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To: Carolyn Pfister  
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From: Jeff Albritton, Assistant Superintendent Educational Options  
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Designated contact for SCOE oversight of Hickman Charter School

For: Submission to the State Board of Education of 'Supervisory and Oversight  
Assurances for District Charter Oversight

Submitted: November 8, 2021

- Below is the Hickman Charter District and Stanislaus County Office of Education response to the request from the California State Board of Education regarding annual performance.
- Hickman Charter District produced and adopted an LCAP for the 2021-2022 school year during the 2020-21 school year. Prior to the development and adoption of the LCAP, Hickman produced and adopted a Learning Continuity & Attendance Plan (LCP). The SCOE Charter Committee visited Hickman Charter on Monday, September 13, 2021. Based on the charter renewal petition site visit and evaluation results, and a review of the dashboard and statewide data, SCOE has no concerns with the charter district.
- The County Superintendent of Schools provides the same support to Hickman Charter District as it does the other districts in the county. This includes but may not be limited to: LCAP training, coaching, and approval; state & federal program support, financial oversight and support; ESSR support, ELO support, curriculum, instruction, and assessment support, and CALPADS technical support.



## Academic Performance Memo 2021-22

### 1. A summary review of the school's areas of greatest progress and greatest need.

Hickman Community Charter District is proud of our response to the pandemic. In March of 2020, with the order that all schools in the state shift to distance learning, we leveraged our 1:1 technology initiative to provide instruction. While certainly not ideal and not without bumps in the road, Hickman began providing online synchronous and asynchronous instruction for our students. Comfort with the technology and platforms allowed us to hit the ground running. Students were able to still communicate and learn from their teacher or Education Coordinator/Parent Educator.

#### Campus Programs (HES and HMS)

Through a variety of stakeholder meetings, it was evident that our school community wanted us to make every effort to bring back our students as safely and as soon as possible. From the first day of school in August 2020, we were bringing in small cohorts of students to meet their teachers, get a device, and receive information to make communicating with the school and their teachers as efficient as possible. In September, we began to bring back all our Special Day Class students for in-person learning four days per week. In September and October, we brought back K-5 in a hybrid model with students attending two days a week in person and distance learning 3 days a week. In late October, we added grades 6-8 to the hybrid model. On February 16 we were finally able to offer in-person learning to all students five days per week. We continued to serve those who are not comfortable being on campus with distance learning. To date, it is highly unlikely that cases, where a student or staff member was infected with COVID-19, were due to school transmission.

#### Non-Classroom Based Program (HCS)

In order to lessen the impact on our campus programs, HCS spent most of 2020-21 working with parent educators and their students remotely. The comfort with technology allowed staff to communicate effectively with parent educators and continue their work. Conferences were held either via Zoom or in person at the family's home or on campus with proper PPE and social distancing. HCS staff adapted their onsite enrichment classes to present via distance learning. While the effects of the pandemic were less impactful for the HCS Non-Classroom Based program, staff and students missed the educational and social-emotional aspect that having groups together on campus brings. Finally, in April of 2021, HCS began bringing students back to campus for testing and enrichment classes.

The following is an analysis of the California Schools Dashboard Report from 2019.

(<https://www.caschooldashboard.org/reports/5071100000000/2019>)

We are very proud that our Math Dashboard for 2019 places us in the yellow and that no group was below yellow and the ELA overall dashboard was green. In addition, 71.4% of our English language learners were making progress towards English language proficiency which is characterized in the dashboard as very high.

