California Department of Education

Charter Schools Division

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Attachment 8

# California State Board of Education-Authorized Charter District 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Hickman Community Charter District (Charter #00D4). Responses from the charter district have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## Hickman Community Charter District2024 Academic Memorandum Form

### Section 1. Charter District Information

#### General Information

Provide the following information as it pertains to the charter district.

| **Prompt** | **Response** |
| --- | --- |
| Charter District Name | Hickman Community Charter District |
| District Address | 13306 Fourth Street |
| City | Hickman |
| ZIP Code | 95323 |
| County | Stanislaus |
| Website Address | www.hickmanschools.org |
| County District School (CDS) Code | 50-71100-0000000 |
| Charter Number | 00D4 |
| Current Charter Term Start Date | 7/1/2020 |
| Current Charter Term End Date | 6/30/2028 |
| Grade Levels Served | TK-8 |
| 2023–24 Enrollment | 1048 |
| Instruction Type | Combination classroom-based and nonclassroom-based |

**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 Unduplicated Pupil Count. Due to this low percentage of UPP, 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 around 44% or approximately 463 of our 1047 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 Staff, parents, and students collaboratively evaluate progress using multiple reliable measures, and make changes when needed.

#### Charter Schools within the Charter District

Provide information regarding the first charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Hickman Elementary School |
| County District School (CDS) Code | 50-71100-6052559 |
| Charter School Address | 13306 Fourth Street |
| City | Hickman |
| ZIP Code | 95323 |
| Grade Levels Served | TK-5 |
| 2023–24 Enrollment | 322 |
| Instruction Type | Classroom-based |

Provide information regarding the second charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Hickman Middle School |
| County District School (CDS) Code | 50-71100-6116388 |
| Charter School Address | 13306 Fourth Street |
| City | Hickman |
| ZIP Code | 95323 |
| Grade Levels Served | 6-8 |
| 2023–24 Enrollment | 147 |
| Instruction Type | Classroom-based |

Provide information regarding the third charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Hickman Charter School |
| County District School (CDS) Code | 50-71100-6112627 |
| Charter School Address | 13306 Fourth Street |
| City | Hickman |
| ZIP Code | 95323 |
| Grade Levels Served | TK-8 |
| 2023–24 Enrollment | 579 |
| Instruction Type | Nonclassroom-based |

##### Demographic Information

Provide the following information as a percentage of the charter district’s total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 7.7 |
| Foster Youth | 0 |
| Homeless | 0 |
| Socioeconomically Disadvantaged | 43.5 |
| Students with Disabilities | 10.9 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 1.2 |
| American Indian | 1 |
| Asian | 1.9 |
| Filipino | 0 |
| Hispanic | 30.9 |
| Pacific Islander | 0 |
| Two or More Races | 5 |
| White | 58.8 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter district’s total student population and color regarding the charter district’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter district is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 4.2 | Green |
| Suspension Rate | 1 | Green |
| English Learner Progress | 45.5 | Orange |
| Graduation Rate | [No Response] | No Performance Color |
| College/Career | [No Response] | No Performance Color |

###### 2024 Performance Levels: Color and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Yellow | 4.4 | Below standard |
| Mathematics | Orange | 40.4 | Below standard |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 49.5 |
| Mathematics | 34.9 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter district’s areas of greatest progress.

Based on the California School Dashboard data, the Hickman Community Charter District has demonstrated significant progress in reducing suspension rates. The district achieved a “Very Low” status for suspension rates, with a current year rate of 0.5% or less across all student groups, including Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, White students, and students identifying with Two or More Races. This achievement reflects the district’s commitment to fostering a positive and inclusive learning environment, ensuring that disciplinary actions are minimized and students remain engaged in their educational journey.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter district’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

The district utilizes both MAPS and iXL for demonstrate the districts progress throughout the school year. Both MAPS and iXL are on the approved verified data list.

1. Based on Dashboard data, identify the charter district’s areas of greatest need. Include references to student groups.

Based on the 2023-24 California School Dashboard data available through DataQuest, the Hickman Community Charter District exhibits areas requiring focused attention, particularly in academic performance among specific student groups. Notably, students with disabilities and socioeconomically disadvantaged students have demonstrated lower proficiency levels in English Language Arts and Mathematics compared to their peers. These disparities underscore the necessity for targeted interventions and support mechanisms to bridge the achievement gap and promote equitable educational outcomes for all students within the district.

