

**Los Angeles Unified School District
Charter School Division**

**Charter School Application
Petition for Conversion to Affiliated Charter**

**Submitted by:
Dixie Canyon Avenue Elementary School**

Original Draft Date: March 20, 2012

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INTRODUCTION

Purpose

Dixie Canyon Community Charter (“Dixie Canyon” or the “Charter School”) community is united in the goal of becoming an affiliated charter school in the Los Angeles Unified School

District (“LAUSD” or “District”).

The purpose of Dixie Canyon Community Charter’s affiliated charter petition is founded on three tenets:

- First, to foster the development of creative thinking, critical problem solving, respect for individual differences, and high ethical standards. We prepare our students to be fully participating citizens and leaders in the twenty-first century.
- Second, our community is dedicated to academic success for all students. We believe in every student’s innate ability to learn and achieve. Our community’s goal is to provide a rich and motivating environment where each student will enjoy social, emotional and intellectual growth. We prepare our students to be fully participating citizens and leaders in the twenty-first century by providing multiple opportunities to interact with core academic content using technology, and a multimedia approach to teaching.
- Third, our expectations for students are high, and our community is united in the commitment to provide an excellent academic program and to promote a cohesive and strong partnership between home and school.

Dixie Canyon Community Charter is a School for Advanced Studies, and a candidate for California Distinguished School. Dixie Canyon is increasingly faced with external challenges that threaten our ability to maximize student potential. Obstacles include: declining state and District budgets, growing class-size, and fewer faculty and support personnel. These changes have limited our efforts to provide truly differentiated instruction to an increasingly diverse student population: special needs, gifted and talented students, English Language Learners, students performing below grade level, and socio-economically disadvantaged students.

Our school is continually challenged to do more with less. Changes such as these have affected us internally as well. We find that the resources to maintain our high performing school are not provided due to the limited budgetary funds available. At the same time, we encounter mounting pressure to sustain and advance an academic program and teaching strategies to achieve even higher levels of student achievement. The Dixie Canyon Parent Teacher Association (DCPTA) has been a monumental funding source for class and enrichment programs including performing arts, fine arts, physical education, a science and at times our Technology Center. Overall economic hardships have made community financial support more difficult to obtain for the enrichment programs at Dixie Canyon.

Status as an affiliated charter will provide Dixie Canyon with a means to overcome some of these difficulties in meeting and exceeding the goals established by the community so that every student reaches his or her highest potential.

GOALS OF DIXIE CANYON COMMUNITYCHARTER

Dixie Canyon Community Charter’s goal is engaging children through innovative instructional programs that promote active learning, challenging each child to reach his or her highest potential. Dixie Canyon Community Charter strives to accomplish the following actionable areas:

- Use the California State Standards and the California Common Core Standards as the guides to monitor the fidelity of all educational programs. This practice emphasizes our commitment to rigor and effectiveness of instruction.
- Increase interactive multiple modality learning opportunities for all students with an emphasis on enriched learning experiences that are differentiated for subgroups, such as children identified below grade level, gifted and talented, with special needs, and English language learners.
- Assess student success with standard-based assessments, performance-based assessments, differentiated assignments, periodic assessments, and self-assessment portfolios.
- Use data to drive instruction and adjust for flexible groups.
- Encourage our students and staff members to be creative, risk-takers, willing to experience and enjoy complex assignments. Build on their strengths, encourage their self-esteem, and inspire them to become life-long learners.
- Provide professional development for our teachers that introduce the use of brain-based research as a means to access all student’s educational potential.
- Actively engage the Mid-Valley community in taking part in opportunities to shape the learning environment and to contribute to Dixie Canyon Community Charter
- Communicate with community middle and high schools to develop the core curriculum for outstanding public education.

DESCRIPTION OF SCHOOL

Dixie Canyon Community Charter provides pre-K through 5th Grade education in Sherman Oaks, California, an urban area of the San Fernando Valley. We serve an ethnically diverse community of children that includes, but is not limited to Caucasian, Hispanic, African American, and Asian students. There are 30 full-time teachers serving the approximately 660 students attending on a traditional calendar. Enrollment is expected to remain the same for the 2012-2013 school year.

DIXIE CANYON COMMUNITY CHARTER AND ITS COMMUNITY

Dixie Canyon Community Charter, a conversion LAUSD School, is located in the San Fernando Valley, just below the Hollywood Hills, in Sherman Oaks. The school originally opened in 1948 as Dixie Canyon Avenue Elementary School and has since been serving residents of Sherman Oaks and nearby neighborhoods.

In the immediate geographic area (two-mile radius) surrounding of Dixie, there are 23 private school options and 14 public school options available to families that reside within the school’s boundaries (see Figure 1). A three-mile radius yields 19 additional schools choices.

Figure 1: Elementary Schools Located Within a 2-Mile Radius of Dixie Canyon

Name of School	Private	Public	API Scores if applicable
ABC little School	X		

Adat Ari El Day School	X		
Beth Hillel Day School	X		
Bridgeport School	X		
Burbank Boulevard Elementary School		X	880
Campbell Hall School	X		
Carpenter Avenue Elementary School		X	930
Colfax Charter Elementary School		X	910
Emerson Charter for Arts and Sciences	X		
Hollywood Alternative Schooling	X		
Innovative Concepts Charter	X		
Jack London Community School		X	--
John B. Monlux Elementary School		X	829
Lankersheim Elementary School		X	784
Laurel Hall Lutheran School	X		
Maurice Sendak		X	797
Meridian Armenian Evangelical School	X		
Morning Start Christian Charter	X		
Oakwood Elementary School	X		
Or Hachaim Charter	X		
Or Hachaim Charter Girls Division	X		
Oxnard Street Elementary School		X	773
Riverside Charter School		X	886
San Fernando Valley Professional		X	852
Sherman Oaks Charter		X	856
St. Charles Borromeo School	X		
St. Francis De Sales School	X		
St. Paul's First Lutheran School	X		
Sunrise School	X		
The Country School	X		
The Lucas Juniel Home school Charter	X		
The Wesley School	X		
Toluca "Crossroads" School	X		
Toluca Lake Elementary School		X	846
Victory Boulevard Elementary School		X	798
Village Glen School	X		
Wonderland Avenue Elementary School		X	975
Total Area Schools	23	14	

When a community is unable to serve the needs of its members, they look elsewhere for those needs to be met.

Out of necessity, Dixie Canyon Community Charter must compete to build and maintain its

status as a community leader in academics, enrichment programs, parent involvement, and striving to maintain the highest quality education available to the community. These efforts make Dixie Canyon Community Charter a top choice for families seeking to enroll students and relocate to the area, competing with nearby private, independent charter and magnet programs.

Dixie Canyon has always been a diverse community school with students from many socio-economic and cultural backgrounds. We will preserve this tradition while expanding enrollment to areas outside of the standard District boundaries. Our diversity mirrors the global community LAUSD is founded on, model that we will cultivate and expound upon that strength.

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE

LAUSD SCHOOLS	# of Students	Multi-Track	Program Improvement?	School-wide Growth Target?	Met all Subgroup Growth	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1 Caucasian	% Ethnicity #2 Latino	% Ethnicity #3	% Identified Gifted
Burbank	398	No	No	Yes	Yes	880	8	10	82	9	33	25	57	9 AA	6
Lankershim	493	No	Yes	Yes	Yes	784	3	4	84	9	41	5	81	9 AA	3
Rio Vista	367	No	No	Yes	Yes	866	8	8	53	17	10	30	38	21	11
Toluca Lake	490	No	No	Yes	Yes	846	6	6	72	11	21	15	73	9	8
Chandler	529	No	No	Yes	Yes	863	7	9	64	10	27	30	52	10 AA	7
Kester	986	No	No	Yes	Yes	885	9	8	48	7	19	35	43	8A A	15
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met School-wide Growth Target?	Met all Subgroup Growth	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1 Caucasian			% Identified Gifted
Carpenter	846	No	No	Yes	Yes	930	10	2	9	9	5	74	10	10 As	12
Riverside	581	No	No	Yes	Yes	852	7	1	25	15	11	58	24	11	25
Sherman Oaks	840	No	No	No	Yes	856	8	3	23	14	12	58	25	9	11
Coifax	560	No	No	Yes	Yes	910	9	8	29	13	9	59	25	49 As	9

AFFIRMATIONS AND ASSURANCES *

Dixie Canyon Community Charter shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.

- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend Dixie Canyon Community Charter and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend Dixie Canyon Community Charter or any employee to work at Dixie Canyon Community Charter.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves Dixie Canyon Community Charter without graduation or completing the school year for any reason, Dixie Canyon Community Charter shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information
- A charter school shall admit all students who wish to attend.

Element 1: The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

School Name:	Dixie Canyon Community Charter
Address:	4220 Dixie Canyon Ave., Sherman Oaks, CA 91423
Phone number:	(818) 784 - 6283
Contact person:	Lea Moché, Principal
Term of this charter:	*The term of this charter will be from August 2012 to June 2018. The duration of this initial charter petition is for a 5-year term at which point a renewal process will be considered and the Charter Office renewal application will be completed and submitted.
Grade configuration:	Kindergarten to Grade 5
Number of students in First Year:	660
Grade levels of the students in the first year will be:	Kindergarten through 5th Grade
Scheduled opening date	August 14, 2012

School Information

Admission Requirements: Charter will follow standard District policy and guidelines on admission. See Also Element 8 Admission Requirements.

The Instructional Calendar: The instructional calendar will adhere to the District traditional calendar set forth for the calendar year.

Operational Capacity: The District determines operational capacity. At Dixie Canyon Community Charter reasonable allowances shall be made to reserve space for new neighborhood students who may enroll during the course of the school year in conjunction with School Management Services and Local District Office. If space is available, traveling students will have the option to attend.

The Bell Schedule for Dixie Canyon Community Charter

Bell Schedules						
Regular Days – Monday, Wednesday, Thursday & Friday						
Grade Level	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten - 1	8:15	10:10	10:30	11:45	12:25	2:38
Kindergarten - 2	8:15	10:25	10:45	12:15	12:55	2:38
Grades 1 - 2	8:15	10:15	10:35	11:50	12:30	2:38
Grades 3 - 5	8:15	10:40	11:00	12:35	1:15	2:38
Professional Development Banked Days EVERY TUESDAY						
Grade Level	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten - 1	8:15	10:10	10:30	11:45	12:25	1:38
Kindergarten - 2	8:15	10:25	10:45	12:15	12:55	1:38
Grades 1 - 2	8:15	10:15	10:35	11:50	12:30	1:38
Grades 3 - 5	8:15	10:40	11:00	12:35	1:15	1:38
Minimum Days						
Grade Level	Start of Class	Start of Brunch	End of Brunch	Dismissal		
Kindergarten - 1	8:15	10:10	10:40	12:59		
Kindergarten - 2	8:15	10:30	11:00	12:59		
Grades 1 - 2	8:15	10:15	10:45	12:59		
Grades 3 - 5	8:15	10:50	11:20	12:59		

STUDENTS SCHOOL PROPOSES TO SERVE

Currently, the school accepts children who live within our local school boundaries as well as a limited number of permits on a space-available basis as determined by the District. Below are some facts about our current and target population:

- It consistently exceeds the District’s established Academic Performance Index (API) benchmark.
- It is considered to be a high performing school with an API of 893.
- It has exceeded the District’s goal of 6% Gifted and Talented students, currently 11%.
- Students with special needs represent 9% of our population in 2011-2012.
- Students who have limited English proficiency make up 9% of our population.
- Students who are economically disadvantaged make up 25% of our population.
- With increasing class sizes (up to 38 students in a single class), all of our classes contain students who are limited English proficient, are gifted, identified as having special needs, and students who are in mid-range in achievement.
- From 2005 to 2010, our enrollment numbers have fluctuated slightly with an average of 582 students enrolled. In the last year we have grown to 664 students with new students enrolling almost every week.