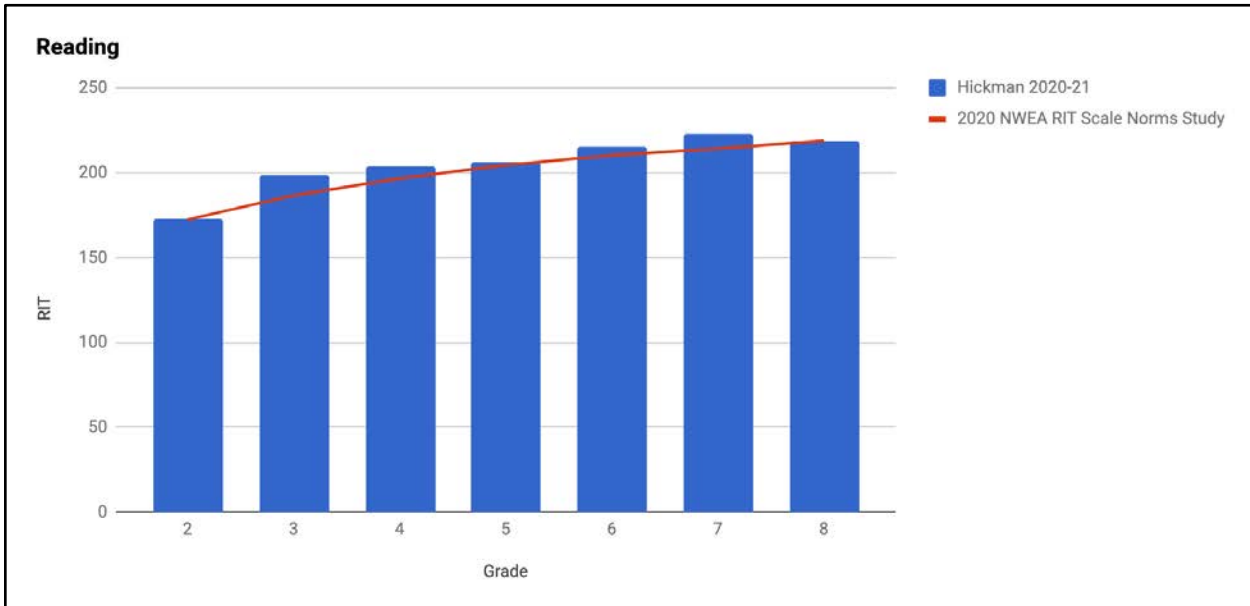
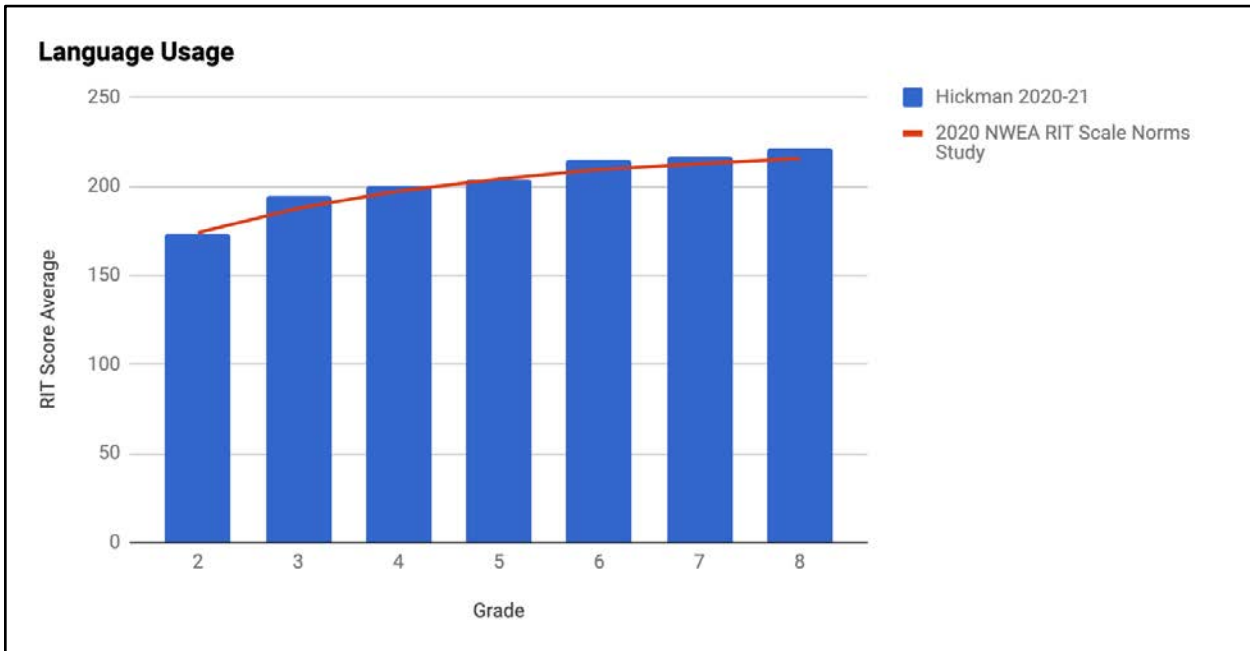
Although all achievement in ELA was green and above the state average achievement level, the district saw gaps appear for ELs and SED subgroups (both orange). We addressed these gaps with LCAP actions. Finally, our biggest concern was the suspension rate at Hickman Middle School. Although our rate was half that of the state, our rate increased 1% over that reported in 2018. We have already addressed this with increased counseling and a change in suspension policy. We were trending much better when the pandemic hit and we began distance learning. We wholeheartedly believe that 2021-22 will show a big improvement to our suspensions.

