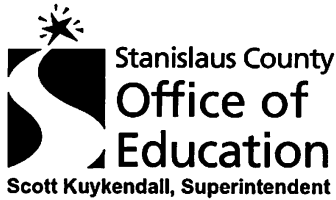


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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.



Educational Options

Saundra Day, Assistant Superintendent
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TO: Carolyn Pfister
State Board 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 5, 2024

This information Memo includes (as per January 26, 2024 Memo from Carolyn Pfister);

Charter District Response:

- **Section 1-8:** Charter District’s Academic Memorandum-Academic Progress

County Office of Education Response:

- **Section 6:** SCOE’s Acknowledgement of LCAP Submission
- **Section 7:** Schedule of SCOE’s Visits to Charter District
- **Section 8:** Summary of Any Technical Assistance Offered to Charter District by SCOE
- **Section 9:** SCOE’s Acknowledgement of Concerns, Commendations or Expectations for Remediation

Hickman Community Charter District Academic Memorandum Response

Section 1. Charter District Information

General Information

1. **District Address:** 13306 Fourth Street Hickman, CA 95323
2. **County:** Stanislaus
3. **Website Address:** www.hickmanschools.org
4. **County-District-School (CDS) Code:** 50711000000000
5. **Charter Number:** 00D4
6. **Current Charter Term Start Date:** 7/1/2020
7. **Current Charter Term End Date:** 06/30/2028
- 8.

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.

9. Grade Levels Served: TK-8th

10.2022–23 Enrollment: 983

11. Instruction Type: Mixed; traditional classroom based and non classroom based.

Charter Schools within the Charter District

Note: Input "Not Applicable" or "N/A" in unused cells of the table below.

Table 1. Charter Schools within the Charter District

School Name (CDS Code)	Address	Grade Levels Served	2022–23 Enrollment	Program Type
Hickman Elementary 50711006052559	13306 4th Street Hickman, CA 95323	TK-5	328	Regular day school program
Hickman Middle School 50711006116388	13306 4th Street Hickman, CA 95323	6-8	142	Regular day school program
Hickman Charter School 50711006112627	13306 4th Street Hickman, CA 95323	TK-8	580	University Model Non-classroom based
N/A				
N/A				
N/A				

Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 2. 2023 Student Group Information

Student Group	Charter District Total (Percentage)	County Total (Percentage)
English Learners	7.9%	
Socioeconomically Disadvantaged	34%	
Students with Disabilities	13%	

Table 3. 2023 Race/Ethnicity Information

Race/Ethnicity	Charter District Total (Percentage)	County Total (Percentage)
African American	1.4%	
Asian	1.9%	
Hispanic	31%	
Pacific Islander	0.4%	
White	58.1%	

Section 2. California School Dashboard Data Overview

California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

Dashboard Indicator	Charter District Performance Level	State Performance Level
Chronic Absenteeism	Green 5.6% Chronically Absent	Yellow 24.3% chronically absent
Suspension Rate	Green 1.2% Suspended at least one day	Orange 3.5% suspended at least one day
English Learner Progress	Orange 50.9% Making Progress	Yellow 48.7% making progress
Graduation Rate	N/A	Orange 86.4% graduated
College/Career	N/A	Medium 43.9% prepared
English Language Arts	Green 2.6 Points Above Standard	Orange 13.6 points below standard
Mathematics	Orange 33 Points Below Standard	Orange 49.1 points below standard

California Assessment of Student Performance and Progress

The Charter District's California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the Charter District's CAASPP English language arts/literacy and mathematics test results is available at <https://www.caschooldashboard.org/reports/5071100000000/2023>.

Section 3. Areas of Greatest Progress and Need

1. Based on California School Dashboard (Dashboard) data, identify the Charter District's areas of greatest progress.

Hickman's greatest area of success in the most recent Dashboard Data is in ELA. With the addition of a intervention teacher, we have made wonderful progress in our ELA score, with an increase of 3.5 points taking us to 2.6 points above standard. On

2. 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?

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".

3. Based on Dashboard data, identify the Charter District's areas of greatest need. Include references to student groups.

Hickman's data shows that our greatest area of need fall within our Students with Disabilities and our English Learners sub groups. The SWD sub group again 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. W also showed a significant decline in our Math scores. Although performing at a higher rate that most of other county schools, we suffered a loss ing Math. We are still recovering from the mandated school shutdowns and will see data continue

to show losses as our youngest learners who suffered the greatest will become testing age.

