

# Hickman Community Charter District

CDS Code: 50 71100

## Charter Renewal Application

2020 - 2025

Approved Hickman Community Charter District Board  
September 9, 2019

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## I. RATIONALE/FOUNDING GROUP

Hickman School District joined the Charter world in 1994 when it sponsored a start-up school, Hickman Charter School. Hickman Charter School 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 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 district’s Elementary (K-5) and Middle School (6-8) chose to embrace the possibilities charter status could afford. Charter status empowered the District to better meet the challenge of proactively aligning our education with California State Standards while valuing and supporting the diverse needs of all students. Thus, in 2000 both schools converted to charter status. Since there are just 3 schools in the district, once all were charter, we became the Hickman Community Charter District (HCCD).

There is power in being a district of choice. With this power, we choose a growth mindset of creative flexibility, which includes not only flexible scheduling, but also creative staffing with all three schools working interactively. We choose to create a culture where a collaborative spirit attracts students, parents, and community members who are all willing to innovate and work together, creatively solving problems that may arise.

We choose to share campus facilities (Library Media Center, Computer Lab and network, Science Lab, classrooms, etc.) and services to enrich the learning process. We choose to assess and balance student needs for success, parent desires for their child, and staff needs to make it all work. We choose to collect and demonstrate the evidence that Hickman Community Charter District schools are a vital educational option.

The five year charter renewal process challenges us to evaluate, improve, and be accountable. Staff, parents, students and the community embrace this challenge. Our mission and goals, designed to promote superior student achievement, unify the entire learning community for a common vision. This charter vision provides continuity of purpose and focus apart from any one leadership position, making it everyone’s job to ensure student growth and achievement.

The following charter petition proposal is a reflection of the support and combined efforts expressed by the district’s employees, school board, parents and community. Indicators of this support include:

- 100% of the parents sign our school Master Agreements
- 100% of the credentialed employees in the district support working in the charter district
- 100% of the classified employees in the district support working in the charter district
- a waiting list of 25-50 non-resident students requesting attendance in the district each year

## II. EDUCATIONAL PHILOSOPHY AND PROGRAM

### **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**

The organization works collaboratively and creatively to ensure student success in a supportive environment. Successes are recognized and celebrated. Parental involvement 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.

HCCD is committed to a model of education, which promotes high levels of student achievement through a rigorous and relevant curriculum with high expectations and strong support.

Through Hickman Charter School, HCCD also provides an alternative approach to education built on customized learning for those families who embrace the responsibility of educating their children. The program is designed to meet unique learning needs of all students through a variety of means including accelerated pacing, support and remediation in core subjects, and alternate settings for the learning environment. Our charter offers the learner an education providing the necessary foundations for a successful high school learning experience, leading ultimately to becoming a college and career ready, productive member of society.

HCCD staff believes that an educated person in the 21<sup>st</sup> Century is a confident, life-long learner who can communicate successfully, think creatively, reason logically, manage resources effectively, and understand and capitalize on their own talents, strengths, and abilities.

The HCCD educational philosophy flows from and supports the Mission Statement in its belief that *learning best occurs when:*

- Each child is provided a customized educational experience.
- Instructional activities are meaningful and integrated.
- Assessment is used as a diagnostic tool to guide instruction.
- Real-life, context-based learning is emphasized.
- Fruitful collaboration and respect exists between students, staff and parents.
- Expectations and accountability are high.
- Parents are involved in the educational process on a daily basis.
- Parents and community members are valued as a vital component in student success.
- Students are given opportunities to make responsible decisions.
- Student input is valued, promoted and acknowledged.
- Students feel safe and secure in their learning environment.
- There is enrichment through direct and effective access to technology, field trips, exposure to the arts, and extracurricular activities.

### **Students Served**

HCCD offers options to students and families choosing a highly accountable, strongly supportive educational program. The district is dedicated to serving all TK-8 students who desire a rigorous

and relevant educational option that meets student needs through individualized instruction, intervention, enrichment, and positive school climate. HCCD is nonsectarian and nondiscriminatory by gender, ethnicity, religion, national origin, ability, disability, or place of residence. Approximately 1000 students are being served in the district. HCCD serves students of Stanislaus and adjacent counties.

## **Curriculum and Instructional Design**

HCCD, in an effort to provide all students with an effective customized education, makes available a variety of learning environments. State frameworks and content standards are the foundation for curriculum and instruction. (Attachment A)

## **Hickman Charter School**

Hickman Charter School's "university" instructional model combines site classes, parent-led study at home, and technology enhanced instruction. A credentialed Education Coordinator, working in partnership with the teaching parent, customizes the home-based instruction through regular meetings, goal setting, coaching, oversight and access to resources to provide excellent instruction. A wide variety of standards-based materials and textbooks are drawn from to match the child's learning styles. The relationship between parents and Educational Coordinators are a foundational core strength of our program.

The Common Core State Standards (CCSS) provide opportunities to evaluate existing curriculum and implement new curriculum aligned to the CCSS to address individual student needs and promote academic progress. Technology, internet resources and Open Educational Resources (OER) will be major components of new curriculum delivery along with promoting the depth of thinking and problem solving inherent in the CCSS. Curriculum is supplemented with a variety of time-tested materials in order to accommodate a child's complex learning needs. We embrace the ongoing challenge of meeting the individual needs of all students.

Academic classes and course sessions, taught by credentialed instructors, are offered in all subjects to support and complement the study at home. These classes are a supportive element of the students' education plan. Our STEM, ELA, mathematics, intervention, and enrichment offerings are carefully designed to enhance and broaden the academic learning that is taking place at home. A wide variety of teaching strategies are implemented to ensure the fullest application of learning modalities. Students are also stretched to excel in academic competitions and performance opportunities beyond Hickman; i.e. Hickman STEM Program, Science Olympiad, National Geographic's Geography Bee, Math Superbowl, County & State Honor Band, Math Olympiad, Walk Through History Days, Fine Arts, Honor Choir, and more.

Challenges inherent to this model revolve around ongoing and effective communication with families. Since parents take on the additional role of formal educator, it is imperative that we train them to do so. HCS provides several opportunities for parents to learn how to be effective in this role including: parent classes, observation classes conducted by credentialed teachers, ongoing

consultation with Education Coordinators. Our current challenge revolves around training parents how to make the shifts necessary to effectively teach to the Common Core Standards. We welcome the opportunity to rise to this challenge.

Hickman Charter School is committed to exploring, evaluating, and implementing emerging educational technology to provide students with opportunities and tools for creative and collaborative work. Technology-enhanced instruction includes web-based instruction and electronic curriculum support. Technology also plays a major role in classroom instruction delivery, assessment, and communication. Presently we are implementing “1:1” computing devices for grades 3 through 8 along with Google Apps for Education as an online space for communication and collaboration for staff and students.

### **Hickman Elementary School**

Hickman Elementary School is comprised of students in TK through grade five. This high-quality, standards-based school employs highly qualified teachers who use thoughtfully calibrated lessons and assessments based on the California Common Core State Standards. Rigorous local assessment systems set the bar and drive instruction. Staff is committed to all students achieving grade-level standards or beyond in the areas of language arts, mathematics, History/Social Studies, and Science. On-going staff collaboration is the cornerstone in finding ways to meet each student’s needs.

Hickman Elementary School staff understands that being a charter means that we offer “choice.” Students and families attend our school by conscious choice and often drive great distances to be part of our campus environment. For this reason, we are committed to providing the best educational program possible. Extended families and community members, many of whom do not have students at the school, play an integral role in the school success as they serve as classroom volunteers, PTSA and DELAC members, participants in the school site committees (including safety and LCAP), fundraising boosters, and supporters of their students.

Lessons delivered in the classrooms are aligned closely to the Common Core State Standards. Teachers utilize a wide array of curriculum to design lessons that are rigorous in nature and provide students with authentic, real-life, and relevant opportunities to apply, analyze, synthesize, and evaluate content learned. Hickman Elementary School is currently using Common Core standards-based core and supplemental programs approved by the state of California. Teachers supplement our adopted curriculum when necessary aligning content and level of rigor required for CCSS and SBAC. High-quality instruction is executed through a combination of strategies such as direct instruction, brain-based learning, small group and individualized instruction, and opportunities that tap into students’ multiple intelligences. Additionally, teachers encourage collaborative conversations, consistent development and use of academic language, integration of subject areas, tiered assignments, as well as constructivist approaches to instruction. The use of these approaches provides increased differentiation in all content areas and multiple opportunities to engage the diverse learners in our classrooms. Teachers continue to explore and develop



methodologies to deliver differentiated instruction, with the focus and intent on training students to be critical thinkers, problem solvers, and life-long learners.

Interventions offered to our students are varied and are based on the students' greatest needs. Classroom teachers examine both formal and informal assessments on a regular basis to determine which students would benefit from day-to-day intervention. Each teacher has a paraprofessional who works with individuals and small groups of students at a designated time each day on skills and concepts determined by the classroom teacher. In addition to our instructional assistants, our Reading Specialist and Resource Specialist work in partnership with the classroom teachers to identify and remediate students who demonstrate ongoing deficits in reading and math. Our intervention program, being a part of the daily classroom schedule, ensures that the interventions are linked to the core classroom curriculum. The intervention team (classroom teacher, Reading Specialist, special education teacher, and paraprofessionals) collaborate often making sure that intervention services and core curriculum are in alignment.

Per the HES Master Agreement, after-school interventions, which include intense reading instruction and math skills support, are required for students who are falling below grade level. Taught and monitored by students' classroom teachers, small group and individualized instruction sessions are held with students based on their learning needs. As classroom teachers monitor student performance data, they may bring students at risk to the School Safety Net or make referrals to the Student Study Team, which provides a forum for the teachers, the parents, the administrators, the resource specialist, the school nurse, and/or the school psychologist to identify and set up support services including referrals to outside agencies for a student in need. HCCD has also put into place a multi-tiered system of supports (MTSS) to address students' social emotional and academic well-being and progress. Students who excel in academics can qualify for the Gifted and Talented Education program and participate in challenging projects that enhance their participation in community and school involvement.

Hickman Elementary School's goal for our English Language Learners is to provide intensive English language instruction to aid those students in acquiring English by qualified classroom teachers. We recognize that English language acquisition is a different process from teaching students English. Four days per week, forty-five minutes per day, classroom teachers provide developmentally appropriate English language instruction for K-5 students with ELPAC levels one through four by using our adopted English Language Arts curriculum.

To ensure the development of the whole child, Hickman Elementary School recognizes the importance of focusing on the emotional well-being and safety of each child. We concentrate on character traits and social skills that help our students develop a growth mindset, as well as become productive community members. Students in fifth grade are taught about the different kinds of bullying, the harmful effects of bullying, and strategies for the bystander and the bullied. Our Comprehensive School Safety Plan emphasizes procedures which are in place to secure a safe school environment. Our school also promotes healthy choices and physical activity through the Wellness Program, including healthy cafeteria meals, regular Physical Education instruction and extra

physical activities.