## **2. An update on progress made toward achieving measurable pupil outcomes.**

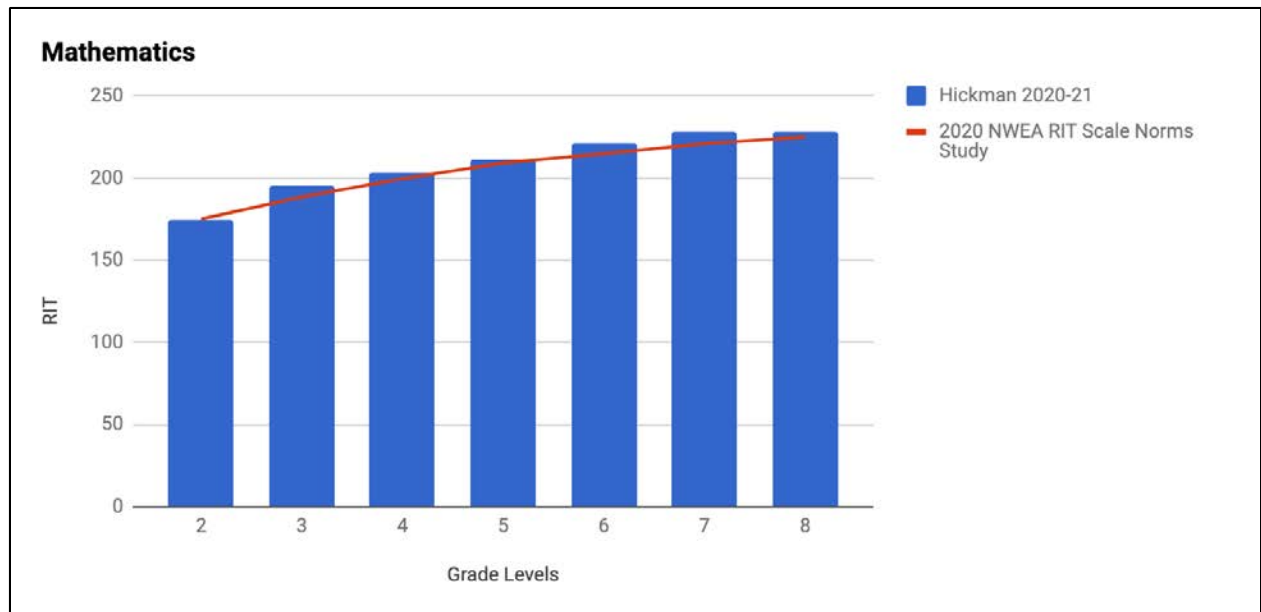
Hickman Community Charter District utilizes Northwest Evaluation Association Measures of Academic Progress (MAP) as a benchmark assessment in the areas of Language Usage, Reading, and Math since January of 2015. MAP is a computer-adaptive assessment that provides our teachers and administrators with 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 2020-21 Grades 2-8 administered the MAP in the Fall of 2020 only. Kindergarten and First grade took the MAP for Reading and Math in the Spring. We returned to full-time in-person instruction in February of 2021. The decision was made to forgo Spring Map testing for 3rd through 8th grades in order to maximize the precious instructional time that was already shortened by SBAC testing in April and May. We will return to our traditional MAP testing schedule in 2021-22.

The three graphs below illustrate the progress of Hickman students in grades 2-8 tested in the Fall of 2020 compared to the grade level norm (2020 NWEA MAP Growth Normative Data Study <https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf>). 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”.



## Response from Hickman Community Charter



3. **A description of the charter district's Spring 2021 assessments to include either Smarter Balanced Assessment Consortium assessments or SBE Approved assessments.**

In the Spring of 2021, Hickman Community Charter District proctored the SBAC assessments for grades 3-8. The district decided not to proctor the CAST assessment this year in order to maximize instructional time lost due to the pandemic. Our test window for all schools and grade levels was April 12, 2021 - May 27, 2021. The vast majority of assessments were given in person with a very small percentage given online.

