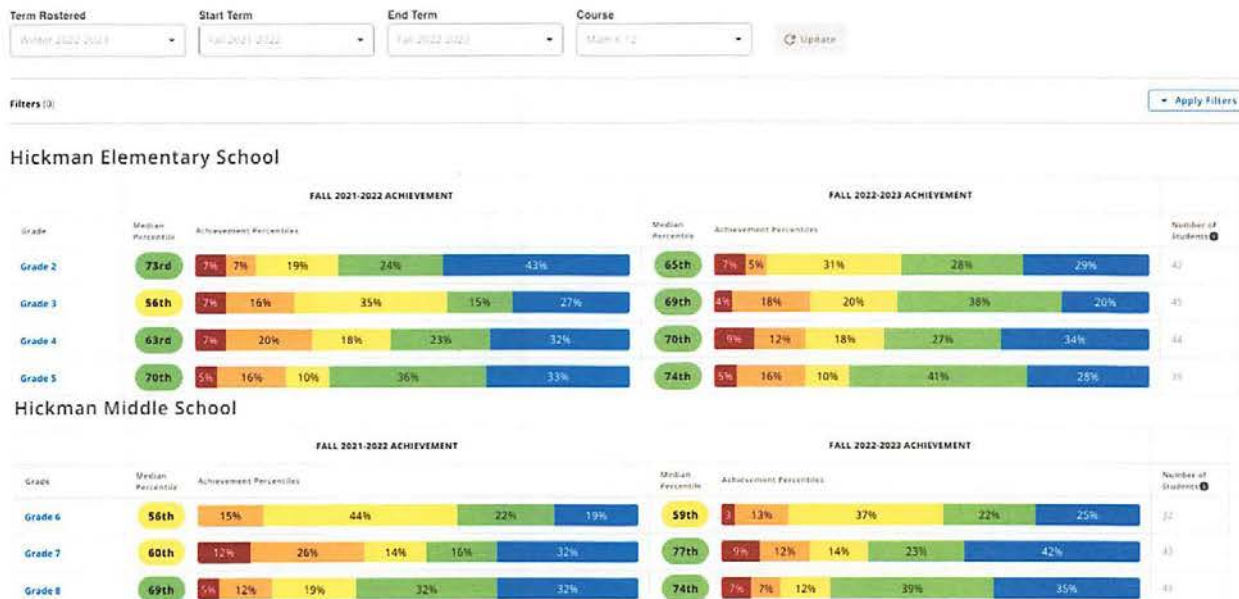
Staff, parents, and students collaboratively evaluate progress using multiple reliable measures, and make changes when needed.

2021–22 Enrollment: 982 total pupils
 Campus based Schools – 448 pupils
 University Model/Independent Study Schools – 534 pupils

Areas of Greatest Progress and Need

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. MAP is a computer-adaptive assessment that is on the CDE Verified Data Criteria. MAP provides our teachers and administrators with actionable data linked to instructional resources to meet students at their instructional level. Presently the MAP Assessment is required at Hickman Elementary and Middle Schools, as well as our Hickman Charter School “University Model”.

Hickman Charter District’s areas of greatest progress is in Math. We continue to make great strides in our math instruction considering the learning loss we experienced with the pandemic in 2020. With grades 4 - 8 all showing growth from Fall of 2021 to Fall of 2022. On the Fall of 2022 MAP Assessment 4 of the 5 grades levels achieved at the 70th or above Median Percentile.



Hickman Community Charter District's area of greatest need falls in the area of literacy for our youngest readers. We are seeing a slow recovery of the learning loss suffered by our TK and K students during the pandemic, who are now 1st and 2nd graders.