### **Hickman Middle School**

A rigorous, comprehensive standards-aligned core curriculum has been constructed and fully implemented at Hickman Middle School. This well-balanced program provides each middle school student with high-quality instruction in the Common Core State Standards. In addition to the core program, one day per week a special block schedule allows teachers to provide an additional elective class in which students participate in a wide variety of enriching and relevant real-world experiences. These electives include enrichment courses in art, band/music, foreign languages, sports, running, computers, robotics, drama, debate and discussion, word working, guitar, Academic Pentathlon, and character development. Staff will continue to evaluate enrichment offerings to ensure students receive the best possible opportunities that challenge our students to become well-rounded 21st century citizens. The staff and students at Hickman Middle School work hard to ensure that every student is firmly on the path of being ready for college and career. Our goal is for all students to be highly successful in high school and to aim for a higher learning educational opportunity after high school graduation.

HMS takes pride in the level of parent involvement that we enjoy. Extended families and community members, many of whom do not have students at the school, play an integral role in the school success as classroom volunteers, PTSA and DELAC members, participants in the school site committees (including safety and LCAP), fundraising boosters, and supporters of their students. The Hickman Middle School PTSA has donated significant time and money to our program, helping to fund our athletic program as well as student field trips.

Classroom teachers regularly administer standards-based benchmark and curricular assessments in order to monitor student performance and to adjust instruction accordingly. Teachers design standards-based lessons founded on an analysis of these multiple assessments. When assessments show a student to be at-risk in a particular area, intervention is swift and targeted by the classroom teacher. Before- and after-school intervention programs are available for students who are struggling. Taught and monitored by students' classroom teachers and assisted by peer tutors, small group and individualized instruction sessions are held with students based on their learning needs. As per the signed HMS Master Agreement, interventions are mandatory for identified students. As classroom teachers monitor student performance data, they may bring students at risk to the School Safety net or make referrals to the Student Study Team, which provides a forum for the teachers, the parents, the administrators, the resource specialist, the school nurse, and/or the school psychologist to identify and set up support services (including referrals to outside agencies) for a student in need. HCCD has also put into place a multi-tiered system of supports (MTSS) to address students' social emotional and academic well-being and progress. Students who excel in academics can qualify for the Gifted and Talented Education program and participate in challenging projects that enhance their participation in community and school involvement.

Teachers at Hickman Middle School must meet higher expectations than ever in today's high-stakes

environment. To that end, our professional development program has a sharpened focus toward the type of teacher training that best assists students in meeting the diverse needs of our students. This includes a large array of teaching strategies, including direct instruction, brain-based learning, and opportunities that tap into students' multiple intelligences. Additionally, teachers utilize collaborative conversations, consistent use of academic language, integration of subjects, tiered assignments, technology-based instruction, and constructivist approaches to instruction. Professional development ideas are derived from the school leadership team and alignment is done by our teachers to address each department and subject area, as well as professional development surveys. Since our staff is small, each member is the middle school specialist in his or her subject area. Wednesday afternoons are reserved for collegial collaboration and planning and professional development.

The Middle School also offers abundant access to a wide array of technology services to enhance each student's success. Instructors use electronic presentations and video clips that are integrated with the curriculum in presenting many of the lessons. All departments regularly make use of the computer projector system that creates an interactive classroom setting by projecting web lessons, electronic presentations, real time video, and more onto a projection screen. In 2013-2014, Hickman Middle school staff implemented a 1:1 technology program using Chromebooks and Google Apps for Education to enhance critical thinking, written communication, collaboration, and technology skills using information media.

In addition to the rigorous academic program, Hickman Middle School is committed to meeting the needs of the whole child. The *Life of a Warrior* student organization identified positive character traits and responsible behavior for the student body. The HMS staff is pledged to developing and supporting self-motivated citizens, as well as identifying and rewarding those students who are model citizens. As part of our eighth-grade graduation requirements, the students must successfully complete a service-learning project geared towards improving their communities. With a goal of promoting a safe school environment for all students, our staff has adopted a zero-tolerance attitude for bullying and provides students with education on the consequences of bullying and skills for the bystander and the victim. Members of our student council are active participants in the school community through rallies, awards assemblies, and monthly lunchtime activities. Focusing on students' health and wellness is another priority at Hickman Middle School. In addition to healthy cafeteria meals and regular standards-based Physical Education and fitness activities, Hickman Middle School students also have opportunities to participate in a wide variety of competitive athletics, including flag football, boys' and girls' basketball, girls' volleyball, track-and-field, and cheerleading.

### **District Commitment to Parent Involvement**

HCCD is committed to the growth and success of each student and knows the importance of family and community involvement in cultivating such an achievement. Effective communication between home and school is the cornerstone of those efforts. Information is easily accessible to our families and the community through conferences, school events, Parent Square parent communication

platform, websites, Facebook pages, and our student information system student and parent portal.

### **District-Wide Collaboration**

In addition to site-specific programs, students regularly make use of the following shared resources: Library Media Center, Science Lab, art classes, music, intervention services, Annex Resource Center and instructional equipment. Teachers work collaboratively on curriculum articulation between subject matter and grade levels. Parents and community members join with staff in order to strongly support the students' educational goals and needs. These volunteers are highly visible on all three campuses and contribute to our mentoring, reading, and visitation programs.

The District's state-approved Technology Plan outlines a specific scope and sequence for the acquisition of technology skills for students. The District is committed to using technology to improve student achievement to provide students with the tools they need to for project-based learning activities. Beginning in 2013–2014, all students in grades three–eight were provided Google Apps for Education accounts on our managed service. In 2012–2013 the district installed an Enterprise wireless network to support the implementation of 1:1 computer access for grades one through eight and 1:2 computer access in kindergarten. Funding is set aside yearly for replacement of technology and in 2018-20, the district replaced all student devices. In addition, the Library Media Center houses an additional 36 Chromebooks for student reference and computer instruction. HES K–5 students attend weekly classes in the media center where they learn keyboarding, writing, electronic presentations, and internet-based research skills to support and enhance classroom curriculum. Students also use technology to support their learning in a number of other ways (i.e., Accelerated Reader, ALEKS Math program, Zearn, iReady Math and Reading, IXL, among others). Additionally, there are many technology tools installed in the classrooms. These tools include document cameras, projectors, and iPads. Staff is trained and cross-trained to utilize these technology-based teaching tools.

### **Plan for Students Who Are Academically Low Achieving**

HCCD meets the educational needs of academically low achieving students through student-support services (Attachment B). Students who are in need of these interventions are identified by the Student Study Team (SST) process (Attachment C) through one or more of the following methods: Measures of Academic Progress (a computer adaptive interim assessment given 3 times a year), standardized test scores, instructional software assessment scores, teacher observation, curriculum-based measurement, academic grades, and other school-approved screening criteria.

At HES, the intervention programs are implemented under the immediate supervision and direction of a fully credentialed teacher. Low achieving students may receive focused instruction in small groups, or even one-on-one, with teachers or paraprofessional educators. LCAP and Title I fund a Reading Intervention Specialist who work with students that struggle in this area. Other intervention programs may include after-school intervention, lunch-time tutoring, small group differentiated learning within the classroom, and or instruction from the resource specialist teacher.

At HMS intervention programs include after-school intervention, lunch-time tutoring, small group differentiated learning within the classroom, and or instruction from the resource specialist teacher or aid. Each HMS teacher monitors grades and meet with a small group of students at least monthly.

At HCS, Education Coordinators monitor their own caseload of students through learning record conferences at least every 6 weeks. Periodic collaborative discussions around struggling students are planned during monthly staff meetings. Weekly intervention classes, which offer additional support, are offered in math and writing. Students who show continued needs are referred to the SST process.

### **Plan for Students Who Are Academically High Achieving**

Hickman Community Charter District believes that an instructional program for the high-performing students is the best instructional program for all students. The district is known for its rigorous program and high expectations for all. Our program meets the educational needs of academically high-achieving students through programs and instructional strategies, including but not limited to the following: Gifted and Talented Education (GATE), self-paced instructional software, and differentiated instruction.

Gifted and Talented students are identified through one or more of the following methods: standardized test scores, OLSAT testing, instructional software assessments, teacher observation and assessments, academic grades, and other school-approved screening criteria. Project-based community service projects are the cornerstone of the GATE program.

### **Plan for English Learners**

Hickman Community Charter District identifies English learners and their needs through the Home Language Survey and the [English Language Proficiency Assessments for California \(ELPAC\)](#) administered by the ELL Coordinator with staff support. Highly qualified certificated staff with ELD attachments to or embedded in their credentials use strategies not limited to English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), self-paced instructional software at the level of educational need, peer and/or cross-age partnering, differentiated instruction, and other accommodations as needed. HES teachers utilize *Wonders* ELD supplement to provide both integrated and designated ELD differentiated instruction to target specific language development skills. HCS uses a variety of curriculum to assist home educators in this area.

### **Plan for Special Education**

HCCD recognizes the important obligation of providing effective educational opportunities to all of its students, regardless of special needs. To meet this obligation, each of the three schools coordinate special education services with the district as specified in this charter and in accordance

with the Stanislaus County SELPA local plan and state and federal law. Prior to enrollment in the HCS independent study program, each special education student must have an Individualized Education Plan (IEP) which states that the independent study program offered through HCCD is an appropriate placement for that student. If the IEP team determines that HCS is not the appropriate academic placement the student will be directed to continue in the school and/or district of residence for appropriate placement and services.

The process used at HCCD to identify incoming students who qualify, or existing students referred for special education programs and services, include but are not limited to the following: a routing system of CUM folders and/or special education folders which identifies the special needs of any student who has an existing IEP, screening for special needs using core curriculum assessments, the School Safety Net, Student Study Team meetings, behavior and health evaluations, psychometric evaluations, and academic assessment in accordance with state and federal law. HCCD has also put into place a Multi-Tiered System of Supports (MTSS) to address students' social emotional and academic well-being and progress.

All special education programs and services at HCCD are provided and/or supervised by appropriately credentialed staff, in accordance with the IEP, and per agreement with the local education agency (LEA), which is HCCD. The special education programs include services with the HCCD speech therapist, mild to moderate credentialed teachers, reading specialists, a psychologist/counselor, and school nurse. Additionally, HCCD contracts with Stanislaus County Special Education Local Plan Area (SELPA) to provide an occupational therapist (OT), adaptive P.E. specialist, and behaviorist. Some HCCD students are served through other non-public agencies. Additional programs include but are not limited to the following: social skills training, summer school, supplemental reading instruction, instructional accommodations and/or modifications, self-paced instructional software at the level of educational need, differentiated instruction, and peer and/or cross-age tutoring. The facilities used at HCCD do not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program.

HCCD understands its legal responsibilities for meeting the needs of special education students and the special education staff carefully adheres to the time frames and guidelines stipulated by the Individuals with Disabilities Education Act (IDEA).

Students are provided comprehensive access to the core curriculum to the greatest extent possible. To provide access to the comprehensive core curriculum, support is provided per the student's Individualized Education Plan by certificated special education staff and classified staff in concert and close collaboration with the general education teacher. Students' progress towards goals is reviewed and revised annually by the IEP team to ensure progress on goals, appropriate services, supports, accommodations and/or modifications, and educational benefit to guarantee they are making progress with their learning in accordance with state and federal law.