1. How is the charter district addressing these areas of need? Include references to student groups.

To improve proficiency levels in English Language Arts (ELA) and Mathematics among students with disabilities and socioeconomically disadvantaged students, Hickman Community Charter District is implementing the following strategies: 1. Targeted Instruction & Differentiated Learning • Personalized Learning Plans (PLPs): Develop individualized academic plans with specific goals and interventions for struggling students. • Differentiated Instruction: Adapt teaching methods to meet diverse learning needs through small-group instruction, hands-on activities, and technology-based interventions. • Universal Design for Learning (UDL): Implement instructional practices that provide multiple means of representation, engagement, and expression. 2. Expanded Support Services • Specialized Tutoring: Provide additional in-school or after-school tutoring focused on foundational skills in ELA and Math. • Intervention Programs: Utilize evidence-based programs like Lexia and iXL for literacy and iXL, i-Ready or DreamBox for Math support. • Paraprofessional Support: Increase the presence of instructional aides in classrooms to offer additional guidance. 3. Strengthening Family & Community Engagement • Parent Education Workshops: Provide training sessions on how families can support literacy and math skills at home. • Mentorship & Peer Support: Establish peer tutoring programs where older or more proficient students help struggling students. • Community Partnerships: Work with local organizations to provide additional resources, such as free tutoring, internet access, and school supplies. 4. Professional Development for Teachers • Specialized Training: Equip teachers with strategies for supporting students with disabilities and those from low-income backgrounds. • Co-Teaching Models: Implement co-teaching strategies where special education and general education teachers collaborate in the classroom. • Data-Driven Instruction: Use assessment tools like MAP Growth, iXL, or CAASPP Interim Assessments to track student progress and adjust instruction accordingly. 5. Increasing Access to Technology & Learning Tools • Adaptive Learning Technology: Provide assistive technology tools like speech-to-text software, audiobooks, and interactive math programs. • Extended Learning Opportunities: Offer summer learning programs and online learning resources to reinforce skills. • Accessible Learning Materials: Ensure curriculum materials are culturally relevant and available in multiple formats to support diverse learning styles. By implementing these targeted strategies, Hickman Community Charter District will help bridge achievement gaps and improve proficiency levels in ELA and Math for students with disabilities and socioeconomically disadvantaged students.

### Section 4. Summary of Performance on Measurable Pupil Outcomes

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

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) and iXL as a benchmark assessment in the areas of Language Usage, Reading, and Math In 2023-24 Grades 2-8 administered the MAP and iXL assessments in the fall and spring. TK, Kindergarten and First grade took the MAP for Reading and Math in the Spring only. Our Middle School uses iXL and to date we have practiced 4,416 skills, shown proficient on 2,834 and have mastered 1,822. We are far exceeding our goals set on iXL. Students have the ability to practice both at home and at school. Students have spent 481 hours in school practice on mastering skills and 253 hours at home. Elementary school uses MAPS and our MAPS scores showed a decline in nearly every grade level 1 - 5 in Math and over all we went from the 71st percentile to the 58th percentile. We have implemented several Math interventions that began at the beginning of this year. We also declined in our over all ELA in MAPS and went from the 65th percentile to the 57 percentile. We use a reading specialist and an intervention teacher to address the students who are showing difficulty.

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter district’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

The Hickman Community Charter District (HCCD) has made notable progress toward its 2023-24 Local Control and Accountability Plan (LCAP) goals, focusing on enhancing student achievement and well-being. Key areas of progress include: 1. Academic Achievement: • English Language Arts (ELA): HCCD met its desired outcome by achieving a “Green” performance level in ELA, indicating significant improvement and alignment with state standards. • Mathematics: While progress was made, the district acknowledges ongoing efforts are needed to fully meet its goals in mathematics proficiency. 2. Resource Allocation: • In the 2023-24 academic year, HCCD projected $780,584 in funding for high-needs students, including foster youth, English learners, and low-income students. The district planned to allocate $830,591 to enhance services for these groups, demonstrating a commitment to exceeding funding expectations to support student success. 3. Professional Development: • The district invested in professional development focused on Teacher Efficacy, leading to a more accurate understanding and implementation of instructional strategies. This initiative has contributed to improved teaching practices and student outcomes. 4. Stakeholder Engagement: • HCCD conducted public hearings and engaged with community stakeholders to ensure transparency and inclusivity in the LCAP process. This collaborative approach has been integral in shaping policies and actions that reflect the community’s needs and aspirations. Overall, the district’s dedicated efforts in these areas have fostered a supportive educational environment, promoting continuous improvement and addressing the diverse needs of its student population.

1. Provide a summary of the charter district’s 2024–25 LCAP mid-year update that describes what the charter district is doing to increase community input.

The Hickman Community Charter District (HCCD) has demonstrated a strong commitment to enhancing community engagement in its Local Control and Accountability Plan (LCAP) for the 2024–25 academic year. To ensure that the perspectives of students, parents, staff, and community members are effectively incorporated into the district's decision-making processes, HCCD has implemented several key initiatives: Regular Surveys: The district has conducted surveys targeting various stakeholders to gather valuable feedback on educational programs, services, and areas needing improvement. Community Forums: HCCD has organized forums and meetings to facilitate open discussions between district leadership and community members, fostering a collaborative environment for sharing ideas and concerns. Advisory Committees: The district has established advisory committees comprising parents, teachers, and community representatives. These committees play a crucial role in providing input on LCAP goals and strategies. Transparent Communication: HCCD maintains clear and consistent communication through newsletters, the district website, and social media platforms, ensuring stakeholders are informed and can participate in ongoing dialogues. These efforts reflect HCCD's dedication to creating an inclusive educational environment that values and incorporates community input in shaping the district's future.

### Section 6. Differentiated Assistance

1. Does the charter district qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter district meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter district will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter district selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter districts authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

TA

#### Certification

I hereby certify that I am a full-time paid employee of the charter district who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter district.

TA

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
| Full Legal Name | Trish Anderson |
| Job Title | Superintendent |
| Email Address | tanderson@hickmanschools.org |
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