4. How is the Charter District addressing these areas of need? Include references to student groups.

Hickman has increased its ELOP programming in the areas of academic support, we have also restructured our Rti program with a new schedule for our intervention teacher so that we will be able to address more students. We have also revamped our Study Study Team Process in order to catch struggling learners sooner. We have added additional staff to our English Learner support team to meet the needs of more of our at promise EL students.

Section 4. Summary of Performance on Measurable Pupil Outcomes

1. Identify the Measurable Pupil Outcomes in Element 2 of the 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) as a benchmark assessment in the areas of Language Usage, Reading, and Math

In 2022-23 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.

In this new format of this Academic Memo I am not able to paste graphics to show the data, so I will do my best to explain them without a visual. Hickman students in grades 2-8 tested in the Fall of 2023 compared to the grade level norm (2022 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 with the exception of second grade, in both ELA and Math. Second grade did not show the growth in Math that others did. 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" We

believe the decline in second grade will continue to be a reality as we see our youngest students that were affected by school closures become testing age..

Section 5. Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the Charter District's 2022–23 Local Control and Accountability Plan (LCAP) goals.

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 summary 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 continues to add to our Expanded Learning Opportunities Program, our music and arts, as well as community events that were scaled back through the pandemic. As we have returned to pre-pandemic involvement, we have seen a huge increase in our community participation. Our programs are well attended by parents. Parent teacher conferences are well attended, and we are seeing all of our 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. With the addition of a reading specialist at the lower grades and an intervention teacher at the higher grades, along with our ELOP, 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 of our most at promise students and creating a home to school connection. Having been able to offer a 20-day long summer session has also been extremely important in additional learning recovery.

HCCD continues to address learning loss through learning centers provided by our Reading specialist, intervention teachers and Para educators dedicated to our most at risk 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 after school for added support.

2. Provide a summary of the Charter District's 2023–24 LCAP mid-year update that describes what the Charter District is doing to increase community input.

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 April 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. (Help Tip: To spell check the entire document, select the "tab" key after completing this field)

Section 6: 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 7: Schedule of SCOE's Visit to Charter District

I visited Hickman Charter District on Monday, October 16, 2023. I toured the school site interacted with staff and met one on one with the Superintendent to discuss educational programming, school operations, identified challenges, and updates from the prior school year.

Section 8: 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:

- SELPA Director, Stanislaus SELPA to support challenges with regionalized special education service provider. We discussed the SELPA Take Back Process specifically regarding Program Specialist support.

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
 - Ongoing support and collaboration between myself and the Superintendent.
- Budgeting, accounting, payroll, retirement reporting and compliance from the Business Services 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

Response from Hickman Community Charter

- 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 9: 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 and efforts made to maximize community and parent involvement.
 - Addition of Program Specialist to support the needs of students who receive special education services.
 - Addition of Speech & Language Pathologist to serve the speech and language needs of students who receive special education services.
 - The Charter District is actively fundraising to add a track to the school campus for students increase physical activity and school activities.
 - The Charter District is expanding their site to include a new portable building to accommodate the growing needs of TK students.
 - Superintendent meets monthly with parents and community members to gather input and discuss progress on program goals.
 - Superintendent has quarterly scheduled Focus Group Meetings for community members and parents to provide feedback on LCAP goals. Each scheduled meeting focuses on an individual goal which provides the opportunity to inform and educate stakeholders on each individual goal.



Sandra Day

Assistant Superintendent

Stanislaus County Office of Education

Student Group	Charter District Total (Percentage)	County Total (Percentage)
English Learners	7.9%	25.1%
Foster Youth	0.1%	7%
Homeless	0.0%	23%
Socioeconomically Disadvantaged	34%	67%
Students with Disabilities	13%	13%

Race/Ethnicity	Charter District Total (Percentage)	County Total (Percentage)
African American	1.4%	2.3%
American Indian	0.9%	0.4%
Asian	1.9%	4.4%
Filipino	0.1%	0.8%
Hispanic	31%	64.6%
Pacific Islander	0.4%	0.6%
Two or More Races	5.0%	3.1%
White	58.1%	21.7%