## **Title I**

HES is the only school in HCCD that accepts Title I funding. Title I gives extra support to students who have not yet reached proficiency at their grade level. Students in grades 3–5 are initially identified based on their MAP or CAASPP scores from the previous year. Students in grades K–2 are initially identified by MAP, teacher recommendation, classroom and benchmark assessments, as well as observations from support staff in the area of ELA.

Title I students receive a combination of services including small group additional instruction in reading, phonics, spelling, grammar, and writing skills from our Reading Specialist. A variety of teaching strategies are used, including small-group differentiated instruction, direct instruction, and pull-out services. Teaching materials used include McGraw-Hill English Language Arts and English Language Development materials, Read Naturally, Zearn, and IXL as well as numerous other resources.

The program is monitored and results are reported to the local board as well as the district advisory council. Adjustments are made as necessary in order to ensure student growth and success.

## **III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA**

### **Measurable Student 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.

- All students will progress towards achieving the Common Core State Standards at a proficient or advanced level as measured by the California Assessment of Student Performance and Progress (CAASPP) program in Language Arts, Mathematics, and Science at the grade levels determined by the State; formative and summative assessments based on classroom instruction; district benchmark assessments administered each trimester; and Common Core aligned curriculum-based measures.
- HES and HMS use Measures of Academic Progress as a benchmarking assessment 2-3 times per year. HCS uses MAP and iReady assessments with students as needed.

- District-wide focus on student health and physical fitness. All students will progress towards achieving the Healthy Fitness Zone on the California Physical Fitness Test.
- English Learner students will progress towards achieving at the proficient level as measured by the ELPAC and local ELD benchmark assessments. The district uses following the English Language Proficiency Assessments for California (ELPAC) to monitor students' language growth from year to year.
- All students graduating from the district will:
  - Pass a United States Constitution test with a minimum score of 70%
  - Write and present a speech related to American History standards
  - Complete a service learning project
  - Complete at least three performance-based courses during their 6<sup>th</sup> – 8<sup>th</sup> grade years in the areas of foreign language, technology, visual, performing or practical arts.
- Additionally, the district and its students will progress towards achieving an excellent rating by the State in regards to the Eight State Priority Areas that are included in the district's Local Control Accountability Plan (LCAP). These areas include: student achievement, student engagement, other student outcomes, school climate, parental involvement, basic services, implementation of Common Core State Standards for all students, and course access. The LCAP will be adopted every three years and updated annually.
- All students will attend school daily and complete assigned daily work as per signed Master Agreements (See attachments G-H).

### **California School Dashboard**

See the California School Dashboard (Attachment E) for historical data. The plan for achieving future growth targets includes the following elements:

1. Evaluate and/or refine the benchmark assessments program to ensure they are:
  - a. Aligned to state content and curriculum standards
  - b. Calibrated to state content and curriculum standards
  - c. Valid and reliable
  - d. Correlated to California Assessment of Student Performance and Progress (CAASPP) outcomes



2. Strengthen instructional strategies that are:
  - a. Differentiated for GATE, English learners, at-risk students, etc.
  - b. Sensitive to multiple intelligences and to students' diverse learning styles
  - c. Appropriate to standards
3. Continue to identify students for intervention and to monitor their progress based upon their achievement on the California Assessment of Student Performance and Progress (CAASPP) as follows:
  - a. Students who score below proficient on any area tested in the CAASPP system are placed in intervention programs at the onset of the new school year, with the goal of advancing at least one performance level by the end of the school year.
  - b. All students will be monitored for progress during the year by the district benchmark exams (aligned with State content and performance standards), with intervention plans developed for any newly identified students. It is the district's plan to transition to the SBAC formative and interim assessments as they become available.
  - c. Using our data analysis system and the student information system, Powerschool, to identify targeted standards for each student with the development of a corresponding individualized remediation plan.
4. Continue to provide professional development to equip staff to implement the plan.
5. Continue reflective practices, i.e. cross grade and grade-level meetings, to analyze data, share best instructional practices, modify the educational program, and plan for future program improvements.

### **Methods of Assessment**

All students in grades 3 through 8 will maintain or exceed the percentage of Proficient or Advanced achievement levels on the California Assessment of Student Performance and Progress (CAASPP) system. Hickman Community Charter District Schools will continually strive towards meeting California School Dashboard Targets.

Student progress in meeting the desired student outcomes are measured and evaluated through a variety of assessment tools as outlined below.

1. State mandated assessments - Students will be assessed annually with all state mandated assessments in the CAASPP program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California English Language Development Test, and the physical performance test.
2. Local assessments - Schools in the district will conduct local assessments that may include:
  - a. Observational Survey of Early Literacy Learning (K-1)

- b. Reading fluency assessment through running records (K-5)
- c. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- d. Basic Reading Inventory
- e. Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level. Assessment data—and essential information about what each student knows and is ready to learn is available within 24 hours.
- f. Curriculum-based measurement
- g. Classroom-based subject assessments: teacher observation, Common Core-aligned assessments, student response systems
- h. ALEKS on-line mathematics assessment
- i. i-Ready on-line assessments in mathematics and reading
- j. Renaissance Learning's STAR Reading and STAR Math standardized computer assessments
- k. Performance-based assessments: foreign language, dance, art, music, physical fitness, etc.
- l. Portfolio conference with parents
- m. Informal and formal parent conferences throughout the year
- n. School progress reports
- o. Standards-based report cards
- p. Daily attendance
- q. Daily work and homework completion
- r. Special subject, grade or school project completion
- s. California Healthy Kids Survey (5<sup>th</sup> & 7<sup>th</sup> grades for Title IV funds)
- t. ST Math
- u. Student Exit Interviews

## **Use and Reporting of Data**

Data on student achievement is collected, analyzed and reported to school staff, parents and guardians through the following measures.

1. Methods of collecting data:
  - a. Measures of Academic Achievement (MAP)
  - b. Data reports provided by the State as part of the California Assessment System.
  - c. Teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects and student attendance.

- d. Accelerated Reader reports and Renaissance Learning's STAR Reading/Math reports
  - e. Survey results: Healthy Kids Survey and character trait assessments
  - f. Student assessment and progress reports provided by various online instructional services and tools: e.g. ST Math, ALEKS, Dreambox, i-Ready, Google forms, etc
2. Forums for analyzing data:
- a. Teacher analysis and reflection on collected student data
  - b. Grade level meetings
  - c. Departmental meetings
  - d. Parent-teacher conferences
  - e. Staff Meetings
  - f. Intervention Teams
  - g. Student Study Teams
  - h. Administrative Meetings
  - i. District LCAP Advisory Council
  - j. District English Learner Advisory Committee (DELAC)
  - k. School Board Meetings
3. Means of reporting data:
- a. Student Reports from the California Assessment of Student Performance and Progress (CAASPP) system
  - b. Parent conferences
  - c. Media reporting
  - d. Board meetings
  - e. School Accountability Report Cards
  - f. District web site [www.hickmanschools.org](http://www.hickmanschools.org)
  - g. School and classroom websites.
  - h. ParentSquare Parent Communication System.

School staff and advisory committee utilize the above collected and reported data continuously to monitor and improve the schools' educational programs so that the stated measurable student outcomes can be attained.

### **Local Control Accountability Plan**

HCCD's Local Control Accountability Plan is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. Our LCAP provides the opportunity for us to share our story of how, what, and why programs and services are selected to meet their local needs. The plan was

most recently approved at the HCCD Board of Trustees meeting on June 17, 2019 and set goals to meet or exceed the established objectives of the Eight State Priorities, including, but not limited to:

### **Student Achievement**

- Performance on Standardized Tests
- Academic Performance Dashboard: District is currently Yellow in Math and Green in ELA
- Share of EL's that become English proficient
- EL reclassification rate

### **Student Engagement**

- School attendance rates: 97% actual attendance
- Chronic absenteeism rates: <1% of students chronically absent
- Middle school dropout rates: 0%

### **Other Student Outcomes**

- Other indicators of student performance in required areas of study described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable. May include performance on other exams

### **School Climate and Safety**

- Student suspension rates <1% suspension rate yearly
- Student expulsion rates <0.25% expulsion rate yearly . There have been no student expulsions in over 5 years.

Other local measures, including surveys of pupils, parents and staff on the sense of safety and school connectedness. Goals for safety survey include:

- At least 95% of parents will report that they believe their school provides a safe environment for their children.
- At least 95% of students will report that they feel safe at school.
- 100% of staff members will report that they feel safe at school.

### **Parental Involvement**

In order to engage parents and promote their participation in programs for unduplicated students and individuals with exceptional needs, HCCD actively seeks and encourages parents to participate in the School Site Council, Parent Advisory Committees, IEP meetings,

Special Education Self Review, etc. Bilingual staff are available to translate for parents to facilitate active participation during each of these parent input and involvement opportunities.

- 90% of parents will attend parent/teacher conferences
- 90% of parents will attend Back to School Night
- 75% of parents will attend Family Math and Literacy Nights
- 100% of district committees and councils will be fully constituted and active within the school community
- At least 75% of parents of English Language Learners will attend at least one ELL information meeting.
- At least 75% of parents of students with exceptional needs will participate in the Special Education Self Review (SESR) process by attending informational meetings and/or completing surveys.

### Basic Services

All goals listed in this priority are outlined pursuant to Education Code Section 35186, Williams Act. This code section specifies that: (1) Parents will be notified if regularly there is a misassignment of a certificated employee in a teaching position for which they do not hold the proper credentials or if there is a vacant teacher position that remains unfilled by a properly credentialed staff member. (2) There should be sufficient textbooks and instructional materials. That means each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments. (3) School facilities must be clean, safe, and maintained in good repair. (4) Complaint forms must be made readily available.

#### Rate of teacher misassignment

- 100% of teachers are fully credentialed and assigned appropriately as outlined by their credential/s

#### Student access to standards-aligned instructional materials

- 100% of students have access to standards-aligned instructional materials and textbooks (printed and/or accessible via the internet or on a personal device)

#### Facilities in good repair

- All school facilities will be inspected annually, and maintained in good repair in accordance with the Williams Act.

### Implementation of Common Core State Standards (CCSS)

- Common Core State Academic Content and Performance Standards are fully implemented (100%) in all subject areas at all grade levels, for all students and subgroups of students, including English Learners.
- 100% of EL students will receive additional services focused on the CCSS that will enable them to successfully access the common core academic content standards.

### Course Access

- All students will be given access to a broad course of study that includes all the subject areas described in Section 51210, inclusive, of Section 51220, as applicable. (Math, English/ELA, Social Science, Science, Visual and Performing Arts, Health, P.E.)
- Special Education students will be afforded programs and services to meet their exceptional needs in accordance with their IEPs to provide services resulting in educational benefit.
- ELL students will be afforded programs and services that ensure academic benefit for them.
- Low Income and Foster Youth students will be provided programs and services to support attainment of academic proficiency and ensure educational benefit.