DEMOGRAPHICS

Dixie Canyon Community Charter is a Kindergarten through fifth grade elementary school located in Sherman Oaks, California, an urban area of the San Fernando Valley. Our approximately 650 students attend on a traditional calendar. We serve an ethnically diverse community of children. Our student population is 59% Caucasian, 19% Hispanic, and 13% African-American. Approximately 25% of our students qualify for free or reduced lunch. English Learners comprise 14% of our students, with less than half coming from a Spanish-speaking background. The other languages represented are Armenian, Russian, Hebrew, Farsi, Vietnamese, Tagalog, and Portuguese. Identified gifted/talented learners make up 11% of our student population. Our most recent school-wide California Standards Tests results reveal that 73% of our students scored Proficient or Advanced in English Language Arts and 76% scored Proficient or Advanced in mathematics.

We are a School for Advanced Studies. We have three special education Special Day Programs (SDP) classes, including one Preschool Intensive (PSI) class, one Primary K-2 Intensive (PSI) and one Preschool autism class. Many of our students with autism are fully included into general education classrooms.

VISION AND MISSION STATEMENTS

Vision

Provide a rich environment that nurtures every student's innate ability to learn and achieve while fostering social, emotional and intellectual growth, through our commitment to curriculum and character.

Mission

Our mission is three-fold:

First, our students are provided a rigorous educational experience by which they are challenged to meet expected outcomes. We give equal value to a broad range of knowledge and skills. Each student sets personal and academic goals to strive to achieve his or her personal best;

Second, we prepare students for the challenges of the global economy, by providing the tools and strategies necessary to forge a well-balanced elementary education;

Third, as a school community we focus on character traits that emphasize respect for others, celebration of cultures, and acknowledgement of the diversity of our population.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

An educated person in the 21st century is able to think critically, is creative, can collaborate with others, and understands global connections. Success in this rapidly changing world will take a great commitment to learning. Thus, learning needs to be a meaningful experience. An educated person is able to take their educational experience and make sense of the world in order to be a contributing member of society. They will be able to listen, read, write, talk, solve puzzles, see

the world through the eyes of others, empower others and lead; in other words, they need to be able to make connections. (Croson, 2008)

In addition, an educated person in the 21st century needs to have digital competence. This digital competence is important so one can live safely and productively in this new emerging world. According to Yong Zhao, one needs to have the proper attitude, understanding, skill, and perspectives to be able to lead virtual communities, to manage virtual relationships, to defend our nation in cyberspace, to re-create the virtual world, and to direct the development of the virtual world for the betterment of humankind. (Zhao, 2009)

HOW LEARNING BEST OCCURS

Dixie Canyon Community Charter believes that the school community and a child's connections with that community contribute greatly to the student's learning. The teachers and staff at Dixie Canyon Community Charter are committed to establishing a safe and nurturing environment that will foster a love of school and learning as well as challenge the development of our individual students.

We believe in looking at each child as a whole and differentiating our teaching styles to address individual needs. Effective instruction is student-centered. Our teachers will consider the classroom environment, recognize and honor diversity, assess students to determine differentiation of instruction, and introduce numerous approaches to curriculum. The environment we create at Dixie Canyon Community Charter reflects that which we see and expect from the home, our community and across our school. (Gregory & Chapman, 2002)

Educating the whole child will create a thoughtful and responsible member of society. We believe that learning best occurs when the school community has high expectations for student achievement. Well-qualified teachers, in diverse classrooms, present traditional content as part of an integrated multidisciplinary learning experience. Learning best occurs when the school is open to incorporating innovation that excites and engages students. Our instruction is academically rigorous and uses a variety of techniques, including technology, that connect what students are learning to their interests, experiences, and abilities. Students see how their learning applies to the real world. Our teachers instill a sense of curiosity that is fundamental to lifelong learning, so that students take upon themselves the responsibility to learn outside of the classroom and beyond their elementary years. (Tate, 2003)

HOW GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS

There is nothing more important to us than to enable our students to become self-motivated, competent, lifelong learners. We will educate our students with the end in mind – realizing first what we are setting out to achieve and then creating the plan, developing the methods, and holding each other accountable for providing the learning that engages and motivates our students. “To begin with the end in mind means to start with a clear understanding of your

destination. It means to know where you're going so that you better understand where you are now, so that the steps you take are always in the right direction." Stephen R. Covey, *The Habits of Highly Effective People*.

We will achieve this goal, by presenting information and learning in ways that children can relate to and absorb. We realize that many factors come into play that affect how they take in information, including their life experiences, their home, their emotions and so much more. We will look at what our children are interested in and what drives them; we will strive to understand their perspective and needs and will develop our approach, content and teaching so that it speaks to them as individuals and inspires them to learn. This, we believe, will promote self-esteem, and an appreciation for diversity and prepare them to contribute in our global society.

We will also focus on how students learn. Each child is a different composition of multiple intelligences, each is stronger and weaker in different areas, and each requires different approaches and different sensory stimulation to learn. We will provide professional development to ensure that our teachers have a deep understanding of the various instructional strategies they will employ in the classroom to differentiate their instruction. (Tate, 2003)

Instruction will be interdisciplinary, integrating technology and the arts with core curricular instruction. Students will come to see the interconnectedness of all aspects of learning that they can apply to the real world thus, piquing their curiosity and creativity and helping them learn how to adapt to change. The arts will help our students find talent and strengths to carry them to success. Our approach is designed to nourish our student's sensory, cognitive, emotional and motor capacities – all of which are fundamental to the individual. (Jensen, 2001)

A TYPICAL DAY

Weekdays are our favorite days. They start off with the early morning bustle on campus, students streaming through the gate – many with a parent or guardian walking them to class, others coming from their cars in the "Stop, Drop and Go" line. The DCPTA President, in her business suit, is often found alongside our traffic coordinator taking a few minutes on her way to work to help students out of the car ensuring their backpack and lunch box are in hand. There is almost always a gathering in front of the school of parent and student volunteers distributing scrip, running a fundraiser, seeking other volunteers to support upcoming book fairs and other campus events. School administrators and teachers are in or near the classrooms, greeting students and families, always with a smile and positive spirit to start the day off right. As we pass through the outdoor hallways we take note of student artwork on display in the mural cases, gardens outside each classroom, and reminders posted for upcoming campus events. The best way to describe this experience is "community" – a group sharing common interests in our students and their development. We have created a community at Dixie Canyon and that's why we plan to call our school Dixie Canyon Community Charter.

The bell rings at 8:10 a.m. and students pour into the classrooms and take their seats; by 8:15 the teachers have started instruction and the Principal greets everyone over the intercom, sharing school news, making announcements and reminding students of our motto: Be Cool At School. In our world, being "cool" helps us create the best day possible and includes being safe,

respectful and responsible. Everyone on campus is expected to “be cool” and strives to demonstrate “cool” in every interaction.

Our classroom curriculum is based on the California State Standards, the California Common Core Standards and Frameworks from the California Department of Education. Teachers study curriculum, stay up to date on research and teaching methods and are creative in their approach. They model all areas of the curriculum, using rubrics and criteria charts to guide instruction and exceed the requirements of the State Standards. They cover English, mathematics, science, social studies, and visual and performing arts. Our student’s science curriculum is the FOSS program purchased by the Los Angeles Unified School District. Thanks to the generosity of Dixie Canyon families, the Art and Science Discovery Center on campus provides a place where teachers are assisted in the execution of the State Science Standards. Our science investigations are a hands-on representation of life, earth and physical science. Our teachers are committed to the implementation of a broad range of knowledge.

Throughout the day students are spotted going to and from learning activities across campus. Each environment is designed to facilitate and encourage learning. PE is taught outside where students learn basketball, dance, track and field and handball skills, just to name a few. On the north side of campus is our Technology lab filled with desktop computers-- PCs and Macs-- one for each visiting student. Classrooms come to the lab together at least once a week to meet with our computer teacher and learn and practice the designated digital curriculum designed to meet the needs of a student preparing for the 21st century. Students are welcome to visit the technology lab before school, during lunch and after school as well to practice their skills. Another classroom is dedicated to our art program, where students work on projects designed to meet the visual arts in the California Standards. Teachers design these projects to address cross-curricular areas of study to enhance learning. Our students come to the art room once a week to study the elements of drawing, painting, printmaking, weaving, ceramics, fashion design, architecture and more. Our campus is recognized for its performance art program where students participate once a week in the campus auditorium with an arts expert to develop their literacy, intuition, reasoning and imagination. The arts expert, under the direction of our teachers, plans a rich curricular experience. Our music program provides students with weekly 30-minute sessions to explore singing, instruments, music history and more. Students also visit the Wonder of Reading library at least once a week with their classrooms, where they check out books and learn about authors and the joy of reading. Our students like moving about the campus as it gives them a sense of inclusion and helps them embrace their campus community.

We are designated as a School for Advanced Studies; we provide differentiated instruction to meet the needs of our gifted and talented students while also remaining dedicated to providing all students with the highest-quality education. Our student body includes English learners, students with special needs, gifted students and at-risk students all who are contributing to our stellar test scores, academic excellence and campus pride – and all, who strive to “Be Cool at School.”

The day ends much the same way it began, with an afternoon bustle at 2:38 p.m., except on Tuesdays when dismissal is at 1:38 p.m. allowing teachers to participate in Professional Development and meetings. Parents are picking up their students, after-school programs are meeting students in the center of campus, student and parent volunteers are on hand sharing

news, recruiting support or hosting a fundraiser, teachers and administrators are waving goodbye... the community is thriving. Tomorrow can't come soon enough.