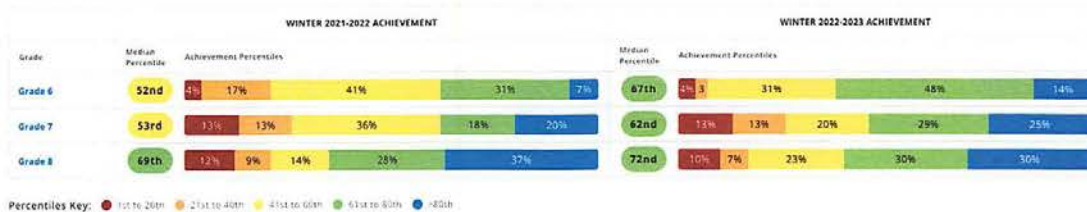
Response from Hickman Community Charter

Although we continue to make significant progress to improvement, it is a slow recovery. With our 1st graders only making it to the 38th Median Percentile.

Hickman Elementary School



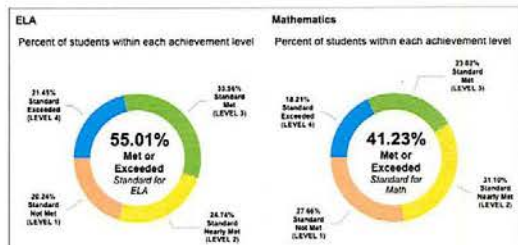
Hickman Middle School



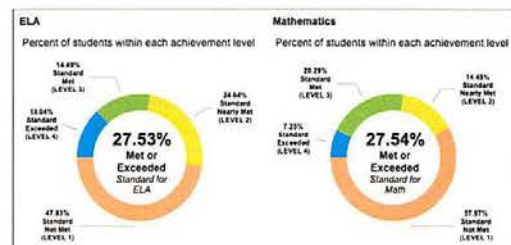
Percentiles Key: ● 1st to 26th ● 27th to 40th ● 41st to 60th ● 61st to 80th ● >80th

Other areas of great need fall within our Students with Disabilities and our English Learners sub groups. The SWD sub group performed nearly 30 % lower than their peers in both ELA and Math and our English Learners performed more than 30% lower than their peers in ELA and 21 % lower in Math.

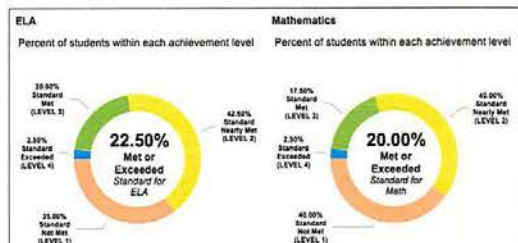
All Students:



SWD:



English Learners:



Hickman Community Charter District is addressing these areas of need in several ways. We have dedicated more paraeducator support to both our English Learners and our