## IV. GOVERNANCE STRUCTURE

### **Governing Board**

The governance structure of the District is directed by an elected Board of Trustees, consisting of five (5) members, retaining existing terms and qualifications as defined by The County Election Board. The current election process for the Board of Trustees will remain in place. The ultimate authority for the governance of the District remains with this elected Board of Trustees. The governing board sets [vision, goals, policies and regulations](#) for the district.

### **Superintendent**

The Superintendent has primary responsibility for [implementing District vision, policies and operation](#).

### **School Principal(s)/Director(s)**

The School Principal/Director has the primary responsibility for day-to-day operations of schools within the Charter District. Each administrator is responsible for adherence to all applicable Federal and State laws, policies of the District, and implementation of adopted curriculum and programs. In addition, they are charged with the responsibility of all instructional materials, curriculum implementation, professional development, serving as resources for teachers, as well as the oversight of assessment and special programs.

### **LCAP - District Advisory Council**

District advisory council composed of parents and staff from each of the schools are elected by their peers.

The role of the advisory council is to:

- consult with parents and teachers regarding the education programs
- consider parent suggestions and concerns regarding education programs
- participate in developing yearly goals for district education programs

## V. HUMAN RESOURCES

### **Qualifications of School Employees**

In order to continue being creative and flexible in providing an optimal learning environment, the

District maintains the following standards for all those who work with children:

#### Superintendent

The Superintendent must hold a valid California administrative credential. The Superintendent is employed by and responsible to the Board of Trustees. The Superintendent shall have a criminal background check performed pursuant to Education Code Section 44830.1. He/she shall also have a pre-employment drug test as required by contract.

#### Principal/Director

The Principal of the Elementary and Middle schools must hold a valid California administrative credential and the experience and skills required to fulfill the responsibilities of the positions. The Director of Hickman Charter School must hold a valid California administrative credential. The Principal/Directors are employed by the district and responsible to the Superintendent. The Principal/Director shall have a criminal background check performed pursuant to Education Code Section 44830.1. He/she shall also have a pre-employment drug test as required by contract.

#### Certificated Personnel

Classroom teachers and education coordinators teaching core subjects must hold valid California teaching credentials. They are employed by the district and are responsible to the Superintendent and/or Principal/Director. Teachers/Education Coordinators shall have a criminal background check performed pursuant to Education Code section 44830.1. They shall also have a pre-employment drug test as required by contract.

- Counselors/Psychologists: school counselors and psychologists will be fully qualified with the appropriate service credential for their position.
- Nurses: all nurses (RN and LVN) will be fully qualified with the appropriate license to administer the health programs within the district.

#### Classified Personnel

All classified personnel must meet the qualifications and standards established for employment and are responsible to the Superintendent and/or Principal/Director. All classified employees shall have a criminal background check performed pursuant to Education Code Section 44830.1. They shall also have a pre-employment drug test as required by contract.

In addition, it is expected that all employees of the District have a solid understanding of and commitment to the importance of student success and a commitment to a collaborative partnership.

## **Compensation and Benefits**

All new and existing employees participate in State Teacher Retirement System (STRS), Public Employee Retirement System (PERS), and Social Security, as appropriate.



All employees of the District continue with current retirement system provisions. Employees continue to contribute at the rate established by STRS or PERS. Employees who are not members of STRS must make contributions to the Social Security System.

The District makes all employer contributions as required by STRS, PERS, and Federal Social Security. The District also makes contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

## **Employee Representations**

All administrators, classified and credentialed staff are employees of HCCD. The District is deemed the exclusive public school employer for the purpose of collective bargaining.

## **Rights of School District Employees**

Employees at all three schools within Hickman Community Charter District are district employees. Compensation is based on negotiated district contracts.

In the event of a dispute between the District and any employee, the internal dispute resolution process shall be implemented as delineated in both certificated and classified contracts.

Hickman Community Charter District is comprised of three schools:

- Hickman Elementary School, K-5
- Hickman Middle School, 6-8
- Hickman Charter School, K-8

District employees are covered by the current collective bargaining units (Hickman Association of Teachers and Classified) and District salary schedules. The District Charter does not diminish any employee rights.

Eligible staff will continue with the available District health and welfare package.

The employee is obligated to fulfill their responsibilities and job assignment for the entire academic year.

The administration recognizes current state laws of permanent status for certificated staff tenure for the life of the Hickman Community Charter.

Should staff wish to transfer between schools within the District, staff must apply when openings arise, be recommended by hiring committee and approved by the school board.

Should layoffs occur due to decline in revenue and/or enrollment, refer to District Seniority List.

## Health and Safety

All individuals employed in the District and enrolled students are subject to standards required pursuant to state and federal law. The District maintains the following:

- Current liability and excess liability insurance coverage as provided by the district selected JPA.
- Exclusion for all losses occurring in violation of any applicable California codes or regulations.
- Compliance with JPA Standards.
- Worker's Compensation pursuant to the provisions of the California Labor Code.
- Nurse available two days per week to meet the needs in regards to the health and safety of both students and staff.

## Dispute Resolution

The procedures to be followed by the charter district and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

(A) HCCD recognizes the fact that the State Board of Education is not a local education agency.

(B) The costs of the dispute resolution process, if needed, will be shared by the district and the State Board of Education.

(C) Because it is not a local education agency, the State Board of Education may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

(D) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto.

HCCD agrees to work to accomplish all tasks necessary to fully implement this Charter. If the State Board of Education and Superintendent of Public Instruction believes they have cause to revoke this Charter, they agree to notify the Governing Board of the District and grant the District reasonable time to respond to the notice and take appropriate corrective action prior to revoking the Charter. If

such an action takes place, HCCD will revert back to non-Charter status.

## VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

### Student Admission Policies and Procedures

The District identifies the following admission requirements and parameters:

- The District is non-sectarian and does not discriminate based upon race, religion or creed.
- Tuition is not charged.
- Pupils are considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level.
- Students must satisfy all state and locally required immunizations
- All special needs students with an active IEP are admitted per State and Federal Laws.
- If the number of pupils who wish to attend exceeds the school's capacity, enrollment, except for existing pupils of the District, is determined by a public random drawing. Preference shall be extended according to District Enrollment Guidelines (Attachment D) adopted by the Board of Trustees.

Prior to students and parents being admitted into the District, they are required to:

- Understand the District's educational program and philosophy and sign a parent/student Charter master agreement. The purpose of this master agreement is to encourage the development of responsibility and respect in the students, encouraging each one to become a lifelong learner and productive citizen of the community. (Attachments F, G & H)

### Non-Discrimination

Hickman Community Charter District is nonsectarian in its programs, admission policies, employment practices, and all other operations. The District shall not charge tuition and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability.

### Public School Attendance Alternatives

No pupil residing within the historical attendance area of the District shall be required to attend the Hickman Community Charter District. The District will assist with an inter-district transfer (in accordance with agreement) for pupils who choose not to participate or who choose not to adhere to the student/parent master agreement contained, pursuant to Education Code Section 46600. (Attachment J & J)

All students will be afforded due process as outlined in Education Code 48918.

The above option shall be applied to those students who fail to meet the terms of the signed master

agreement and through due process have been dismissed from the District. In the case of a pupil's dismissal for failure to meet the terms of the master agreement, the Charter School District shall continue to enroll the pupil until enrollment in an alternative educational program has been secured.

In the event that a parent and the District cannot agree on an alternative placement, the dispute resolution process outlined in the master agreement of this charter shall be implemented. If, after all aspects of the master agreement of this charter has been completed, a resolution of the dispute cannot be agreed upon by the affected parties, the parent may notify the State Board of Education that the District did not adhere to the alternative attendance placement of the district charter. If the State Board of Education and the State Superintendent of Public Instruction determines that the District did not meet the terms of this element of the charter and that this failure constitutes a material violation of this charter, the State Board of Education and the State Superintendent of Public Instruction may initiate revocation of the charter pursuant to the revocation authority granted in Education Code Section 47607.

### **Suspension/Expulsion Procedures**

The District handles student expulsion and suspensions in accordance with adopted District board policy 5144.1, based on the Education Code. (Attachment I)

A student's enrollment may be discontinued from a school within the District for non-compliance with the terms of the master agreement All discipline matters are conducted in compliance with due process. The decision of the hearing may be appealed to the School Board. The decision of the School Board of Trustees will be final.

## VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

### **Budget**

The District Superintendent, the Business Manager, and the Principals/Directors annually develop a balanced operating budget to be approved by the Board of Trustees as a part of the annual budgetary process. The District's independent auditor annually conducts audits of the fiscal operation. The Stanislaus County Office of Education also provides oversight and monitoring of the District budgetary process and financial condition (Attachment K).

### **Financial Reporting**

The accounting of the District's budgets, revenues and expenditures are conducted in accordance to the HCCD Board of Trustees' Policies and Administrative Regulations. The board contracts an independent outside auditor to conduct the annual audit of fiscal and programmatic operations and report findings to the board. The district complies with state financial reporting regulations by submitting the 1<sup>st</sup> and 2<sup>nd</sup> interim report, unaudited actuals, end of year projection and budget report. These reports are submitted to CDE through the county office of education which monitors the fiscal health of the district in accordance with AB 1200.

### **Insurance**

HCCD acquires general liability, worker's compensation and other necessary insurance coverage through carriers approved by the district.

### **Administrative Services**

HCCD is governed by the District's elected Board of Trustees and the Superintendent and they hold the lead responsibility for administering the District under policies adopted by the governing board. Each school works in cooperation with the District that provides necessary administrative services including: financial management and payroll services, personnel services and instructional program development, as well as services in the areas of special education, food services and the provision and maintenance of facilities. The District also monitors services including school and student performance data, reviewing the school's financial statements and audit reports.

### **Facilities**

HCCD includes Hickman Elementary (HES), Middle (HMS) and Charter (HCS) schools which all share a campus of approximately fifteen acres located at 13306 4<sup>th</sup> Street in Hickman. Facilities include a Library Media Center and Gymnasium/Cafeteria that are shared by all three schools.

In addition to its main site, HCS leases resource centers in Alameda and Tuolumne Counties.

## **Transportation**

HCCD provides home-to-school transportation for those students who reside within the District's traditional geographic boundaries. The District transportation system functions under the guidelines of the California Department of Education's Office of School Transportation. Parents or guardians of students who reside outside the district are responsible for transportation to and from school.

## **Audits**

Each fiscal year, HCCD Board of Trustees will, oversees the selection of an independent auditor, ensuring that the selected auditor has experience in education finance. The audit verifies the accuracy of the District's financial statements, attendance and enrollment accounting practices, and review the District's internal controls. The audit is conducted in accordance with generally accepted accounting principles applicable to the District. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable Office of Management and Budget circulars. It is anticipated that the annual audit be completed within six months of the close of the fiscal year and that a copy of the auditor's findings be forwarded to the Business Manager of HCCD. Any audit exceptions or deficiencies are reported to the Board of Trustees with recommendations on how to resolve them.