Glimpse of a typical day

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
Morning Routine: School-wide assembly 8:15-8:45 Monthly	<ul style="list-style-type: none"> • Monthly morning assembly • The Principal and teachers announce citizenship, creativity and academic awards 	<ul style="list-style-type: none"> • Flag salute • Recognition of student achievement 	<ul style="list-style-type: none"> • Celebrations of success • Disseminate information to entire staff and community
Language Arts 8:35-10:00	<ul style="list-style-type: none"> • Flexible groups • Standards-based content enhanced with Treasures, District Adopted program: • Direct Instruction • Universal themes in California Treasures program • Mainstreaming special education students • Intervention for at risk students 	<ul style="list-style-type: none"> • Flexible grouping • Differentiated curriculum for different learning groups • Literature circles • Treasures literature • Reader's Theater • Reading Intervention push-in and pull-out 	<ul style="list-style-type: none"> • Provide an appropriate, flexible & engaging learning environment for every student • Learning through the use of technology to create student research projects • Emphasis on effective oral and written communication skills
Recess 10:00-10:20	<ul style="list-style-type: none"> • Supervised play areas • Access Technology Lab • Nutrition 	<ul style="list-style-type: none"> • Cooperative play • P.E. skills practice • Healthy nutrition 	<ul style="list-style-type: none"> • Improved physical health • Enjoy unstructured learning activities • Social skill development
Language Arts Continued - Writing 10:20-11:00	<ul style="list-style-type: none"> • Writing Extensions • Small group differentiation by level (GATE, ELL, Resource, specific skill deficits) • Thematic unit projects from Treasures Research Toolkit 	<ul style="list-style-type: none"> • Technology lab • Theater • Library study • Classroom Learning centers 	<ul style="list-style-type: none"> • Grade level writing • Authentic Writing projects • Writing conferences with peers and teacher
Mathematics 11:00 – 12:00	<ul style="list-style-type: none"> • Envision Math • Hands-on 	<ul style="list-style-type: none"> • Flexible grouping • Hands-on 	<ul style="list-style-type: none"> • Students reach benchmark, proficient,

	<ul style="list-style-type: none"> • Manipulative Math • Intervention • Mainstreaming special education students 	<p>equations</p> <ul style="list-style-type: none"> • Marilyn Burns • Envision digital tools • Visual arts (symmetry, balance, lines, patterns) 	<p>or advanced levels of proficiency on District, State, and teacher-generated assessments</p> <ul style="list-style-type: none"> • Apply effective problem-solving skills for real-world problems • Refined teaching of content with manipulatives
<p>Lunch 11: 30—1:15 +</p>	<ul style="list-style-type: none"> • Supervised Assigned play areas • Nutrition • Student Council 	<ul style="list-style-type: none"> • Technology Lab • Track & field sports 	<ul style="list-style-type: none"> • Cooperative play • Improved physical health • Enjoy unstructured learning • Social skill development
<p>Afternoon Routine Science, Health, Social Studies, Arts,</p> <p>Separate schedules are maintained for each to ensure that all students have access to the programs.</p>	<ul style="list-style-type: none"> • Standards-based curriculum • Interactive, hands-on learning opportunities to understand abstract concepts through concrete representations. • Mainstreaming special education students • Instruction is alternated to allow for larger blocks of time in each discipline 	<ul style="list-style-type: none"> • State & District standards-based curriculum • Foss science • Technology Lab • Field trips • Experts • Second Step – health curriculum • Too Good for Drugs • Character Counts 	<ul style="list-style-type: none"> • Integration of arts and sciences into real world examples • 4th & 5th grade students meeting benchmark, proficient, or advanced proficiency on the State science assessment • 5th grade students achieving President’s Fitness Award • Enrichment and self expression through the arts
<p>Dismissal 2:38</p>	<ul style="list-style-type: none"> • Intervention opportunities 	<ul style="list-style-type: none"> • Additional instruction 	<ul style="list-style-type: none"> • Address intensive students
<p>After School Programs 2:38 -- 6:00</p>	<ul style="list-style-type: none"> • STAR • Art Enrichment • Drama • Glee Club • -Youth Services 	<ul style="list-style-type: none"> • Homework help • Nutrition • Sports activities • Arts & Crafts • Plays, singing • Child Care 	<ul style="list-style-type: none"> • Safe afterschool activities • Enrichment

Parent Education Morning & evening classes	<ul style="list-style-type: none"> • Gifted & Talented • Bullying • Earthquake preparedness • Treasures program 	<ul style="list-style-type: none"> • DCPTA Director • Local District experts • District tool-kit 	<ul style="list-style-type: none"> • Increased parent involvement • Increased parent collaboration with teachers
Integrated Enrichment	<ul style="list-style-type: none"> • Art • Music- vocal • Dance, Drama • Physical Education 	<ul style="list-style-type: none"> • Enrichment curriculum is integrated across the curriculum to enhance learning and motivation. 	<ul style="list-style-type: none"> • Students are provided a rich environment where a broad base of knowledge is taught and valued as an essential component of instructing the total child.

PROGRAM AND CURRICULUM:

Instructional Framework and Core Subjects

Dixie Canyon Community Charter’s proposed teaching methodologies are based on the California State Standards and Associated Frameworks in all content areas; Language Arts, Mathematics, Social Studies, Science, Visual and Performing Arts, and Physical Education. In addition it is our intention to transition into the application of the new California Common Core Standards within the five years of this charter. In order to address the needs of all of our students and identified subgroups of students, Dixie Canyon Community Charter will balance curriculum-centered and student-centered instruction that is differentiated, experiential, and inquiry-based. Dixie Canyon Community Charter teachers will analyze data and use shared planning at and across grade levels to appropriately differentiate instruction. All methodologies are supported with authentic assessments, District assessments, publisher, teacher-generated, and performance assessments as determined by the Curriculum Development and Review Committee.

Teaching Methodologies

Dixie Canyon Community Charter’s curriculum is Standards-based and will meet all District and State requirements. We will use current research and student data to drive instruction at each grade level. As an affiliated charter school of the Los Angeles Unified School District, Dixie Canyon Community Charter will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

Standards-based methodologies include:

Academic Rigor—Students will actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. “The curriculum must be organized around major, relevant, and meaningful concepts; the “big ideas” or “essential questions” students are expected to engage with deeply. To achieve this, teaching needs to engage students in active reasoning about these fundamental concepts.” (Lauren Resnick)

Clear Expectations—Teachers will clearly define and articulate State Standards in student-friendly language to ensure academic goals are attained. “Teachers need to communicate to students clear, high expectations about acceptable standards of achievement and the specific criteria that verify student success. Students need to receive regular, timely, and useful feedback and opportunities to improve their work in order to meet expectations.” Students will understand what they need to learn in that grade level for content areas. (Lauren Resnick)

Collaborative Groupings—Teachers will create small, flexible groups to facilitate student communication forums. This approach lends itself to a variety of perspectives and ultimately renders support for differing levels of knowledge and skill. Cooperative groups promote student-centered learning and teamwork.

Criteria Charts/Rubrics—These tools support clear expectations and facilitate self-evaluation as student’s progress towards meeting rigorous standards. Students are able to set goals based upon their understanding of the criteria and scoring rubrics in all academic areas.

Direct Instruction— Teachers orient students to each academic, standards-based task. They model processes and provide guided and then, independent practice as they check for understanding.

Small Group Instruction—Teachers differentiate instruction based upon student strengths and/or weaknesses. Small-group methods are the techniques of choice. In other instances, they are valuable options that can provide an educational system with needed flexibility. When used properly, the methods are invaluable for increasing student motivation through greater involvement and participation. (Treasures, 2010)

Differentiated Instruction—Teachers provide lessons and assignments within the core curriculum that provide students access the content at their appropriate academic levels. (Gregory and Chapmen2002)

Higher-level Thinking/ Depth & Complexity—Teachers design lessons that develop critical thinking skills, which help students to solve complex problems. Students are taught to utilize the higher order thinking skills; synthesis, analysis, and evaluation (Bloom’s Taxonomy). Teachers use questioning strategies to explore the curriculum using depth and complexity prompts (Sandra Kaplan). Teachers can tailor the curriculum to challenge students based on their interests and abilities.

Integration of the Arts—Drama, dance, music, visual arts, and physical education are integrated across the curriculum to enhance students’ thinking and learning experiences. We value a broad knowledge base for our students. We believe that one size does not fit all. (Gregory & Chapman 2002) We strive to identify a student’s strengths and opportunities for improvement. (Eric Jensen 2001)

Experiential Learning—Aristotle once said, "For the things we have to learn before we can do them, we learn by doing them.” Students learn by doing. Students interact with the curriculum through the arts, field trips, science labs and simulations, and real life problem solving using physical models. It is through these experiences that students are able to process, analyze, and conceptualize their ideas about their world. The approach is a continuum from the concrete to the symbolic. (David Knob, Lowery FOSS, Jensen 2001)

Action Learning—Teaching use a hierarchy of questions to access a student’s understanding of content areas. They use closed, objective, relative and open questions to monitor comprehension. This technique gives insight into what students see, hear and feel. Good questions lead to reflection and greater insight into the subject matter. (Raven)

Thinking Maps—Teachers use Thinking Maps in all subject areas to guide students’ critical thinking skills.

Adhering to the proposed instructional framework and teaching methodologies ensures Dixie Canyon Community Charter’s instructors can successfully meet the needs of all students, which include these subgroups: GATE, “Twice-Exceptional,” Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

Scope and Sequence to be taught

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. All California State Standards and California Common Core will be addressed with cross grade-level planning so students receive consistent instruction. (<http://www.cde.ca.gov/be/st/ss/index.asp>)

Language Arts

- Teach a rigorous curriculum that meets and exceeds the state content standards for language arts K-5 students’ reading, writing, listening and speaking skills to support academics across disciplines.
- Supporting reading using the Treasures , the district adopted language arts program, which develops critical reading skills.
- Enhancing reading, using the literature stipulated in the California Common Core Standards.
- Apply vocabulary development in written and oral format as per the Treasures .
- Develop students’ grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum as per the California Common Core Standards.
- Implement a school-wide writing program, such as Write Source or Write from the Beginning to include all genres especially expository.
- Critique, justify, and theorize in compositions/writing across disciplines
- Demonstrate critical thinking skills as measured by Lorin Anderson’s “21st Century Taxonomy, Bloom’s Taxonomy, and Marsha Tate’s 20 Brain- compatible strategies.
- Use technology as a tool for presentation and project, exhibits, and digital portfolios.
- Devote minimum two hours daily to language arts instruction in grades K – 5.

Mathematics

- Teach a rigorous curriculum that exceeds the state content standards for mathematics.
- Develop students’ mathematic proficiency by using a balanced curriculum, which includes computation, conceptual understanding, computational and procedural skills and problem solving.

- Apply math skills to daily problem solving situations.
- Discern operations necessary to solve word problems.
- Use strategies that allow multiple paths to math solutions.
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses).
- Supplement math instruction using strategies as outlined by Marilyn Burns, Hands on Equations, Envision supplemental digital resources.
- Connect math across disciplines (music, dance, science, art, technology, and history).