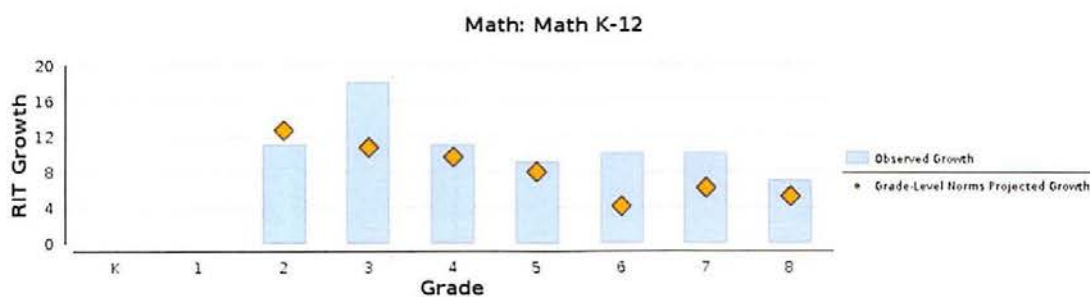
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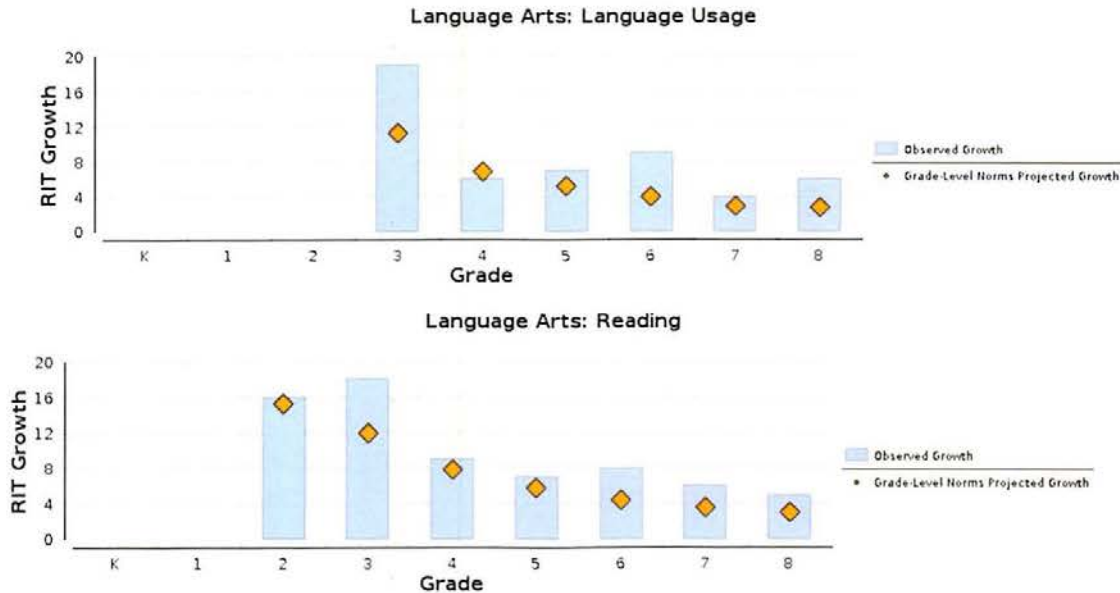
Students with Disabilities during their core instructional time. Now our students with disability receive their Specialized Academic Instruction while in their special ed class, as well as support when they are mainstreamed into the general ed classroom with their peers. We have added a reading specialist at the K-3 level and an intervention teacher at the 4-8 level. We are also developing our Expanded Learning Opportunity Plan so that students will be supported with interventions before and after school.

Summary of Performance on Measurable Pupil Outcomes

The core values stated in Hickman Community Charter District’s educational philosophy include that all students can learn and they learn in different ways, and that HCCD is committed to an individualized model of education which promotes high levels of student achievement through a rigorous curriculum with high expectations and strong support. In keeping with the educational philosophy, our measurable student outcome goals are for *all* students *progressing* towards their highest level of achievement and educational program attainment. 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

In 2021-22 Grades 2-8 administered the MAP in the fall and spring. Kindergarten and First grade took the MAP for Reading and Math in the Spring only. The three graphs below illustrate the progress of Hickman students in grades 2-8 tested in the Fall of 2022 compared to the grade level norm (2020 NWEA MAP Growth Normative Data Study <https://cdn.nwea.org/docs/MAP+Reading+Fluency+User+Norms+Overview.pdf>). Nearly all grade levels were at or above the norm. This illustrates that, despite the setbacks that came with distance learning late in the 2020-21 school year and early in the 2021-22 school year, Hickman Students kept pace with the national norm study set in a “normal year”.





2021–22 Local Control and Accountability Plan Progress

Goal #1: In order to assure that all students meet or exceed state standards, Hickman Community Charter District will continue to provide highly qualified teachers, curricula aligned to the standards, and top-quality educators.

As seen in the data charts above, HCCD is making continued progress towards recovering from the learning loss of the pandemic. Our action items outlined in our LCAP have proved to be added support in the areas needed most. Through additional instructional support, professional development, and access to quality, research-based curriculum and programs we keep reaching our growth targets.

Goal #2: Hickman Community Charter District will promote student, family, and community engagement while ensuring a safe, positive, and healthy school environment.

HCCD has added to our before and after school programs, our music and arts, as well as at community events that were scaled back through the pandemic. As restrictions have been lifted, we have seen a huge increase in our community involvement. Our programs are well attended by parents. Parent teacher conferences are well attended, and we are seeing so many more volunteers back on campus, making Hickman the community school is has always been so proud to be.

Goal #3 HCCD will increase the percentage of students who reach academic proficiency in core curricular areas, integrating age-appropriate technology skills, and be on track to graduate college and career ready.