## **Closure Protocol**

Hickman has been a public school since 1897. As of June 30th, 2015, HCCD will have operated as an all-charter district for three consecutive renewal periods. In that time, HCCD has had no significant effect on the workload of the charter authorizer (the State Superintendent of Public Instruction and the State Board of Education served by the California Department of Education). HCCD foresees this to continue to be the case.

If the Charter is not renewed or the District should decide to rescind it, the District will revert back to non-charter status. In the event of charter non-renewal or closure letters will be sent to parents, the county office of education, and the State Board of Education informing them of the change in status. Student records will continue to be maintained on site as usual.

## **School Management Contracts**

We do not contract out for business services. All business office personnel are District employees.

## **VIII. IMPACT ON THE CHARTER AUTHORIZER**

The District is reviewed and evaluated annually by the Board of Trustees of Hickman Community Charter District. The board's assessment of the District includes but is not limited to:

- Program content
- Student progress
- Management
- Budget
- Future plans

The superintendent submits an annual SARC report to the California Department of Education based on findings of the Board of Trustees. If the State Board of Education has any questions regarding these findings, they will notify the District in writing and Hickman Community Charter District will respond accordingly. We have been a public school since 1897 and if we close as a charter district, we will revert back to our original status.

The term of this Charter is for five years following the adoption by the HCCD Board of Trustees and approved by the Stanislaus County Board of Education who acts as the agent for the State Board of Education, unless revoked by the State Board of Education and the State Superintendent of Public Instruction or rescinded by the Board of Trustees prior to the expiration of the Charter.

When considering changes to the proposed Charter the State Board of Education contact person will determine if the proposed change is a material revision. Any material revisions must be approved by a majority of certificated teachers and the HCCD Governing Board of Trustees and require approval by the State Board of Education and the State Superintendent of Public Instruction.

## IX. Attachments

Attachment A: HCCD Core Curriculum

Attachment B: HCCD Student Support Resources

Attachment C: Student Study Process

Attachment D: District Enrollment Guidelines

Attachment E: Academic Performance Index Report

Attachment F: HCS Master Agreement

Attachment G: HES Master Agreement

Attachment H: HMS Master Agreement

Attachment I: Expulsion/Suspension Policy

Attachment J: Memorandum of Understanding – Gratton School District

Attachment J: Memorandum of Understanding – Roberts Ferry School District

Attachment K: Financial Condition Certification Letter

Attachment L: Assurances



## Attachment A: HCCD Core Curriculum

<p><b>Campus Programs</b></p> <p><b>Hickman Elementary School</b></p> <p><u>Reading/Language Arts</u></p> <ul style="list-style-type: none"><li>• Wonders Grades TK-5</li></ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"><li>• Eureka Math TK-5</li><li>• Zearn K-5</li></ul> <p><u>History</u></p> <ul style="list-style-type: none"><li>• Scott Foresman Grades K-5</li><li>• Teacher’s Curriculum Institute - 5</li></ul> <p><u>Science</u></p> <ul style="list-style-type: none"><li>• Amplify Science</li></ul> <p><b>Hickman Middle School</b></p> <p><u>Reading/Language Arts</u></p> <ul style="list-style-type: none"><li>• California Collections - Houghton Mifflin Harcourt</li></ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"><li>• California Math: Your Common Core Edition McGraw-Hill</li></ul> <p><u>History</u></p> <ul style="list-style-type: none"><li>• Prentice Hall (2007) Social Studies Grades 6-8</li></ul> <p><u>Science</u></p> <ul style="list-style-type: none"><li>• Amplify Science</li></ul>	<p><b>Homeschool/Independent Study Program</b></p> <p><b>Hickman Charter School</b></p> <p><u>Reading/Language Arts</u></p> <ul style="list-style-type: none"><li>• Wonders Grades 1-6</li><li>• Study Sync Grades 6-8</li><li>• All About Reading TK-1</li></ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"><li>• Ready Math (Curriculum Associates) K-8</li><li>• Go Math Grades 6-8</li><li>• Zearn Grades 1-5</li></ul> <p><u>History</u></p> <ul style="list-style-type: none"><li>• Prentice Hall (2007) Grades 6-8</li><li>• Harcourt Reflections Grades K-5</li></ul> <p><u>Science</u></p> <ul style="list-style-type: none"><li>• Standards Based Teacher developed units K-8</li><li>• Mystery Science K-5</li></ul>
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In addition to the core curriculum, HCCD uses many supplementary curriculum materials to customize student learning and help students meet or surpass state standards. All curriculum aligns to state standards.

**Attachment B: HCCD Student Support Resources**

Services	Grades
<p><b>Reading Specialists (HCS and HES)</b> Expertise, assessments and interventions for the struggling early readers.</p>	TK-3
<p><b>Psychologist/Counselor (District wide)</b> Psychologist provides psycho-educational assessments for student referrals for special education. In addition, this position counsels students with behavior and mental health issues. In addition, LCAP provided funding for additional counseling services through the Department of Health and Human Services. Referrals are also made to outside agencies as appropriate.</p>	TK - 8
<p><b>Student Health (District wide)</b> The district provides services of a 0.4 FTE school nurse who monitors health, immunizations, hearing and vision screening, etc.. In addition, the HES and HMS have health clerks that assist the nurse with record keeping and minor health and first aid issues. HCS health clerk is an RN and assists with more serious health issues when our school nurse is not on campus.</p>	TK - 8
<p><b>Specialized Academic Instruction</b> Every school has at least one teacher who has a Mild to Moderate Special Educators credential. These teachers work with students who have been qualified for Special Education service.</p>	TK - 8
<p><b>Speech and Language</b> The district employs a full time Speech and Language Pathologist that works with students identified as needing articulation, pragmatics and fluency assistance.</p>	TK - 8
<p><b>English Language Learner Support</b> Students are identified needing supplemental support for English acquisition are provided specialized instruction by their teacher. Additional support is provided by a trained paraprofessional who maintains both pull-out and mainstreamed programs.</p>	TK - 8
<p><b>Gifted and Talented Program</b> This after school program is under the direction of a credentialed teacher whose responsibility is to implement and maintain a high-level G.A.T.E. program designed to meet the needs of gifted students. The G.A.T.E. program includes students from all three of the district's schools.</p>	4 - 8
<p><b>Student Study Team (SST)</b> An SST is comprised of parents, teachers, admin and anyone else who might have input regarding educational issues of certain families. SST makes referrals for further special education testing.</p>	TK - 8
<p><b>Adaptive P.E. / Occupational Therapist</b> Through the Stanislaus County Office of Education, the district contracts services with both an adaptive P.E. teacher and an occupational therapist. The need for these services is determined during an Individual Education Plan (I.E.P.) meeting.</p>	TK - 8

## Attachment C: Student Study Process

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

- \_\_\_ Identify a concern\*
- \_\_\_ Teacher gathers the data by completing the Pre-SST Form with parent
- \_\_\_ Teacher to schedule Pre-SST Meeting and SST Meeting

### Who to invite

- \_\_\_ Parent
  - \_\_\_ Administrator
  - \_\_\_ School Psychologist
  - \_\_\_ Education Coordinator
  - \_\_\_ Resource Specialist
  - \_\_\_ Teachers (if applicable)
- Pre-SST & SST Meeting Date\*\* : \_\_\_\_\_
  - Pre-SST Meeting time (20 minutes prior to the SST Meeting. Invite all SST members EXCEPT the parent): \_\_\_\_\_
  - SST Meeting Time: \_\_\_\_\_

- \_\_\_ Hold Pre-SST and SST Meeting:
- \_\_\_ Parent and EC implement strategies/changes provided by the team
- \_\_\_ Teacher adds recommended program(s) to work records
- \_\_\_ Re-visit recommendations and progress in 6-8 weeks
- \_\_\_ Teacher to check in with parent/or team to determine whether or not a follow up meeting is needed

\*SST Team is available the 1st Tuesday of the month from 8:00-9:00 for EC questions and concerns. (Or email Julia & Chelsea anytime). If a full SST meeting is not deemed to be necessary after this conference, no need to continue the process.

\*\*SST pre-meetings and meetings to be scheduled on the first Tuesday of the month anytime between 9:00-12:00. Please check team member calendars before scheduling these days!

## **Attachment D: District Enrollment Guidelines**

*Admission Requirements and Enrollment Guidelines Board Approved: March 14, 2016*

### **Admission Requirements**

All students admitted to our schools must be determined to be in good standing with their current school or school district before being considered for admission and/or entrance. Factors to be considered when determining whether a student is in “good standing” shall include, but not be limited to, the student’s attendance, discipline and compliance with his/her master agreement, as applicable. The determination to admit a student who is not in good standing shall be in the sole discretion of the Board of Education following a meeting with the Superintendent or designee and the student and parent/guardian or representative. The Principal or Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination.

The Board shall then make a final decision. The student’s admission is also contingent upon the capacity at the time the student seeks admission and in accordance with the lottery procedures stated herein.

### **Campus: Hickman Elementary and Middle School Enrollment Guidelines**

All families who wish to attend our campus-based schools (Hickman Elementary and Middle Schools) are required to complete an interest application form for each student they wish to enroll. Interest applications will be accepted throughout the year for enrollment in the following school year. The application deadline for campus schools shall be the last day of February.

The HCCD charter requires our campus-based programs to conduct a lottery whenever enrollment reaches the capacity for that grade level. The procedure also takes into account the fact that room must be left in each of the classes to accommodate those students moving into the district during the school year. This lottery will take place at the March board meeting of Hickman Community Charter District. The purpose of the lottery will be to rank in order all students within categories mentioned below.

All students already enrolled in the district will remain in the district, within the particular school they are currently enrolled. In addition, all students whose parents/guardians are residents within the Hickman Community Charter District boundaries will be admitted.

The following lists the students in the order of enrollment priority:

1. Students whose parents/guardians are employees of the district will be admitted until enrollment capacity is reached.
2. Students whose siblings are enrolled in HES or HMS will be admitted until enrollment capacity is reached.
3. Students who are enrolled in the district who wish to transfer within the district will be admitted until enrollment capacity is reached.