Science

- Teach a rigorous curriculum that exceeds the state content standards for science.
- Hypothesize and develop experiments utilizing the scientific method.
- Use hands on experiments to further research and prove/disprove hypotheses.
- Develop a connection to scientific vocabulary through inquiry-based instruction by emphasizing the importance of concrete examples or investigations as a scaffold for the understanding of the vocabulary.
- Understand the need for eco-friendly products and life-changes to better our local and global community.
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels. (CA Common Core Standards)
- Students read expository and narrative literature starting in Kindergarten through fifth grade related to the same scientific subjects as described in the California Common Core Standards.

Health

- Provide a rigorous curriculum that exceeds the State Content Standards for Health Education.
- Health-literate individuals develop a growing mastery of knowledge, skills, and behaviors in four key areas critical to healthy living: Acceptance of personal responsibility for lifelong health: Respect for and promotion of the health of others: An understanding of the process of growth and development: Informed use of health-related information products and services. (CA State Content Standards)
- Students will learn the importance of a healthy life style and what role it plays in the prevention of disease.
- Students will be taught the concepts of good physical, social, and emotional health.
- They will understand the concept of good nutrition and the effects of substance abuse.

History and Social Studies

- Teach a rigorous curriculum that exceeds the state content standards for history and social studies.
- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Through critical thinking skills, students will relate over time historical events and be able to find parallels and patterns.

- Students will interpret geographical and historical information to draw conclusions
- Students will understand cause and effect with respect to historical events.
- Students will engage in role-play and interactive activities to gain first hand experiences.

Physical education

- Students will learn how they move through space and time in their environment.
- Students will learn how they and a partner move in space together,
- Students will understand continuity and change in movement.
- Students will learn how to manipulate objects in time and through space.
- Students will learn how to manipulate objects with speed and accuracy.
- Students will be instructed 100 minutes per week to ensure that they receive the California Standards' requirements.
- Students will be instructed in movement and agility, as well as physical endurance and performance.
- Our drama program incorporates dance and movement to fulfill the rhythmic skills standards.

Visual and Performing Arts

“Each of the arts disciplines (dance, music, theatre, and the visual arts) maintains a rich body of knowledge that enable students to understand their world in ways that support and enhance their learning in other core subjects. In addition, through this rich body of knowledge, students learn how each of the arts contributes to their own sensitivity of the aesthetic qualities of life.” (California Visual Arts Frameworks) Dixie Canyon Community Charter will deliver a comprehensive Arts Education Program.

- Students will develop foundational skills in the arts disciplines.
- Students will receive instruction in connecting the arts disciplines. A well-planned and structured method of tying arts disciplines reinforces the underlying unity of the arts.
- Students will connect the arts to other core subjects. This connection strengthens the instructional goal in each subject.

Model School Library (Technology – California Common Core Standards)

- Teach a rigorous curriculum that exceeds the state content standards for technology.
- Students will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.
- Students will evaluate information and analyze information to determine what is appropriate to address the scope of inquiry.
- Students will organize, synthesize, create and communicate information.
- Students integrate information literacy skills into all areas of learning. The student will independently pursue information to become a lifelong learner.
- Students will use word processing as a tool to present written assignments.
- Students will learn to use several media tools including, PowerPoint, HyperStudio, Word and other MicroSoft Office products.

Enrichment

Enrichment programs are incorporated into the appropriate grade-level curriculum for all levels, K- 5, and meet and exceed the established California Content Standards. Under the guidance and planning of the teachers, qualified specialists teach these programs, including science, drama, music, physical education and technology. These specialists are currently hired through a collaborative process involving the Dixie Canyon Parent Teacher Association (DCPTA) and input from the Principal. This collaboration continues each year, and its content and schedule structure are delineated at the onset of annual planning. The annual plan guarantees that all students have equal access to these enrichment programs.

The Dixie Canyon Parent Teachers Association (DCPTA) financially supports Dixie Canyon’s current “arts-based” enrichment and physical education programs. As a separate entity from Dixie Canyon Community Charter, the DCPTA shall maintain liability insurance sufficient to cover any and all DCPTA’s sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the Districts Division of Risk Management & Insurance Services. Dixie Canyon Community Charter will conform to and operate under the District’s Donation Policy.

Dixie Canyon Community Charter will seek to continue to provide this enrichment programming to all students in the future. The following is a description of the current enrichment programs, how each element is fully integrated into the curriculum, and the research-based evidence supports the value of this approach to educating a diverse student population.

Physical Education

The physical education program provided to all grades is a supplement to the State Standards, which the teachers implement. This enrichment activity is an important component to providing our students with a healthy mind and body. This program also enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. Dixie Canyon, we understand the importance of integrating the theory of physical education with organized and structured play. Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor skills and self-esteem. These benefits can be achieved through quality physical education programs. For optimum results programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers (McKenzie, Sallis, Faucette, Roby, and Kolody, 1993)

Technology Lab

Our Technology lab is a 21st Century resource utilized by all grade levels, K-5. Whole class access to computers enables our teachers to effectively integrate technology used by students to better understand concepts being taught. (“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event.” Heide-Hayes Jacobs, Educational Consultant 2007)

SPECIAL PROGRAMS

GATE SAS

While all teachers receive professional development and use differentiated instructional techniques, identified intellectual GATE students are clustered into classrooms to provide maximum opportunities to meet their educational needs. Teachers utilize various techniques to provide depth, complexity, acceleration and novelty into the State Standards. Dixie Canyon Community Charter teachers will provide instruction in the following;

- Accelerated or advanced content
- More complex understandings of generalizations, principles, theories, and the structure of the content area
- Abstract concepts and thought processes or skills
- Level and type of resources used to obtain information, acquire skills, and develop products
- Appropriation of longer/shorter time span for learning
- Generating new information and/or products
- Transfer of learning to new/different disciplines, situations
- Development of personal growth and sophistication in attitudes, appreciations, feelings, intuition
- Independence of thought and study

HOW THE CURRICULUM ADDRESSES THE CALIFORNIA STATE STANDARDS*

All components of Dixie Canyon Community Charter curriculum plan conform to language arts, mathematics, science, health, physical education and visual and performing arts frameworks for California public schools. In addition, our charter will transition into the implementation of the California Common Core Standards within the duration of this charter petition. All instruction will be standards-based and assessed. The California Standards Tests as scheduled by the Department of Education and the Los Angeles Unified School District shall assess the language arts and mathematics State Standards Dixie Canyon Community Charter determines the extent to which it will implement District adopted curriculum and periodic assessments.

HOW TEACHING METHODOLOGIES AND INSTRUCTIONAL PROGRAM ADDRESS THE NEEDS OF THE TARGETED STUDENT POPULATION

Dixie Canyon Community Charter will address the needs of the entire student population by meeting and exceeding the State Standards. Teachers use a variety of research-based teaching strategies and instructional programs to reach every learner. We will use multiple diagnostic tools to guide our instruction to meet the educational goals of our student population.

Intervention

According to the California Common Core Standard <http://www.cde.ca.gov/ci/cc/> struggling readers are students experiencing difficulty learning to read, which may include those who use nonstandard English, English learners, and students with disabilities. These students need additional support to participate in daily lessons with their peers and to ensure they become proficient in reading skills. Dixie Canyon Community Charter teachers will use proven effective instructional supports for students including;;

- Flexible groupings for differentiated instruction;

- Opportunities to preteach key skills, strategies, and concepts;
- Intensive explicit instruction in decoding and word-recognition skills, which may include materials at the reading level of students;
- Preteaching and reteaching of Greek and Latin affixes and roots;
- Scaffold instruction in the fundamental elements of plot including conflict and resolution;
- Ample opportunities to practice delivery of oral presentations;
- Direct, explicit instruction in the language development to address grammatical structures of oral and written standard English;
- Vocabulary instruction embedded in context, including academic language
- Building of background knowledge
- Reinforcement and extension of the regular classroom program

Assessment

Dixie Canyon Community Charter is committed to the use of data to drive instructional practices. We will use the following assessment tools to determine our intervention needs:

- Literacy Periodic Assessments
- Mathematics Periodic Assessments
- Treasures Diagnostic tests
- Core K-12 Assessments
- Kindergarten Checklists
- DIBELS
- Outcome measures from the CST and CAPA

General Educational Population

Dixie Canyon Community Charter teachers will deliver effective, standards-based instruction using a variety of techniques designed to keep students motivated and engaged. This curriculum will build strong foundation in core subject areas with the goal of achieving the highest levels of proficiency and critical thinking skills.

Gifted and Talented Students

- Teachers will provide GATE students with lessons and assignments that encourage the students to strengthen their cognitive skills.
- They will be asked to demonstrate their comprehension and thorough knowledge of each subject by defining, describing identifying, evaluating, analyzing and evaluating what they have learned.
- Additionally, students will present outcomes in a verbal, written or digital format.
- We are committed to engaging in comprehensive strategies for all students enrolled at Dixie Canyon Community Charter.
- We will use the District's GATE identification process and policy to encourage Dixie any on Community Charter students to participate in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service
- Teachers will use differentiated instruction, Depth and Complexity, acceleration and difficulty of instruction and creativity

English Language Learners

Required Language marked with an asterisk (*)

Dixie Canyon Community Charter will use the English Language Learner program that is incorporated in Treasures, the District-adopted language arts program. As additional support for English Learners, teachers will use Specifically Designed Academic Instruction in English (SDIAE) across the curriculum. Teachers will maintain ELL portfolios and collaborate with the Categorical Program Coordinator, parents, and administrators will identify students who are ready for reclassification and those who are experiencing difficulty meeting reclassification requirements.

Underachieving/Non-proficient Student

Teachers will provide intervention strategies during independent work time to students identified through regular assessment. In addition, at-risk students will receive pull-out small group instruction with either the Resource Teacher or Instructional Coach or will attend after-school intervention classes designed to meet the needs.

Instructional Assistants (IA) and/or Teachers Assistants (TA) will also provide additional instruction to identified at risk students during independent work time. IA's and TA's will also provide small group instruction to at-risk students during Tuesday's afterschool intervention classes.

Socio-Economically Disadvantaged

Dixie Canyon Community Charter will ensure that all students are provided with the necessary tools to succeed academically. Dixie Canyon continues to meet the academic needs of our SED population providing by scaffolding and supports in class and after regular hours. Our PTA and school community regularly provide students and their families with financial or material assistance. In addition, the LAUSD Pupil Services division offers assistance for students who are in need. <http://www.pupilservices.lausd.net>

SPECIAL EDUCATION *

The District shall continue to serve the needs of special education students enrolled in the affiliated Dixie Canyon Community Charter in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree.

1. Conversion Affiliated Charter

Charter School Special Education Responsibilities

a. General Requirements

Dixie Canyon Community Charter will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education ("FAPE"). Dixie Canyon Community Charter will also ensure that no student otherwise eligible to enroll in the Charter will be denied enrollment on the basis of his or her special education status.

Dixie Canyon Community Charter will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in Dixie Canyon Community Charter.