Hickman Schools continues to meet this goal as seen by the above data tables. With the addition of a reading specialist at the lower grades and an intervention teacher at the higher grades, we have been able to address the learning loss in a much more strategic manner. Our expanded learning opportunities have also been a big support for students and families for that added time before and after school in all academic areas. Having been able to offer a 20-day long summer session has also been extremely important in additional learning recovery.

HCCD Superintendent has been holding monthly town-hall meetings with all educational partners, including parents, staff, and students to gather input on our progress towards goals. There has also been a needs assessment at each meeting gathering input on additional items that our community feel is necessary to continue to make progress towards goals. In March a needs assessment will go out on Parent Square in a Google Form to gather further information from partners who have not been able to attend a town hall or those who would like to give additional input in a more private manner.

HCCD continues to address learning loss through learning centers provided by our Reading specialist, intervention teachers and para educators dedicated to our most at promise students. We continue to study the data and target sub-groups and individual students who show the most need. We are also using our expanded learning opportunities before and after school for added support.

2022–23 Plan for Independent Study

Hickman Community Charter District has a school that is completely dedicated to Independent Study. We currently have 534 students in our independent study model, Hickman Charter School. These students are supported with curriculum, technology, supplies, vendor units, and each family has a dedicated credentialed teacher assigned to support their needs, known as an Educational Coordinator. The EC's meet regularly with the families, assist with assessments, professional development for the parents who are the home educators, and they also teach the on-campus classes once a week that are optional for the independent study students. Any student that currently attends our campus schools, Hickman Elementary or Hickman Middle, can also apply for short term independent study supported by their classroom teacher. They also can switch over to Hickman Charter School for a more long-term program, if needed.

Section B: Stanislaus County Office of Education's (SCOE's) Acknowledgement of Local Control and Accountability Plan (LCAP)

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

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Section B: SCOE's Acknowledgement of LCAP Submission

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

- Produced a Local Control and Accountability Plan. The Plan is posted on the district website:
- <https://www.hickmanschools.org/parent-resources/policies-state-guidelines>

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

I visited Hickman Charter District on Monday, November 28th, 2022. I toured the site facilities, interacted with staff, and met one on one with the Superintendent to discuss educational programming, school operations, identified challenges, and areas of need.

Section D: Summary of Any Technical Assistance Offered to Charter District by SCOE

As a result of the one-on-one discussion between myself and the Superintendent, to provide support to some of the identified challenges she is currently facing, I connected her to the following resources:

- Executive Director, SCOE Child Family Services Division to support challenges with the implementation of Universal Transitional Kindergarten
- SELPA Director, Stanislaus SELPA to support challenges with regionalized special education service provider
- Director II, SCOE Special Education Division to support challenges of students with IEPs for speech only services

Also, SCOE supports the district by providing the addition technical assistance:

- Direct support from the office of the County Superintendent
 - Monthly meetings of district superintendents
 - Consultation services with the county superintendent
- Budgeting, accounting, payroll, retirement reporting and compliance from the Business Services Division
- Review of school / District Safety Plans from the Educational Options Division

- Substitute placement for teachers, and monthly meetings of personnel administrators from the Human Resources Division
- LCAP planning and support, access to professional development, Induction program for new teachers, Curriculum/Project Directors' meetings from the Instructional Support Services Division
- Access and support of internet services and QSS and Laserfiche from the Technology Learning Resources Division
- Access to regionalized provide services and special education pools from the Stanislaus County SELPA

Section E: SCOE's Acknowledgment of Concerns, Commendations or Expectations for Remediations

- I have no concerns to report.
- I would like to acknowledge the following commendations Hickman has implemented to promote the overall success of student achievement
 - 1 FTE of Intervention Teacher to specifically support the needs of students in grades 4-8.
 - Additional para educators to support the academic needs of students with disabilities and English language students.
 - Superintendent meets monthly with parents and community members to gather input and discuss progress on program goals.



Saundra Day, Assistant Superintendent

Educational Options

Stanislaus County Office of Education