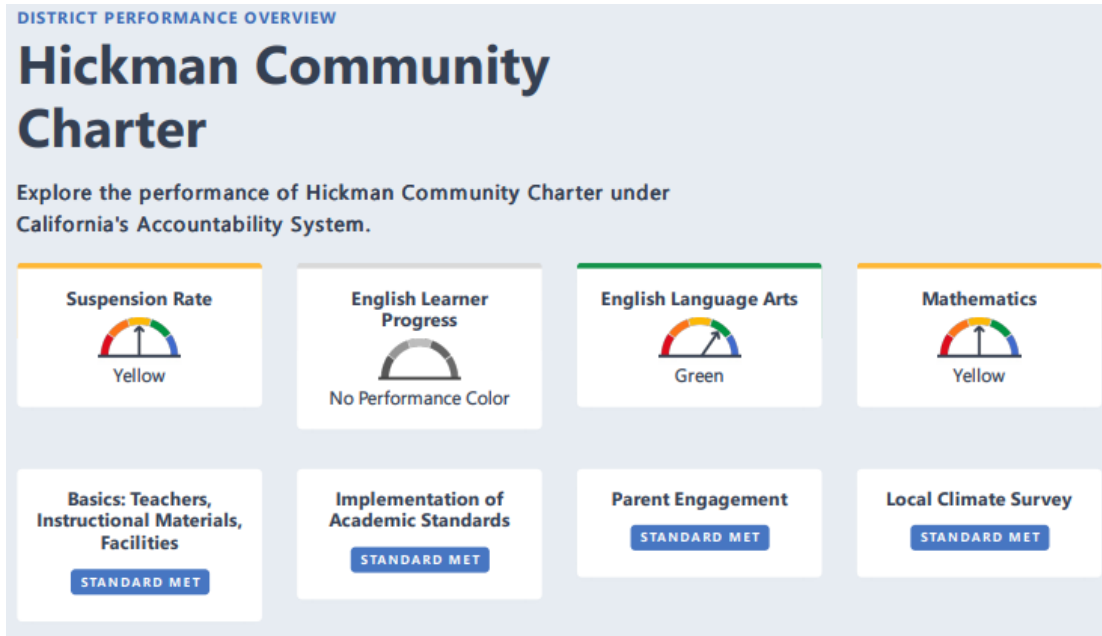
4. Students who are grandchildren of employees of the district will be admitted until enrollment capacity is reached.
5. Students who remain on the waiting list will then be entered into the lottery until enrollment capacity is reached.
6. During the school year if the total enrollment in each grade level drops below capacity, additional students may be admitted until enrollment capacity is reached.

### **Homeschool/Independent Study: Hickman Charter School Enrollment Guidelines**

All families who wish to attend our home-based, independent study program (Hickman Charter School) are required to complete an interest application form for each student they wish to enroll. Interest applications will be accepted throughout the year and admission will be accepted when school enrollment drops below the minimum level set by the Superintendent or designee. The following is the process required for admission.

1. All those who have filled out an interest application are invited to participate in an information session. These sessions are offered in the spring and summer prior to the start of a new school year, or when space becomes available.
2. If, after attending an information session, the family wishes to enroll, staff will review the interest application to determine if independent study is an appropriate placement for the student.
3. If the placement is deemed appropriate, the family will be contacted to confirm their intent to enroll with HCS. Factors determining appropriate placement shall include, but not be limited to, the student's attendance, discipline issues at their prior school, a home situation or Individualized Education Plan (California Education Code Section 51745(c)) that is found not to be conducive with independent study.

## Attachment E: California School Dashboard District Performance Overview 2017



## 2018



## Attachment F: HCS Master Agreement

**Master Agreement**  
**Hickman Charter School**  
13306 Fourth Street • Hickman, CA  
Voice: (209) 874-9070 • Fax: (209) 874-1457

Student:	Birth Date:	SID#:
Address:	Age:	Grade:
City:	ZIP Code:	Phone: (    )    -
Parents/Guardian:		Entry Date:
Duration of Agreement, 2019-20 School Year:    /    /    to    /    /		Exit Date:

Welcome to the Hickman Charter School (HCS) non-classroom-based, independent study instruction program. We look forward to a productive learning collaboration for the duration of this agreement. In order for the student and the parent-teacher to be fully informed participants in this learning program, the following terms need to be met.

- **Objectives and Methods of Study and Methods of Evaluation:** The overall objective is to enable the student to keep pace with the course of studies appropriate for his or her grade level and/or ability. All course objectives will be consistent with established district guidelines. Assignment/Work/Learning Records are part of this agreement and will include additional descriptions of the major objectives and activities of the course of study covered by the agreement and the methods for evaluating student work. The student is enrolled in the following courses: Language Arts, Mathematics, Science, Social Studies, Physical Education, and various electives.
- **Specific Resources – Materials and Personnel:** Hickman Charter School will provide the services of an assigned HCS supervising credentialed teacher - the Education Coordinator (EC), instructional materials distributed through the Hickman Charter School Annex, student supplemental classes, parent-teacher training, workshops and other services and resources as deemed appropriate by HCS. All services are provided on the Hickman campus, at resource centers or at HCS contracted locations.
- **Reporting Student Progress:** Student work products and a reporting of student progress shall be submitted to the Education Coordinator at least every eight weeks, or more frequently as determined by the Education Coordinator, during regular office hours as scheduled with the Hickman Charter School staff. The manner and form of this reporting must be considered educationally sound by the Education Coordinator. All meetings will occur at Hickman Charter School facilities, unless the Education Coordinator agrees to meet at an alternate location.
- **Board Policy – Maximum Length of Assignments:** According to district policy, the maximum length of time between the date an assignment is made and the date when the assignment must be completed is eight weeks. Assignments may be shorter as determined by the Education Coordinator.
- **Board Policy – Missed Assignments, Meetings, or Student Work Samples:** If a student and the parent/guardian fail to attend three (3) meetings, or complete and submit three (3) of the required work samples (assignments) acceptable to the Education Coordinator, Hickman Charter School will conduct an evaluation to determine whether it is in the student’s best interest to remain in this nonclassroom-based, independent study instruction program. Meetings are defined as any scheduled contact between HCS and the student or parent/guardian. Rescheduled or canceled meetings may still be deemed missed meetings by HCS. Evaluation findings shall be maintained in the student’s mandatory interim pupil record.

- **Agreement Duration:** The duration of this agreement is specified above. Agreements are valid for no longer than one school year. Hickman Charter School may choose a shorter duration as appropriate for individual students by rescinding this agreement and establishing a new agreement duration.
- **Measures of Academic Accomplishment:** Evaluation of student progress will be based upon ongoing parent-teacher assessment at the site of instruction, conferences with a Hickman Charter School Education Coordinator, and other assessment measures as specified in the Assignment/Work Record. Measures of student progress may include demonstration of mastered skills, completed work, written and oral tests and reports, oral presentations, and other activities as recommended by the Education Coordinator. Hickman Charter School students participate in all state mandated testing. While state law may provide for parental waiver of certain statewide mandated assessments, Hickman Charter School retains its obligation to assess student academic progress and may require the administration of other assessment tools of its choice to meet this duty.
- **Optional Educational Alternative:** Hickman Charter School's independent study program is an optional educational alternative. No student shall be required to participate in Hickman Charter School. A key question to be considered with the signing of each Master Agreement will be whether or not the offered HCS program structure and the parent/guardian as the primary educator continue to be the best placement for this student. In the case of a pupil who is referred or assigned to Hickman Charter School's independent study program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

**Student Understandings:**

- I will follow the rules, standards, and behavior guidelines of Hickman Charter School.
- My parent-teacher will supervise me in daily instruction.
- I will complete the minimum number of hours of weekly course work and my assigned learning activities as explained by my parent-teacher and Education Coordinator.
- I will keep my appointments and submit work on time. If I do not do this, I may be dropped from Hickman Charter School.

**Parent/Guardian Understandings:**

- I agree to the conditions listed above under "Student Understandings" and the other provisions of this agreement.
- Hickman Charter School's education program is designed so that I, the parent-teacher, provide the primary instruction and daily monitoring for my child during this agreement. ("Daily monitoring" means being physically present to provide instruction and care.) I also understand that the Education Coordinator has the responsibility to coordinate, evaluate, and generally supervise my child's independent study as defined in applicable law.
- The minimum number of hours of quality educational time to be delivered each instructional week: Kindergarten -- 20 hours; Grades 1-3 -- 24 hours; and Grades 4 and above -- 25 hours.
- I agree to communicate promptly and professionally with the school, beginning with the Education Coordinator.
- I will keep all appointments with Hickman Charter School staff. Rescheduled or canceled meetings may still be deemed missed meetings by HCS. I will come to appointments with my child, prepared with supporting records and student work to collaborate in evaluating my child's academic progress as well as establishing learning objectives for the next learning period.
- Attendance logs are due to my Education Coordinator promptly at the end of each month.
- It is my responsibility to provide any needed transportation to Hickman Charter School for my child's scheduled meetings, classes, special education services, and any other travel covered by this agreement.
- I am liable for the cost of replacement or repair of willfully damaged or destroyed books and other school property that my child or I may use as part of the educational program.



- An individual with exceptional needs, as defined in Education Code Section 56026, shall not participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.
- Hickman Charter School best functions on the fruitful collaboration between the parent-teacher and the Education Coordinator. However, the State of California mandates that the Education Coordinator retain the basic professional responsibility as the Hickman Charter School’s representative for gauging educational progress and the satisfaction of the provisions of this agreement.

**Agreement: We have read both sides of this agreement and hereby agree to all its conditions.**

***Signatures:***

Student: \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date \_\_\_\_\_

Education Coordinator: \_\_\_\_\_ Date \_\_\_\_\_

Other: \_\_\_\_\_ Date \_\_\_\_\_

**Attachment G: HES Master Agreement**

**Hickman Elementary School Master Agreement  
Hickman Community Charter District  
13306 4<sup>th</sup> Street • Hickman, CA 95323  
Phone: 209-874-1816 • Fax: 209-874-3721  
Candetta Barnett, Principal**

<b>Student:</b>	<b>Birth Date:</b>	<b>SID#:</b>
<b>Address:</b>	<b>Age:</b>	<b>Grade:</b>
<b>City and Zip</b>	<b>Phone: (    )</b>	
<b>Parents/Guardians:</b>	<b>Entry Date:8/8/19</b>	
<b>Duration of Agreement:2019/2020 school year</b>	<b>Exit Date:5/27/20</b>	

*Welcome to Hickman Elementary School (HES). We look forward to a productive learning partnership for the duration of this agreement. In order for the student and the parent to be fully informed participants in this learning program, the following terms need to be met:*

**Objectives and Methods of Study:**

The overall objective is to enable the student to achieve success appropriate for his/her grade level and ability. All course objectives will be consistent with established state/district standards. Our school also participates in the CAASPP (California Assessment of Student Performance and Progress) in the spring of each school year for grades 3-5.

**School Services and Resources:**

HES will provide the services of a credentialed teacher, instructional materials, and support personnel.

**Measures of Academic Accomplishment:**

Evaluation of student progress will be based upon ongoing teacher assessments. HES participates in all state-mandated testing. Our district also uses MAP testing (Measures of Academic Performance) three times per year to evaluate students' academic growth. K-1 grade students test in the winter and the spring.

**Reporting Student Progress:** A variety of measures will be used to assess progress. Student achievement will be reported using progress reports, parent conferences, and report cards. Other interim contacts may be made via planning agendas, phone calls, email, visits, mail, fax or any other appropriate methods. Grades 4 and 5 will use PowerSchool, an online grading program to keep parents current on students' progress.