Dixie Canyon Community Charter will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request. Doc# 209546v110105

Dixie Canyon Community Charter will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. Dixie Canyon Community Charter will maintain copies of assessments and IEP materials for District review. Dixie Canyon Community Charter will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

Dixie Canyon Community Charter shall keep daily attendance for each student, which shall be reported and certified according to District policies and procedures. Dixie Canyon Community Charter will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). Dixie Canyon Community Charter will participate in internal validation review ("DVR"). Dixie Canyon Community Charter is responsible for the management of its, personnel, programs and services. Dixie Canyon Community Charter will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. Dixie Canyon Community Charter will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at Dixie Canyon Community Charter.

b. Transferring Students

For students transferring to Dixie Canyon Community Charter from District schools or District affiliated Charters, Dixie Canyon Community Charter will provide those related services required by the students' IEPs immediately upon the students' enrollment. For students transferring to Dixie Canyon Community Charter from other school districts, Dixie Canyon Community Charter shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within **thirty(30)**days of the student's enrollment in accordance with state and federal law.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI2) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, Dixie Canyon Community Charter may determine that

assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, Dixie Canyon Community Charter will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If Dixie Canyon Community Charter determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within **15 days of the request**. If Dixie Canyon Community Charter concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the **15 day timeline**. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. Dixie Canyon Community Charter shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Dixie Canyon Community Charter will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

In the event that Dixie Canyon Community Charter is unable to provide an appropriate placement or services for a student with special needs, Dixie Canyon Community Charter will contact the District to discuss placement and service alternatives. Dixie Canyon Community Charter is expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Dixie Canyon Community Charter personnel places a student in a special education program provided by another entity, Dixie Canyon Community Charter will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

Dixie Canyon Community Charter will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Dixie Canyon Community Charter's general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in Dixie Canyon Community Charter. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

Dixie Canyon Community Charter shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Dixie Canyon Community Charter will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. Dixie Canyon Community Charter will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

Dixie Canyon Community Charter will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, Dixie Canyon Community Charter will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. Dixie Canyon Community Charter will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. Dixie Canyon Community Charter's outreach efforts should be geared toward aligning with the District-wide average.

Dixie Canyon Community Charter may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Dixie Canyon Community Charter.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to Dixie Canyon Community Charter if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending Dixie Canyon Community Charter initiates due process proceedings, both Dixie Canyon Community Charter and the District will be named as respondents. Whenever possible, the District and Dixie Canyon Community Charter shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to Dixie Canyon Community Charter including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. Dixie Canyon Community Charter will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

Dixie Canyon Community Charter will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for Dixie Canyon Community Charter students, which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws. Dixie Canyon Community Charter will contribute their fair share of SELPA-wide unfunded special education costs from their general-purpose block grant monies.

5. District Responsibilities Relating to Dixie Canyon Community Charter Special Education Program

As long as Dixie Canyon Community Charter operate as a public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Dixie Canyon Community Charter staff.

***Modified Consent Decree Requirements -**

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, Dixie Canyon Community Charter, an Affiliated Charter, is connected to the District’s current Student Information Systems (“SIS”). The following will be submitted in a timely basis using the Districts Student Information System:

- # The Independent Charter Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year. (NA- ELEMENTARY SCHOOL)

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most Independent Charters are not currently utilizing the District’s current SIS, the MCD requires Charters to implement the use of ISIS once it is developed.

Dixie Canyon Community Charter, an Affiliated Charter, is currently utilizing the District’s current ISIS system of managing school information as mandated by the Modified Consent Decree (MCD). All pertinent data is updated on a daily basis and all information is maintained for all students enrolled at Dixie Canyon Community Charter.

THE SCHOOL’S OUTREACH EFFORTS TO RECRUIT STUDENTS WITH DISABILITIES

Dixie Canyon Community Charter Student Success Team meetings and RTI² processes determine whether a child may be eligible to receive special education services. We actively recruit potential students who might have special needs after thorough intervention has failed to meet their needs.

WHO WILL DELIVER SPECIAL EDUCATION INSTRUCTION

Special education instruction will be delivered by highly qualified, credentialed special education teachers will. General education teachers will collaborate to provide mainstream experiences for special education students in all core academic areas.

THE EVIDENCE THAT THE PROPOSED INSTRUCTIONAL PROGRAM HAS BEEN SUCCESSFUL WITH SIMILAR STUDENT POPULATIONS AND/OR WILL BE SUCCESSFUL WITH THE CHARTER’S TARGETED POPULATION

- With a focus on best practices in regards to the instructional program, Dixie Canyon Community Charter ’s API has exceeded the district goals for improvement for the past five years. The API for 2010-2011 was 893.
- Each year, teachers have offered a rigorous daily program of standards-based and differentiated instruction to give the general education population an opportunity to meet and exceed their levels of proficiency.
- Teachers utilize ongoing assessments, collaboration, the Treasure’s English Language Learner Program, team-teaching approaches and the ELL practicum to ensure our ELL students progress in a solid foundation of reading, writing, listening and speaking.
- Dixie Canyon Community Charter has met and in some cases exceeded District mandates for Special Education, including the Modified Consent Decree.

- All teachers, with direction from administration, adhere to each individual student's IEP, as well as conduct SST's (Student Success Teams) for students who are unsatisfactory in academics as well as work habits or behavior issues.
- SST meetings recognize the RtI2 approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade level standards. <http://www.cde.ca.gov>

ELA (Subgroup)	%Prof./Adv. 2011	AYP MET
School-wide	73.7%	Yes
Hispanic	69.2%	Yes
SED	61.8%	Yes
English Learner	21.7%	Yes
White	74.9%	Yes

Math (Subgroup)	%Prof./Adv. 2011	AYP MET
School-wide	76.4%	Yes
Hispanic	78.5%	Yes
SED	70.3%	Yes
English Learner	43.5%	Yes
White	76.9%	Yes

THE TEXTBOOKS OR OTHER INSTRUCTIONAL RESOURCES TO BE USED

- Treasures, K-5
- EnVision Math, K-5
- Hands-On Equations, 4th-5th
- Mountain language
- Marilyn Burns replacement units, K-5
- Foss Science California, K-5
- Scott Foresman Social Studies, K-5
- McMillan McGraw Hill Health & Wellness, K-5
- 2nd Step, K-5
- Too Good For Drugs, K-5
- Character Counts

HOW THE SCHOOL WILL RECRUIT TEACHERS WHO ARE QUALIFIED TO DELIVER THE PROPOSED INSTRUCTIONAL PROGRAM

Teachers will be recruited in accordance with District policy, procedures, and collective bargaining agreements. Teacher staff will be asked to submit an application in accordance with Personnel Commission and District policies.

HOW THE SCHOOL WILL PROVIDE ONGOING PROFESSIONAL DEVELOPMENT TO ENSURE THAT THEACHERS HAVE THE SKILLS TO DELIVER THE PROPOSED INSTRUCTIONAL PROGRAM

Professional Development

Professional development will be an ongoing component at Dixie Canyon Community Charter and an effective tool used to support teachers in designing and implementing instruction. The school participates in weekly, whole group professional development as well as grade level meetings. The needs and interests of the students and staff will drive professional development issues, ideas, and products. Dixie Canyon Community Charter's Curriculum & Review and Staff/Parent Committee will make every effort to analyze students' needs and develop a strategic plan to address these needs. They will identify staff members who are qualified to facilitate the recommended professional development or will find outside sources to deliver the training. Dixie Canyon Community Charter will continue to participate in both site level and District professional development activities.

DESCRIBE THE IMPLEMENTATION PLAN FOR THE SCHOOL'S INSTRUCTIONAL PROGRAM, INCLUDING A TIMELINE FOR IMPLEMENTATION OF VARIOUS COMPENTS OF THE PLAN

Teacher Recruitment

As an affiliated charter school of the Los Angeles Unified School District, Dixie Canyon Community Charter will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

TIMELINE FOR IMPLEMENTATION

Dixie Canyon Community Charter will follow the traditional academic calendar set forth by the District utilizing block scheduling for language arts instruction and math instruction, with the last portion of the day for social studies, science, arts, and health. Please also refer to the Glimpse of Typical Day on pages 14 to 16 in this petition. Schedules will vary allowing for the multiple rotations of our DCPTA sponsored academic centers.

The academic program outlined in Element 1 will be implemented in the 2012-2013 School Year if affiliate charter status is granted before the commencement of the school year

***ATTENDANCE REQUIREMENTS**

As an Affiliated Charter of the LAUSD, Dixie Canyon Community Charter will comply with the State mandated hours of instruction; currently our instructional calendar (page 9) stipulates daily hours of instruction to total 175 days. We will encourage high levels of attendance by students and staff members. The law requires that every child between the ages of 6 and 18 has the right and obligation to attend school. Dixie Canyon Community Charter, along with the LAUSD, is committed to the development of programs and practices that foster and encourage both the enrollment and the regular, daily attendance of all students who are subject to the State's compulsory school attendance laws.

ELEMENT 2: Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’
Required Language marked with an asterisk (*)

for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.” Ed. Code § 47605(b) 5(B)

Our Vision for Student outcomes

Dixie Canyon Community Charter desired curriculum will include an integrated, inquiry-based K-5 curriculum closely aligned with California state and national standards in the core areas of language arts, math, science, and social studies. Cross-curricular, project-based learning will be enhanced using music, art, and dance instruction. There will be a strong emphasis on hands-on learning utilizing our technology lab, auditorium, and science discovery center. Dixie Canyon Community Charter program includes the following key elements:

Standards are Essential: Clear and accessible standards for what students must learn at benchmark grade levels are a vital facet of ensuring we are meeting the academic needs of all students. Additionally, the standards assist as a guide for teachers, administrators, parents, and students as to precise foundational knowledge and skills.

Challenging Curriculum: The goal of Dixie Canyon Community Charter is to provide an atmosphere that allows students to exceed the goals and standards of the state while nurturing their creativity, and ability to solve problems in the 21st century.

Teachers Matter: Teachers are vital in the educational process. They must know their subject matter and how to teach the subjects to be held to high standards. At Dixie Canyon Community Charter, strategies for important and ongoing teacher professional development utilizing the selected curricula will be included.