4. **A description of how the charter district will provide continuity of distance learning instruction during the school year to ensure pupils have access to the curriculum.**

A short-term independent study contract is provided by the student's school of attendance (Hickman Elementary and Middle Schools only) for temporary, short-term removal from school for a period of no longer than two weeks. A student may receive no more than two short-term independent study contracts for a total of fifteen days of independent study per school year. Additional time may be requested from the school administrator in extenuating circumstances. Short-term IS will be overseen by the student's classroom teacher with the same or similar curriculum that the student uses in the classroom.

A long-term independent study contract is for a period of up to one school year. Absent exceptional circumstances, students receiving education via a long-term independent study contract are enrolled in a District-approved program (Hickman Charter School IS Homeschool Program or Hickman Elementary and Middle School's Edmentum Program) supporting this type of instruction.

The program shall be annually certified by the district's Board to be of the same rigor and educational quality as classroom-based courses and are aligned to all relevant state and local content standards. This certification shall include the number of equivalent daily instructional minutes for each school day that a student is enrolled, the number of equivalent total instructional minutes, and a plan to provide opportunities for synchronous instruction and live interaction as follows: for students in grades 3 and below, a plan to provide opportunities for daily synchronous instruction for all students throughout the school year; and for students in grades 4 through 8, a plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all students throughout the school year. The information certified shall be consistent with that of an equivalent classroom-based curriculum. Instruction will occur under the general supervision of an appropriately certified teacher. As required by law, a student with exceptional needs, as defined in Section 56026, may not participate in independent study unless the individualized education program specifically permits participation.

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

The district provides all students with Chromebooks and internet hotspots as needed for those students on Independent Study.

**6. 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.**

Learning Loss will continue to be assessed through MAP assessments in Math and ELA for all students in grades TK-8. English Language Learners will continue to be assessed using the ELPAC. We anticipate that we will begin using interim and summative SBAC and CAST assessments in the ensuing years to assess students as well.

Learning Recovery will be addressed in a variety of ways moving forward in the next three years. At grades TK-5, we will continue our use of a Reading/Intervention Specialist for our campus elementary site. Beyond the Bell intervention times will continue at each campus site using small group instruction with the teacher and/or paraprofessional to teach leveled instruction in both math and reading. In addition, during the Summer of 2021, the district extended our Summer learning program from 12 to 16 days and expanded the offering from 6-8th grade to all grades, TK-8. We will continue the Summer program for the foreseeable future.

Although the pandemic's effects on Hickman Charter School's Homeschool Program was much less impactful, this year the district will provide a tutoring program as an LCAP action to help all students who struggle.

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

The district created a tiered system to identify and respond to mental health and social/emotional well-being. This allows us to quickly respond with counseling from our school psychologist/counselor and a Health and Human Services contracted counselor.

The tiered system is described below.

**Tier 1: UNIVERSAL**

- Social skills integrated into classrooms--Mental Health support for ALL KIDS
- Teaching coping strategies to all students--preventative and proactive
- Arrange an orderly classroom environment
- Define, teach and acknowledge rules and expectations
- Define and teach classroom routines
- Employ active supervision
- Have a continuum of response strategies for inappropriate behavior
- Class-wide group contingency plan--classroom incentive system
- Teacher/student check-in on a regular basis
- Alternatives to suspensions

**Tier 2 TARGETED**

- Social skills small groups
- Sierra Vista and/or Family Resource Center referrals
- School counselor sessions/check-ins
- SST referral
- Individual behavior monitoring charts/check-ins
- Implementing alternatives to suspensions--essay or PowerPoint (community service assignment)
- 5th and 8th grade bullying awareness
- Center for human services-counseling/check-in
- RBT check-in
- Activity restriction
- Counselor check-in
- Mediation
- Student Attendance Review Team

**Tier 3 INTENSIVE**

- County behaviorist involvement/referral
- Movement breaks/seating device option-wiggle chair
- Individualized behavior plan



- Implementing alternatives to suspension

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

Hickman Community Charter School District has maintained a 25% reserve over the last several years. During the last year, we were able to utilize one-time funds to help pay for additional support staff and operations that were incurred due to the pandemic. Having the ability to use one-time funds continued to allow us to maintain our healthy reserve and plan conservatively for future years. During the 2021-2022 school year, we have increased our marketing efforts to help promote our District programs in an effort to increase enrollment. If we anticipate deferrals we would consider furlough days by reducing professional development workdays. If needed, we would borrow between funds to help with cash flow.