**Student Attendance and Truancy**

**Hickman Elementary and Middle Schools' Truancy Policy**

- ***Out-of-district students who are chronically absent or tardy (missing or tardy 10% or more of the school year--18 or more days\*) and do not complete Independent Study may be requested to return to their district-of-residence school. In-district students who are chronically absent or tardy will be referred to the county SARB.***

- \*This includes ALL days absent whether or not the absence is excused or unexcused.
- Students will be at school on time every day unless they have a verifiable illness.
  - After the **3<sup>rd</sup> unverified/unexcused absence or 3<sup>rd</sup> unexcused tardy**, a truancy/excessive absenteeism letter will be sent home informing you of the district's attendance policy.
  - After the **6<sup>th</sup> unverified/unexcused absence or 6<sup>th</sup> unexcused tardy**, a second truancy/excessive absenteeism letter will be sent home and a conference will be set up with an administrator to discuss a solution to your child's excessive absences.
  - After the **9<sup>th</sup> unverified/unexcused absence or unexcused tardy**, a meeting will be set up with the **Attendance Review Team (ART)** or an immediate referral to the **Stanislaus Attendance Review Board (SARB)** will be made.
  - Subsequent unverified/unexcused absences or unexcused tardies may result in a **Stanislaus SARB** referral.
  - *Students who are chronically absent, yet have been excused by parents due to "appointments", "illness" or other reasons, may also be required to meet with the school administrator.* These students may also be referred to the district ART and/or county SARB on a case-by-case basis.
  - After the **8<sup>th</sup> parent-verified absence** (not including official doctor's documentation or funeral), an excessive absenteeism letter will be sent home informing you of the school's concern about your child's attendance. After the **12<sup>th</sup> parent-verified absence** (not including official doctor's documentation or funeral), a second excessive absenteeism letter will be sent home and a conference will be set up with an administrator to discuss a solution to your child's excessive absences.
  - It is our school's policy that we may require a doctor's note or clearance from the school nurse for students who have over 8 parent-verified/unexcused/unverified absences.
  - After 10 total absences (both excused and unexcused), a letter will be sent home informing you of the total number of absences your student has and how far away the student is from being determined to be "chronically truant". It is ultimately the parents' responsibility to keep up with the number of absences their student has and the possibility of a referral to SARB or to return to the home district.
  - 8<sup>th</sup> grade students who have **15\* or more absences** (not completed Independent Study) or **more than 12 first period tardies (not excused with doctors' notes)** in their 8<sup>th</sup> grade year will NOT be eligible to participate in the graduation ceremony or other graduation activities. *\*This includes ALL absences whether or not they are excused.*

**\*If your student is absent, please call the office (874-1816) each day he/she is absent.**

**Behavior:**

Students will at all times behave in accordance with the rules, standards, and guidelines of HES. Additionally, any two suspensions may result in a meeting with the School Review Board. Chronic bullying of other students, ongoing classroom disruptions and defiance towards adults on campus is unacceptable and may result in suspension from school. Hickman Elementary School has a Progressive Discipline policy in place for grades 4 and 5 to deal with students who

are referred to the administration for inappropriate school behavior. \*

**Acceptable Usage of Technology and GAFE (Google Apps for Education)**

Out-of-district students who chronically violate the Acceptable Usage Policy when using school technology and/or GAFE may be subject to removal from the district. In-district students may be subject to suspension from school. “Chronically” is defined as more than one time in a given school year.

**Poor Academic Performance:**

If your child fails to **complete and submit 80% of his/her assignments** and has a failing grade in any of his/her classes, your child's teacher will contact you for a parent conference to be held in person, or via telephone or email. You or your child's teacher can request that an administrator be present or be included in the communication about your child's academic performance. You or your child's teacher can also request that an SST (Student Study Team) be set up. If your child continues to do poorly academically, a meeting will be called to discuss whether or not it is in the best academic interest of your student to remain at Hickman Elementary School.\*

- **Interventions:** Upon recommendation by the HES Staff, identified students will be **required** to participate in **mandatory intervention programs**, some of which are held after the regular school day and may include summer school.\*
- **Retention Policy:** Parents and students need to be aware of the parameters of the retention policy as outlined in the handbook. Classroom teachers will inform you of the possibility of retention through consistent communication throughout the school year. An *At-Risk of Retention Conference* will be arranged by the school with the school administrator, your child's teacher, your child (if applicable), and you during the month of May to make a final recommendation on whether or not your child would benefit from retention in his/her current grade.\*
- **Optional Educational Alternative:** Students who are not successful at HES can enroll in the home-based instructional program (*if that program is deemed appropriate and/or if space is available*) or at any school with which the Hickman Community Charter District has a cooperative agreement. Students, living outside of the district, who are not meeting expectations as stated in the Master Agreement, may be directed to return to their district of residence.\*

**Agreement Duration:** The duration of this agreement is specified above. Agreements are valid for no longer than one school year.

*\*At this time, HES will take into consideration whether or not it is in your student's best educational interest to remain in the campus-based instructional program.*

**RETURN ONLY THIS PAGE**

**Student Understandings:**

- I will complete at least 80% of my assignments in each of my classes each trimester.
- I will be prompt and have regular attendance
- I must follow the rules, standards and behavior guidelines of HES .
- I will respect the authority of the Hickman District staff.
- I will follow the district Acceptable Usage Policy for technology and GAFE (Google Apps for Education).

**Parent/Guardian Understandings:**

- I agree to communicate promptly and professionally with the school beginning with the classroom teacher.
- I agree to the conditions listed above under “Student Understandings” and the other provisions of this agreement.
- I agree to support the school program by helping my child be prepared (*rested, fed, properly clothed and with complete assignments and materials, etc.*) for school each day.
- I agree to support the school policy with immunizations and first grade physicals.
- I will keep all appointments with Hickman Elementary School staff.
- I am liable for any charges incurred by my child.
- Hickman Elementary School best functions when teacher and parent collaborate together. However, the classroom teacher has the basic professional responsibility for gauging educational progress and the satisfaction of the provisions of this agreement.

**Faculty/Staff Expectations:**

- We agree to communicate promptly and professionally with the student and the parent concerning classroom behavior and academic performance, including when a student is failing and is a possible candidate for retention.
- We agree to meet with parents as requested by them within reason.
- We agree to have clear and consistent procedures in place to maintain our high standards for academic progress and behavior.
- We agree to treat each student with fairness and respect.
- We agree to maximize instructional time with bell-to-bell instruction.

**Should the parent(s) or student represented in this contract fail to meet the requirements of this contract, HES will take into consideration whether or not it is in your student’s best educational interest to remain in the campus-based instructional program.**

**This agreement supersedes any and all previous publications.  
We have read this agreement and hereby agree to all its conditions.**

**Signatures:**

**Student:** \_\_\_\_\_ **Date:**  
\_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_ **Date:**  
\_\_\_\_\_

**Principal: (on behalf of faculty and staff)** \_\_\_\_\_ **Date:**  
\_\_\_\_\_

*\*updated June 2019, cb*

**Attachment H: HMS Master Agreement**  
**Hickman Middle School Master Agreement**  
**Hickman Community Charter District**  
 13306 4<sup>th</sup> Street • Hickman, CA 95323  
 Phone: 209-874-1816 • Fax: 209-874-9022  
 Candetta Barnett, Principal



<b>Student:</b>	<b>Birth Date:</b>	<b>SID#:</b>
<b>Address:</b>	<b>Age:</b>	<b>Grade:</b>
<b>City and Zip</b>	<b>Phone: (    )</b>	
<b>Parents/Guardians:</b>	<b>Entry Date: 8/08/2019</b>	
<b>Duration of Agreement: School Year 2019-2020</b>	<b>Exit Date: 5/27/2020</b>	

*Welcome to the Hickman Middle School (HMS). We look forward to a productive learning partnership for the duration of this agreement. In order for the student and the parent to be fully informed participants of our learning program, please read the following terms:*

**Objectives and Methods of Study**

The overall objective is to enable the student to achieve success appropriate for his or her grade level and ability. All course objectives will be consistent with established state/district standards. Our school also participates in the CAASPP (California Assessment of Student Performance and Progress) in the spring of each school year.

**School Services and Resources**

HMS will provide the services of a credentialed teacher, instructional materials, and trained support personnel.

**Measures of Academic Accomplishment:** Evaluation of student progress will be based upon on-going teacher assessments. HMS participates in all state-mandated testing. Our district also uses MAP testing (Measures of Academic Performance) three times per year to evaluate students' academic growth.

**Reporting Student Progress**

A variety of measures will be used to assess student progress. Student achievement will be reported using PowerSchool, progress reports, parent conferences, and report cards.

- ◆ **Checking Grades:** You can check and monitor your child's grades using the online program, PowerSchool. This is a good way for you to stay current on how your child is performing in class on daily assignments, homework, quizzes, and tests. If you need information on how to access PowerSchool, please contact the middle school office and someone will be able to assist you with this task.

## Student Attendance and Truancy

### Hickman Elementary and Middle Schools' Truancy Policy

- ***Out-of-district students who are chronically absent or tardy (missing or tardy 10% or more of the school year--18 or more days\*) and do not complete Independent Study may be requested to return to their district-of-residence school. In-district students who are chronically absent or tardy will be referred to the county SARB.***  
\*This includes ALL days absent whether or not the absence is excused or unexcused.
  - Students will be at school on time every day unless they have a verifiable illness.
  - After the **3<sup>rd</sup> unverified/unexcused absence or 3<sup>rd</sup> unexcused tardy**, a truancy/excessive absenteeism letter will be sent home informing you of the district's attendance policy.
  - After the **6<sup>th</sup> unverified/unexcused absence or 6<sup>th</sup> unexcused tardy**, a second truancy/excessive absenteeism letter will be sent home and a conference will be set up with an administrator to discuss a solution to your child's excessive absences.
  - After the **9<sup>th</sup> unverified/unexcused absence or unexcused tardy**, a meeting will be set up with the **Attendance Review Team (ART)** or an immediate referral to the **Stanislaus Attendance Review Board (SARB)** will be made.
  - Subsequent unverified/unexcused absences or unexcused tardies may result in a **Stanislaus SARB** referral.
  - *Students who are chronically absent, yet have been excused by parents due to "appointments", "illness" or other reasons, may also be required to meet with the school administrator.* These students may also be referred to the district ART and/or county SARB on a case-by-case basis.
  - After the **8<sup>th</sup> parent-verified absence** (not including official doctor's documentation or funeral), an excessive absenteeism letter will be sent home informing you of the school's concern about your child's attendance. After the **12<sup>th</sup> parent-verified absence** (not including official doctor's documentation or funeral), a second excessive absenteeism letter will be sent home and a conference will be set up with an administrator to discuss a solution to your child's excessive absences.
  - It is our school's policy that we may require a doctor's note or clearance from the school nurse for students who have over 8 parent-verified/unexcused/unverified absences.
  - 8<sup>th</sup> grade students who have **15\* or more absences** (not completed Independent Study) or **more than 12 first period tardies (not excused with doctors' notes)** in their 8<sup>th</sup> grade year will NOT be eligible to participate in the graduation ceremony or other graduation activities. *\*This includes ALL absences whether or not they are excused.*
  - After 10 total absences (both excused and unexcused), a letter will be sent home informing you of the total number of absences your student has and how far away the student is from being determined to be "chronically truant". It is ultimately the parents' responsibility to keep up with the number of absences their student has and the possibility of a referral to SARB or to return to the home district.
- \*If your student is absent, please call the office (874-1816) each day he/she is**

**absent.**

### **Student Behavior**

Students will at all times behave in accordance with the rules, standards, and guidelines of HMS. Additionally, any two suspensions may result in a meeting with the School Review Board. Chronic bullying of other students, ongoing classroom disruptions and defiance towards adults on campus is unacceptable and may result in suspension from school. Hickman Middle School has a Progressive Discipline policy in place to deal with students who are referred to administration for inappropriate school behavior. \*

### **Acceptable Usage of Technology and GAFE (Google Apps for Education)**

Out-of-district students who chronically violate the Acceptable Usage Policy when using school technology and/or GAFE may be subject to removal from the district. In-district students may be subject to suspension from school. "Chronically" is defined as more than one time in a given school year.