Desired Outcomes of the School's Instructional Program

Language Arts: Students will be able to read, write, listen and speak effectively. Students will be able to comprehend read material, convey thoughts and feelings through their written and spoken words. They will listen actively and use technology to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and share it with their peers. Dixie Canyon Community Charter will increase the percentage of students scoring proficient or advanced on the CST in English Language Arts by 5% at the end of this charter. At least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

Mathematics: Students will understand and apply fundamental ideas and procedures of math by engaging in exploring, inferring, and reasoning to develop a clear understanding of basic concepts and procedures in arithmetic, algebra, geometry, and data analysis. Students will also create 21st century real world word problems to gain a deeper knowledge of the applications of such processes. Dixie Canyon Community Charter will increase the percentage of students scoring proficient or advanced on the CST in Math by 5% at the end of this charter. At least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

Science: Students will become scientifically literate citizens in the 21st century. Students will experience the three main strands of science: life, physical and earth. Through the investigation

and experimentation standards students solve standards-based problems and do laboratory investigations and experiments. The investigations and experimentation standards allow students to make concrete associations between science and the study of nature. Students make connections that link science to technology and societal impacts. Dixie Canyon Community Charter will increase the percentage of 5th grade students scoring proficient or advanced on the CST in Science by 5% at the end of this charter. At least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

History and Social Studies: Students will demonstrate an understanding of the uniqueness of democracy, as well as, the diversity, importance, and contributions of other cultures. Additionally, students will demonstrate knowledge of the interdependence of countries throughout the world enabling them to face challenges and responsibilities that come from living in a global community. At least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

Technology: Students will each create a digital portfolio of their representative work accumulative from their K-5 experience. Learning is best done within a historical context and using technology to compile a student academic history is a very effective tool. Students will understand the use of current technology and its real world applications. Students will use word processing, Internet research, online math resources, video recording, photography, and other applications to enhance the core curriculum and prepare them for a technologically advanced society. Students will be familiar with various software programs that will enhance goals in all other disciplines, such as spreadsheets, visual and audio animations, Photoshop and HyperStudio.

Visual and Performing Arts: Students will develop knowledge of and appreciation for music, visual arts, drama, and dance. This will be promoted through arts specialists and use of the district arts standards. At least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

Physical Education: High quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. We will provide students with dedicated time that fulfills or exceeds the state requirements. At least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

Cultivating Life-Long Learners

Students at Dixie Canyon Community Charter will develop lifelong learning skills and interpersonal skills, which include:

- **Leadership, Collaboration and Cooperation:** Students will understand and demonstrate the adaptive and associative skills appropriate to their age.
- **Goal Setting:** Students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high-level of expectation inherent in the school community. Staff and faculty members will hold high expectations for each and every stud-ent.
- **Critical Thinking and Problem Solving:** Students will acquire effective problem solving

- skills and develop critical-thinking skills.
- **Self-Discipline:** Students will embrace the three school rules: Be Safe, Be Respectful, and Be Responsible. Students will learn to control their behavior at all times and know that they will be expected to uphold the values of the community in which they live.
 - **Citizenship:** Students will learn and apply their civic rights and responsibilities, and will have an understanding of their influence on the immediate community and on the world. They will maintain their classroom areas as well as take care to clean up the surrounding areas.

Specific and Realistic Achievement Targets

Dixie Canyon Community Charter has enjoyed consistently high API scores, exceeding the districts expectations over the last five years. In 2011 Dixie Canyon Community Charter 's goal will be to increase our API score of 893 by 5 points.

YEAR	API SCORE	% PROFICIENT LANGUAGE ARTS	% PROFICIENT MATH
2006 – 2007	843	61.6%	71.5%
2007 - 2008	860	65.7%	75.5%
2008 - 2009	883	74.6%	71.8%
2009 - 2010	881	72.5%	76.0%
2010 - 2011	893	72.7%	76.4%

In addition, the school is committed to maintaining its similar schools API ranking and increasing our Statewide API rank.

	2007	2008	2009	2010
STATEWIDE API RANK	8	8	9	9
SIMILAR SCHOOLS API RANK	4	6	8	4

Dixie Canyon Community Charter will maintain a participation rate of the CST that exceeds the minimum requirement of 95%.

In accordance with LAUSD policy, all ESL students will be held to the high expectations of completing one ELD level per year and advancing one level per year on the CELDT. ESL students will be identified through the use of the LAUSD home language survey, teacher observation, and the CELDT test. Students not identified EO or IFEP, will take the CELDT Required Language marked with an asterisk (*)

annually and need to move through the LAUSD ESL portfolio levels 1 - 5. Our goal is to increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5% as well as to increase the ESL proficient or advanced status in ELA on the CST by 2% annually.

FREQUENCY AND METHODS BY WHICH STUDENTS ARE ASSESSED

Periodic Assessments*

Dixie Canyon Community Charter shall determine the development, implementation or use of periodic assessments according to the needs of the students, within the limits permitted by the education code. Dixie Canyon Community Charter may choose to use district assessments or design our own and will determine the timing of such assessments and coordinate with the respective Local District.

Dixie Canyon Community Charter believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. As mandated by **No Child Left Behind**, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

At the beginning of each school year, teachers receive data for their incoming pupils. We analyze the data from the prior year and formulate an instructional agenda based on the needs of each student to determine the level of intervention needed. Teachers then plan the next step based on the data analysis. This could include small group instruction, additional assessment to identify a specific skill area of need, or referral for intervention.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level collaboration. Additionally, the administration examines and discusses data with teachers on an ongoing basis throughout the year.

Standardized assessments will include, but are not limited to: CST written in English (yearly), CELDT (yearly), curriculum embedded assessments for Language Arts, Kindergarten checklists, Treasures Core Diagnostic assessments, Envision K – 5 Mathematics Diagnostic assessments, CORE K-12, Periodic Math Assessments (every 6-8 weeks), and District Science Assessments (fourth and fifth grade three times a year). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test.

Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to, portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, publisher- provided criterion-referenced tests, and projects. Performance assessments and project-based assignments that are graded using a rubric also allow for meaningful application of essential knowledge and skills.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction.

ELEMENT 3: Method by Which Student Outcomes Will be Measured
“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed.Code. § 47605(b)(5)(C)

Methods for Assessing Attainment of Student Outcomes

Subject	Student Outcomes	Assessments/Evaluations
Language Arts Writing	–Theorize, critique, and illustrate in oral and written formats across the disciplines –Exhibit vocabulary Exhibit	–State mandated tests CST, CMA, CAPA, CELDT –*Initial diagnostic, formative and summative

	<p>vocabulary development in written and oral forms by consistently using varied language choices to enhance text development 70% of students will achieve proficiency or above on the CST, CMA, CAPA, CELDT and periodic assessments</p> <ul style="list-style-type: none"> -Demonstrate critical thinking skills in all domains of learning in Bloom's Taxonomy -Organize thoughts and ideas to proficiently complete all stages of the writing process from prewriting to publishing -Inquiry based research projects aligned to grade-level standards across the curriculum -Creative Writing -stories & poetry- incorporated ELD writing standards into above outcomes to enable ELL students to increase English language proficiency 	<p>data is gathered at the beginning of the year; Treasures diagnostic, DIBELS</p> <ul style="list-style-type: none"> -Results of the CST, CMA, CAPA, CELDT tests are analyzed by the classroom teachers during grade level meetings. -Teacher-developed assignments, tests and activities -Daily journals -Digital portfolios -Presentations and research project exhibit -Student-driven rubrics and assessments -ELD portfolios -Thinking Maps
<p>Language Arts Reading</p>	<ul style="list-style-type: none"> -Discern main idea and relevant details after through examination and exploration of text -Distinguish between various genre of text and understand defining characteristics -Understand concepts of Cause and Effect -Increase Oral Reading Fluency while maintaining appropriate comprehension -Develop a lifelong appreciation of reading through exposure to various genres and styles of literature -Collaborate with peers in flexible groups on various learning projects across the curriculum 	<ul style="list-style-type: none"> -State mandated tests -70% of students will achieve proficiency or above on the CST, CMA, CAPA, CELDT -70% of K/1 students will show proficiency or above on CORE K-12 assessments -Teacher-developed assignments, tests, and activities. -* Literacy Periodic Assessments—LPA will be given and scored to monitor student progress -Inquiry research projects -Leveled Literature Circles -Digital Portfolios -Presentation and research paper exhibits

		<ul style="list-style-type: none"> -ELD Portfolios -DIBELS Intervention
Math	<ul style="list-style-type: none"> -Apply math skills to problem-solving situations -Connect math to other disciplines such as science and technology. 	<ul style="list-style-type: none"> -Periodic assessments -70% of students will achieve proficiency or above on the CST, CMA, CAPA, CELDT -Teachers developed assignments, tests, and activities. -Publishers test—en Vision Math -Core K-12 Assessments
Science	<ul style="list-style-type: none"> -Display competency in science process skills, including: observing, classifying, inferring, predicting, measuring and communicating - Hypothesize and develop experiments utilizing scientific method -Utilize hands-on experiments and activities to further research and make further observation with the appropriate scientific vocabulary -Interpret scientific data both orally and in writing -Develop an understanding and appreciation of all living things within their environments through experiential learning -Collaborate with peers in flexible groups on various learning projects across the curriculum 	<ul style="list-style-type: none"> -Periodic Trimester Assessments (4-5) -State Mandated tests (Grade 5) -70% of students will show proficiency or above on above measure -Teacher-developed assignments, tests and activities -Interactive units and experiments - Digital portfolios -Science journal -Presentations and research project exhibit -FOSS Kits
History and Social Studies	<ul style="list-style-type: none"> -Understand cause and its effect on historical events over time -Identify parallels and patterns in various tie periods and settings- Interpret information to draw conclusions -Incorporate dramatic role play and interactive units aligned to grade level standards to deepen understanding of social studies concepts 	<ul style="list-style-type: none"> -Teacher-develop assignments, tests and activities - Field Studies such as: visits to actual Native American sites, California history museums as appropriate by grade level -Presentations and research project exhibits -Integrations of the Arts -

		<ul style="list-style-type: none"> such as musicals and plays –Continual evaluation for trimester grades
Technology	<ul style="list-style-type: none"> –Use of internet for research –Communication / portfolio creation –Use of presentation applications and artistic applications such as: and Photo applications Type to HyperStudio, Word 	<ul style="list-style-type: none"> –Teacher-developed assignments, tests and activities –Portfolios (hard copy) - Inquiry based projects - Digital portfolios –Multi-media presentations and research project exhibits
Visual and Performing Arts	<ul style="list-style-type: none"> –Incorporate dramatic role play and interactive units aligned to grade level standards to deepen understanding of content areas 	<ul style="list-style-type: none"> –Teacher developed projects and assignments designed by publishers in each content area teacher’s edition – continual evaluation for trimester grades
Physical Education	<ul style="list-style-type: none"> –Working towards the 5th grade fitness exam, all grade level students practice State Standards benchmarks of fitness and health. 	<ul style="list-style-type: none"> –Teacher evaluation of fitness levels with assistance from the coach for trimester report cards for all grade level

Testing*

Dixie Canyon Community Charter agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Dixie Canyon Community Charter will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

METHODS TO INSURE THAT STATE STANDARDS ARE MET AND PUPIL ASSESSMENTS CONDUCTED

Dixie Canyon Community Charter values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school’s progress, and to establish future goals and interventions. Specific examples of this include:

- All students will be assessed on a continuum in accordance to the pacing plan developed by the Curriculum & Review Committee. Teacher at each grade level will analyze data generated.
- Data from combined assessments—annual CST, Literacy Periodic Assessments, Mathematics Periodic Assessments, and Science Assessments, grades 4/5, will be used to identify at risk students and design a program of intervention to address their needs.
- Data will be monitored using the Districts CORE K-12 assessments system. Teachers and administration will evaluate data, as it becomes available, in order to meet each student's educational needs. The administrator and teachers review data from periodic assessments and evaluate the implications for necessary professional development, whether peer observations are needed, and to determine if additional programs and supplemental resources are needed. In addition, data also assists with the prioritizing topics for discussion during grade-level planning.
- District assessment results and authentic assessments results are communicated to parents by teaching staff throughout the school year.

IDENTIFICATION OF GRADING POLICY

Individual classroom teachers will be primarily accountable for assessing their students' progress with regard to grade-level work and content standards. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by assessments aligned to the State Standards.

Student progress toward achieving the school's desired grade-level standards will be communicated to parents by providing immediate feedback on class assignments and homework assignments as well as by means of the unsatisfactory progress report and regular conferences with the student's teachers.

The academic standards include specific learning topics in the different subject areas for each grade level: language arts divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

Proficient levels of the District and State Standards are summarized on the progress report each trimester using the progress report introduced by LAUSD in the 1999-2000 school year. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with State Standards and classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Levels that are Not Proficient. Parent conferences are conducted as needed throughout the year.

ELEMENT 4: Governance

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement” Ed. Code § 47605 (b)(5)(D)

PETITION FOR AFFILIATED CHARTER STATUS*

*Dixie Canyon Avenue Elementary School is an elementary school grades K-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be

known as Dixie Canyon Community Charter. As an Affiliated Charter, Dixie Canyon Community Charter will follow all established LAUSD policies and guidelines.

Dixie Canyon Community Charter is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Dixie Canyon Community Charter.

Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements.

Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

*In the event that Dixie Canyon Community Charter changes from affiliated charter status to independent charter status, Dixie Canyon Community Charter and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of Dixie Canyon Community Charter. If Dixie Canyon Community Charter changes its status to an independent Charter School, Dixie Canyon Community Charter shall submit a petition for material revision of incorporation and bylaws for District's approval.

Dixie Canyon Community Charter will comply with the Brown Act.

*Members of Dixie Canyon Community Charter Governance Council, any administrators, managers or employees, and any other committees of Dixie Canyon Community Charter shall comply with federal and State laws, nonprofit integrity standards and LAUSD's Charter policies and regulations regarding ethics and conflicts of interest.

PROCESS, WHICH ENSURES STAFF, STUDENT AND OTHER STAKEHOLDER INVOLVEMENT

Parents play a very active role at Dixie Canyon Community Charter and the success of Dixie Canyon Community Charter will depend upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Dixie Canyon Community Charter, their primary role will be to help to fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school's Governing and Executive Committees, including but not limited to budget, bylaws and curriculum, ELAC, school safety, staff selection, technology, discipline and professional development.

Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

Methods by Which Schools Consult with Parents and Teachers Regarding School's Educational Programs School Governance

School Governance

Involvement in the Governance Council and the various Governance Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue to meet the unique needs of Dixie Canyon's students. All Governance Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public through bulletins sent home with students (and/or including on the school website and via organized email blasts). An agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governance Council and standing committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and/or on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

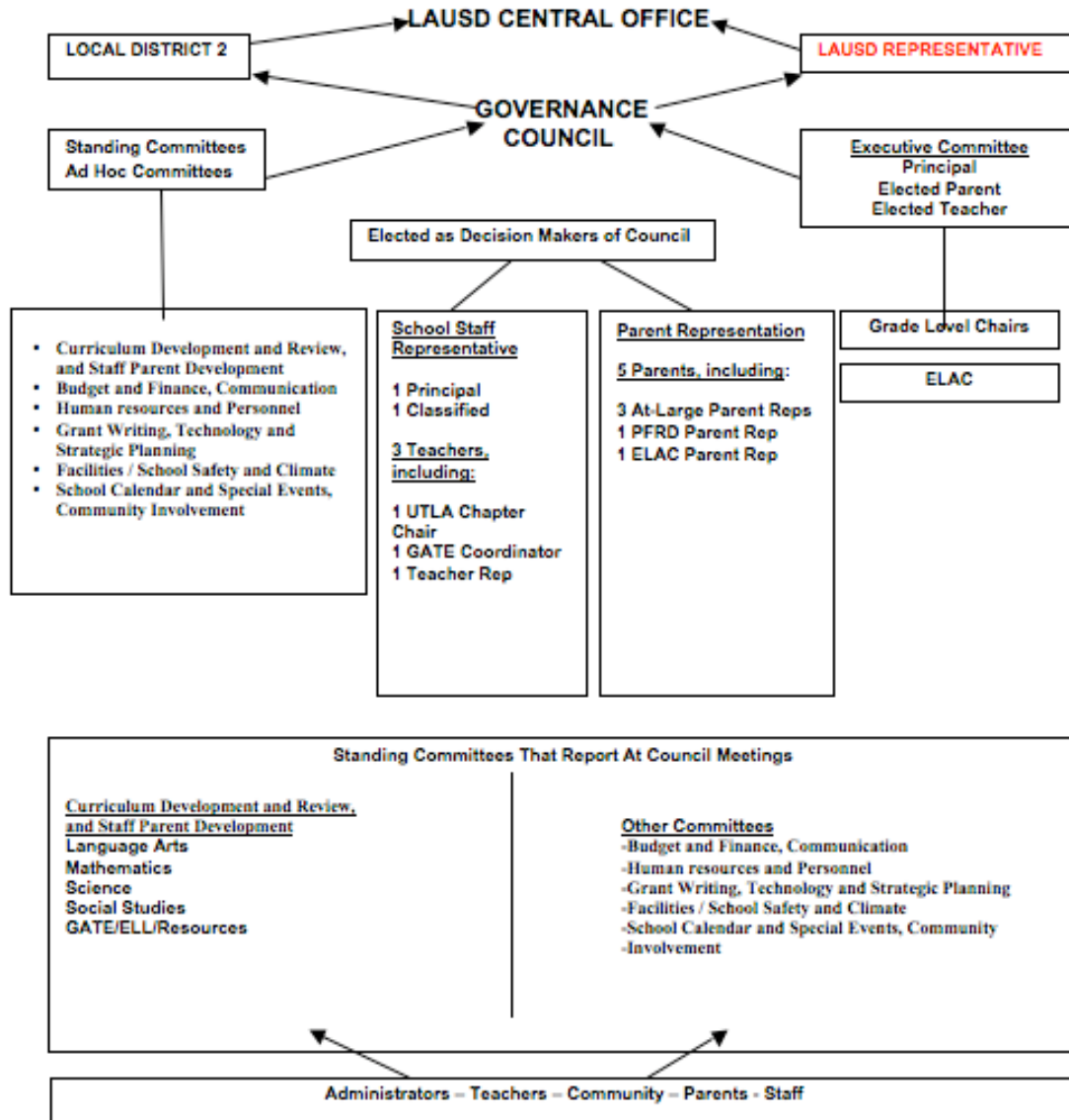
Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as Back to School Night, Open House, Parent/Teacher Surveys, parent/teacher conferences, parent participation in the classroom, campus beautification, book fairs, annual Diversity Day, Science and Math Nights, Reader's Theater, dance presentations, parent workshops, December Holiday Concert, monthly newsletter, Pumpkin Fair and Backlot, and Auctions. Parents participate in Parent Education seminars and DCPTA meetings. Dixie Canyon also announces opportunities using email blasts, via its website and by automated phone calls (ConnectEd). Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Dixie Canyon's enriched educational program. A parent's inability to participate in the funding for the enrichment programs does not impact admission for enrollment in any way.

Decision-Making Process and Organizational Chart

Dixie Canyon's School Governance Council will be a consensus-oriented, decision-making body for Dixie Canyon Community Charter. It will have the responsibility for allocating categorical block grant resources and setting the policies and procedures to achieve the school's program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Council will be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of changes to the Bylaws, which must be decided by a two-thirds majority of the Council. Any stakeholder can bring new business before the Governance Council by bringing the matter to the attention of the Principal, a member of the Governance Council, or the relevant

committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Dixie Canyon Community



Compliance with all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes

Dixie Canyon Community Charter will comply with all applicable laws relating to public agencies in general, all federal laws and regulations and State codes. As required by LAUSD, our school adheres to all applicable consent decrees and court orders including Rodriguez and Chanda Smith Modified Consent Decree. Dixie Canyon Community Charter accepts and understands its obligation to comply with specific sections of the Education Code: Sections 47611 and 41365, and all laws establishing minimum age for public school attendance. Dixie Canyon Community Charter and all committees will comply with the Brown Act as noted

above*. Members of the Dixie Canyon Charter Governance Council, any administrators, managers or employees, and any other committees of the school will comply with federal and State laws, nonprofit integrity standards and LAUSD's Charter policies and regulations regarding ethics and conflicts of interest. In the event that Dixie Canyon Community Charter changes from affiliate charter status to independent charter status, it recognizes that Dixie Canyon Community Charter and/or its nonprofit corporation will be solely responsible for the debts and obligations of Dixie Canyon Community Charter.

Dixie Canyon Community Charter's Relationship with District/County

Dixie Canyon Community Charter Governance Council will work collaboratively with the Local District and District to determine the applicability of District policies and procedures to Dixie Canyon Community Charter. Dixie Canyon will continue its operation as a fiscally affiliated Dixie Canyon Community Charter until such time as stakeholders choose to consider other options. Dixie Canyon Community Charter will work collaboratively with the District to ensure all programs, services, and future needs are funded.

Process for Amendments to Charter

Dixie Canyon Community Charter reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to Dixie Canyon Community Charter Governance Council. The LAUSD Board of Education under the standards and criteria found in EC 47605 must consider any material revisions to the charter. Dixie Canyon Community Charter will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Articles of Incorporation and Bylaws of Nonprofit Corporation

Since we are applying to convert to an affiliated Dixie Canyon Community Charter, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have, however, submitted the Bylaws of the Governance Council in the appendix.

As a separate entity from Dixie Canyon Community Chart, the Dixie Canyon Parent Teacher Association (DCPTA) shall maintain liability insurance sufficient to cover any and all DCPTA sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the Districts Division of Risk Management & Insurance Service. Dixie Canyon Community Chart will conform to and operate under the District's Donation Policy (Policy Bulletin No. 1633). DCPTA shall work collaboratively with Dixie Canyon Community Chart to further the educational program of the school. DCPTA is a non-profit 501c (3) California Corporation. DCPTA's purview is fundraising to support the Charter's enrichment programs. DCPTA and Dixie Canyon Community Chart will follow district policy and procedures regarding the hiring of additional enrichment personnel. Enrichment personnel work collaboratively with Dixie Canyon Community Charter's teaching staff to develop an effective and Standards bases model. Should there be a disagreement between DCPTA and

Dixie Canyon Community Chart / Affiliated Charter, the Charter School discussion would ensue to put the needs of the students and grade-level standards above the disagreement. The site administrator, or Governance Council will make the final decision.