### **Poor Academic Performance**

If your child fails to complete and submit assignments **80% of his/her assignments** and has a failing grade in any of his/her classes, your child's teacher will contact you for a parent conference to be held in person, or via telephone or email. You or your child's teacher can request that an administrator be present or be included in the communication about your child's academic performance. Graduation and/or retention status may also be reviewed during this conference. You or your child's teacher can also request that an SST (Student Study Team) be set up. If your child continues to do poorly academically, a meeting will be called to discuss whether or not it is in the best academic interest of your student to remain at Hickman Middle School.\*

- **Interventions:** Upon recommendation by any member of the HMS Staff, identified students may be **required** to participate in **mandatory intervention programs**, some of which are held before and /or after the regular school day, and possibly summer school. Students who participate in after school sports must attend either a required morning intervention session(s) or must attend a combination of morning and afternoon intervention sessions. Administration can inform the student's coach that he/she must participate in intervention. \*
- **Retention Policy:** Parents and students need to be aware of the parameters of the retention policy as outlined in the Agenda/Student Handbook. Teachers have a student advisory group that they monitor students' grades and eighth graders' grades are monitored continuously by administration. An *At-Risk of Retention Conference* will be arranged by the school with the school administrator, your child's teacher, your child and you during the month of May to make a final recommendation on whether or not your child would benefit from retention in his/her current grade.\*
- **Optional Educational Alternative:** Students who are not successful at HMS can enroll in the home-based instructional program (*if that program is deemed appropriate and/or if space is available*) or at any school with which the Hickman Community Charter District has a cooperative agreement. Students, living outside of the district, who are not meeting expectations as stated in the Master Agreement, may be counseled to return to their district of residence.\*



**Athletic Eligibility Requirements:** Students' grades will be checked every two weeks on a predetermined schedule by administration to evaluate a student's continuing eligibility. If a student's GPA falls below 2.0 or if a student has an F in more than one core subject (ELA, Mathematics, History, Science), then the student will be ineligible to suit up and play with the team in competitions. The student will remain ineligible until the next grade check. If the student meets the HMS requirements after two weeks of ineligibility, then the student can suit up and play with the team in competition again. It is up to the individual coach to let the ineligible player continue to practice with the team during the period of ineligibility.

*\*At this time, HMS will take into consideration whether or not it is in your student's best educational interest to remain in the campus-based instructional program.*

### **8th Grade Graduation Requirements**

*For eighth grade students to participate in the graduation ceremony, the graduation dance and any other activities related to graduation, eighth graders must successfully meet the following criteria:*

1. **Satisfactory completion of the Constitution Test.** A student must earn a minimum score of 60%. Students will have a limited number of opportunities to complete this requirement per the instructor.

2. Absences **are NOT to exceed fifteen (15\*) days per year** while in eighth grade. First period tardies are **NOT to exceed twelve (12) per year** while in eighth grade. *\*This includes ALL absences whether or not they are excused.*

3. Students must have an overall **1.0 GPA (D average)** for the year in each of the following subjects: *English/language arts, mathematics, social studies, and science.*

4. A **service learning project** must be successfully completed.

5. **NO** suspensions during the third trimester (includes in-school and out-of-school suspensions).

**Agreement Duration:** The duration of this agreement is specified above. Agreements are valid for no longer than one school year.

## Hickman Middle School Master Agreement and Acknowledgement

### **RETURN ONLY THIS PAGE**

**Student Name:** \_\_\_\_\_ **Grade**

**Level:** \_\_\_\_\_

### **Student Expectations:**

- I will be prompt and have regular attendance.
- I must follow the rules, standards and behavior guidelines of HMS.
- I will respect the authority of the Hickman Charter District staff.
- I will complete my assignments in each of my classes and maintain a minimum of a 1.0

G.P.A. in each class each trimester.

- I will attend intervention when requested to do so by the school staff.
- I will check my own grades regularly.
- I will follow the district Acceptable Usage Policy for technology and GAFE (Google Apps for Education).

**Parent/Guardian Expectations:**

- I agree to communicate promptly and professionally with the school beginning with the classroom teacher.
- I agree to check my child's grades regularly and agree to maintain contact with the school staff about my child's academic progress and school behavior.
- I agree to have my child attend intervention sessions when recommended by the school staff.
- I agree to the conditions listed above under "Student Expectations" and the other provisions of this agreement.
- I agree to support the school program by helping my child be prepared (*rested, fed, properly clothed and with complete assignments and materials, etc.*) for school each day.
- I agree to support the school policy with immunizations.
- I will keep all appointments with Hickman Middle School staff.
- I am liable for any charges incurred by my child.
- Hickman Middle School best functions when teacher and parent collaborate together. However, the classroom teacher has the basic professional responsibility for gauging educational progress and the satisfaction of the provisions of this agreement.

**Faculty/Staff Expectations:**

- We agree to communicate promptly and professionally with the student and the parent concerning classroom behavior and academic performance—including when a student is failing and is a possible candidate for retention and/or needs to attend intervention services.
- We agree to meet with parents as requested by them within reason.
- We agree to have grades uploaded to PowerSchool in a timely manner—within ten school days after an assignment is collected.
- We agree to have clear and consistent procedures in place to maintain our high standards for academic progress and behavior.
- We agree to treat each student with fairness and respect.
- We agree to maximize instructional time with bell-to-bell instruction.

**Should the parent(s) or student represented in this contract fail to meet the requirements of this contract, HMS will take into consideration whether or not it is in your student's best educational interest to remain in the campus-based instructional program.**

**This agreement supersedes any and all previous publications.**

**We have read this and hereby agree to all its conditions.**

**Signatures:**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Principal (*on behalf of faculty and staff*) \_\_\_\_\_ Date \_\_\_\_\_

## Attachment I: Expulsion/Suspension Policy

**Students**

BP 5144.1(a)

### SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

*(cf. 5144 - Discipline)*

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

### Zero Tolerance

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

## **Student Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5)

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))*

## **Supervised Suspension Classroom**

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in some cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

## **Required Parental Attendance**

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about

available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

### **Decision Not to Enforce Expulsion Order**

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law.

#### *Legal Reference:*

##### EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

Legal Reference continued: (see next page)

BP 5144.1(d)

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

Legal Reference: (continued)

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with a child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4<sup>th</sup> 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4<sup>th</sup> 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4<sup>th</sup> 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

*Fremont Union High School District v. Santa Clara County Board* (1991) 235 Cal. App. 3d 1182

*John A. v. San Bernardino School District* (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 *Ops. Cal. Atty. Gen.* 146 (2001)

80 *Ops. Cal. Atty. Gen.* 91 (1997)

80 *Ops. Cal. Atty. Gen.* 85 (1997)

*Management Resources: (see next page)*

BP 5144.1(e)

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs/index.html>

Attachment J: Memorandum of Understanding - Gratton School District



MEMORANDUM OF UNDERSTANDING

In the event that residents within the sphere of attendance of the Hickman School District, who choose not to have their children attend the Hickman Community Charter School District, may enroll their children in Gratton School District. Gratton School District agrees to permit said children to enroll as students at Gratton as long as Gratton is not at full capacity. Families have the option of placing the names of said students on the Gratton School waiting list if classes are full.

Said children, while participating in Gratton School District, must adhere to all policies/rules as applicable.

Signature  
Wendy Williams  
Superintendent  
Gratton School District

7/4/19  
Date

Signature  
Paul Gardner  
Superintendent  
Hickman Community Charter District

6/4/19  
Date



**Attachment J: Memorandum of Understanding - Hughson Unified School District**



MEMORANDUM OF UNDERSTANDING

In the event that residents within the sphere of attendance of the Hickman School District, who choose not to have their children attend the Hickman Community Charter School District, may enroll their children in Hughson Unified School District. Hughson Unified School District agrees to permit said children to enroll as students at HUSD as long as HUSD is not at full capacity. Families have the option of placing the names of said students on the HUSD's waiting list if classes are full.

Said children, while participating in Hughson Unified School District, must adhere to all policies/rules as applicable.

Brenda M. Smith

Signature  
Brenda Smith  
Superintendent  
Hughson Unified School District

06/04/2019  
Date

Paul Gardner

Signature  
Paul Gardner  
Superintendent  
Hickman Community Charter District

6/4/19  
Date

## Attachment K: Financial Condition Certification Letter



Business Services

Don Gatti, Deputy Superintendent  
1100 H Street • Modesto, CA 95354 • (209) 238-1900 FAX (209) 238-4205

June 4, 2019

Paul Gardner, District Superintendent  
Hickman Community Charter School District  
13306 Fourth Street, Area A  
Hickman, CA 95323

Dear Mr. Gardner:

Our office has recently been asked to comment on the financial condition of Hickman Community Charter School District. Based upon our oversight responsibilities through AB-1200 and subsequent legislation, our office reviewed the 2018-19 Adopted Budget and Interim Financial Reports for each school district in Stanislaus County. Pursuant to the review of financial information submitted by Hickman Community Charter School District, our office concurs with the district's positive financial certification that they will be able to meet their financial obligations for the current and two subsequent fiscal years.

Sincerely,

Don Gatti  
Deputy Superintendent, Business Services

C: Julie Betschart, Director III, External Services  
Sandi Madera, Director I, External Services

## Attachment L: Assurances

### Assurances

This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application. As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Hickman Community Charter District is true to the best of my knowledge and belief. I understand that, if awarded a renewal charter, the school district:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public school. *[Ref. California Education Code 47605(c)(1)]*
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with 3540) of Division 4 of Title 4 of Title 1 of the Government Code. *[Ref California Education Code 47605(b)(5)(O)]*
3. Will be nonsectarian in its programs, admissions, policies, employment practices, and all other operations. *[Ref. California Education Code 47605(d)(1)]*
4. Will not charge tuition. *[Ref. California Education code 47605(d)(1)]*
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref. California Education Code 47605(d)(2)(B)]*
6. Will not discriminate against any student on the basis of disability, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. *[Ref. California Education Code 47605(d)(1)]*
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, 11967.5.1 (f)(5)]*
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref. California Ed. Code 47605 (1)]*
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school district.

---

Paul Gardner, Superintendent

---

Date