Selection Process of Council Members and Relevant Governance Council

Members of the Governance Council will serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The voting members of the Governance Council will include representatives from the school's various constituencies as follows:

Five staff members and two alternate teacher representatives including:

- The Principal;
- The UTLA Chapter Chair;
- Two teachers to be elected from and by the credentialed teachers employed at the school;
- One Classified Representative to be elected by classified staff.

Five parent members as follows:

- One DCPTA representative elected by DCPTA;
- One ELAC representative elected by ELAC;
- Three at-large parent representatives who will be elected from and by parents whose children are enrolled in the school.

Up to five (5) alternate parent council representatives will be designated. The first alternate will be the alternate with the most votes as compared to the other alternate(s). All vacant seats will be filled within one month by a special election called by the Chair.

*The District reserves the right to appoint a non-voting single representative to Dixie Canyon Community Charter Governance Council.

Executive Committee

Dixie Canyon Community Charter will have an Executive Committee comprised of the Principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee will be filled immediately.

The Executive Committee will:

- Chair and set the agenda for Governance Council meetings;
- Deal with routine matters not requiring the attention of the full Governance Council or its committees;
- Refer issues to the Governance Council or its committees as appropriate.

The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school's operation or the terms and conditions of the Charter.

The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Members of the Governance Council will excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever Council members may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members will either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person.

Role of Committees

Committees will be formed to research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making, provide a more effective way of communication and will assist in the selection of all senior members of the staff, including the Principal, Assistant Principal, administrative staff, and teaching staff.

Committees may include but are not limited to:

- Curriculum Development & Review, and Staff /Parent Development
- Budget a Finance
- Human resources and Personnel
- Grant Writing, Technology and Strategic Planning
- Facilities / School Safety and Climate
- School Calendar and Special Events, Community Involvement

Other committees will be formed as the need arises. Committees are advisory and will have at least one parent and one staff member as members. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, Dixie Canyon Community Charter Governance Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times.

Grievance Procedure for Parents and Students *

*As a District affiliated charter Dixie Canyon Community Charter shall comply with District's Grievance policy and procedure for Parent and Students.

LAUSD Charter Policy *

*Dixie Canyon Community Charter will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.

Responding to Inquiries *

*Dixie Canyon Community Charter shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Dixie Canyon Community Charter acknowledges that it is subject to audit by LAUSD including, without limitation, **audit** by the District Office of the Inspector General.

If an allegation of waste, the District receives fraud or abuse related to the Charter School operations, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications *

*Notification is to be made to the Innovation and Charter Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Dixie Canyon Community Charter.

ELEMENT 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code. § 47605(b)(5)(C)

*Dixie Canyon Community Charter believes that all persons are entitled to equal employment opportunity. It does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity will be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

As an affiliated charter school of the Los Angeles Unified School District, Dixie Canyon Community Charter will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

*Dixie Canyon Community Charter will follow all District personnel policies and practices. The school retains the right to select and evaluate teaching and administrative staff.

Dixie Canyon Community Charter will abide by District policy, procedures, and collective bargaining agreements for employee selection. The Human Resources and Personnel Committee of Dixie Canyon Community Charter will make its recommendations to the Local District superintendent for administrative candidates and the Local District superintendent will make the final decision. All administrative positions at Dixie Canyon Community Charter will be filled in accordance with District and Personnel Commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District superintendent for a final determination. While Dixie Canyon Community Charter recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District.

We will adhere to all court mandates and State and federal laws including the Rodriguez Consent Decree and the Office of Civil Rights guidelines. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with State legislation and Title I, No Child Left Behind legislation. The District will monitor all credentials. At the close of each school year, the Principal will evaluate the faculty consistent with District policy. Such evaluation will include the areas of professional development, teaching performance, the integration of science, technology and enrichment and student performance as demonstrated by previously discussed District assessment methods.

PERSONNEL *

Dixie Canyon Community Charter shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

Staff Selection Procedure *

Certificated Personnel *

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Dixie Canyon Community Charter will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Dixie Canyon Community Charter campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Classified Personnel *

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, Dixie Canyon Community Charter will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Dixie Canyon Community Charter however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, Dixie Canyon Community Charter will have autonomy in assigning positions to specific working basis.

Selection Process

Dixie Canyon Community Charter staff will consist of persons who are committed to Dixie Canyon Community Charter's philosophy. Selection of Certificated and Classified Personnel (to include teachers, administrators, support personnel, office manager and staff, cafeteria manager and staff) will be conducted as follows:

The selection process will include the following steps in accordance with District policy and collective bargaining agreements:

- Obtain District job description
- Announce opening(s)
- Recruit applicant(s)
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment
- For final teacher candidates, the Human Resources Committee using questions specifically directed to the applicant's understanding will interview them. The candidate will present a demonstration and/or a videotaped classroom lesson in language arts or math. The selection of the top candidate will be recommended.

District will verify:

- Medical clearance: proof of medical exam and TB testing.
- Fingerprinting. Applicant will submit prints that will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable State law.
- Check for employment eligibility, including authorization to work in the United States and a required child-abuse sign-off.

The Human Resource and Personnel Committee will be authorized to determine, by consensus, which applicants will be hired. When an applicant is selected, he or she must be processed through the District. The subcommittee will consist of the Principal, the school administrative assistant, a UTLA representative, two teachers representing the grade level with the vacancy and three parent representatives.

Selection of Administrator(s)

In addition to the above procedures, prospective administrators will be interviewed by faculty and parent representatives and will be recommended for approval based upon a two-thirds majority vote at a governance committee meeting. The District board and the designated representatives of Dixie Canyon Community Charter will select the administrator(s) from the list of candidates recommended by the Governance Council. The Principal will be responsible to the LAUSD Local Educational Services Center Superintendent and Dixie Canyon Community Charter Governance Council.

Selection of Paraprofessionals

Paraprofessionals will be required to pass a basic skills/competency test. The administrator and the specific classroom teacher/s will interview candidates and make a selection.

Paraprofessionals hired after January 8, 2002, funded through NCLB supported programs, will meet the following qualifications:

- Will have completed at least two years of study at an institution of higher education;
- Will have obtained an associate's (or higher) degree; or
Will meet a rigorous standard of quality and demonstrate through a formal State or local academic assessment their knowledge of, and the ability to assist in instruction of State mandated content areas

Paraprofessionals, Instructional Aides help increase student achievement by performing the following duties:

- Assisting a teacher or other certificated employees in a school by performing some of the following duties in order to introduce subject matter to students.
- Presenting educational information to students in a specialty area of expertise.
- Performing research, compiling information, and/or preparing exhibits, demonstrations, equipment, and other materials in a specialized subject area or an area requiring special skills.
- Demonstrating methods, procedures, techniques, and uses of materials, tools, and equipment to students.
- Providing explanation to students regarding assigned computer activities.
- Arranging and conducting educational visits related to instructional activities.
- Conducting group activities related to physical education, music and other arts, and other subjects.
- Tutoring individual students or groups in subjects requiring advanced knowledge of specialized subjects, such as languages, mathematics, science, etc.
- Correcting student papers and/or advising students regarding improvement of work products.

Special Education Assistants and Trainees will perform the following duties:

- Performs a variety of activities pertinent to training, physical care, disciplining, and tutoring in order to inculcate habits, knowledge, and skills in students with disabilities.
- Assists teachers in implementing lessons or portions of lessons to a student or a group of students, checks accuracy of work, and presents additional assignments as directed by a teacher.
- Helps students to use books, classroom materials, and equipment.
- Adjusts or rephrases portions of text and classroom instructions.
- Keeps routine records related to recording attendance, grades, test scores, and lunch money.
- Assists teachers with use of electronic equipment and presentation of materials and methods to reinforce lessons to students.
- Assists teachers in directing activities or assigned groups of students.
- Lifts students in and out of holding or locomotive devices and on and off buses when trained by appropriate staff.
- Assists students with all aspects of toileting, which may include diapering and lifting on and off the toilet, changing tables, and mats when trained by appropriate staff.
- Assists students with the use of mobility equipment, such as leg braces, walkers, mobile

- standers, and tricycles when trained by appropriate staff.
- Assists teachers in working with students who may be demonstrating such behaviors as hitting, biting, scratching, and running, and works as a member of a team to implement the behavior support plan and/or crisis plan when trained by appropriate staff.
 - Under the teacher's direction, participates in data collection on behaviors as part of Behavior support plan development and implementation.
 - Assists teachers in maintaining an environment conducive for learning and encouraging appropriate behavior by the students using a consistent team approach.
 - Assists teachers in carrying out positive reinforcement procedures and reactive strategies identified in a behavior support plan, such as prompting student to switch to functionally equivalent replacement behavior and debriefing during the school day.
 - Assists teachers on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations.
 - Assists bus drivers in maintaining discipline and responding to the physical needs of students.
 - Supervises a group of students in the temporary absence of the responsible teacher when notified.
 - May obtain food from the kitchen, serves food, and feeds students or helps them to feed themselves.
 - May make minor adjustments on special equipment such as wheel chairs, crutches, braces, standing tables, and gurneys when trained by appropriate staff.
 - May act as a resource regarding student issues at Individual Education Plan (IEP) meetings if requested.
 - May take student temperatures, administer first aid, and provide basic nursing care as directed or authorized by a School Nurse.
 - May carry out the instructions of a Supervising Special Education Assistant or certificated employee to implement special physical handling, care, or exercises prescribed by doctors, nurses, or therapists when trained by appropriate staff.
 - May work with teachers, agencies, and private companies to assist in making job placements for graduates of vocational courses and may take students to job interviews.
 - Performs related duties as assigned.

The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

Selection of Day-to-Day Substitutes

Dixie Canyon Community Charter will establish and maintain a list of qualified District approved substitutes who will be contacted as needed. All substitute teachers will be credentialed teachers.

Description of Duties

Teachers

Each employee is responsible not only for classroom duties (or, in the case of non-classroom teachers, scheduled duties) for which properly credentialed, but also for all related professional duties. Such professional duties include the following examples:

- Instructional planning;
- Preparing lesson plans in a format appropriate to the teacher's assignment;
- Preparing and selecting instructional materials;
- Reviewing and evaluating the work of pupils; communicating and conferring with pupils, parents, staff and administrators;
- Maintaining appropriate records;
- Providing leadership and supervision of student activities and organizations;
- Supervising pupils both within and outside the classroom;
- Supervising teacher aides when assigned;
- Cooperating in parent, community and open house activities;
- Participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignment;
- Assuming reasonable responsibility for the proper use and control of District property, equipment, material and supplies;
- Attending faculty, departmental, grade level and other meetings called or approved by the immediate administrator.
- Be professionally attired

Administrator(s):

- Ensure effective collaboration with Dixie Canyon Community Charter Governance Council.
- Oversee the business practices of the school.
- Attract new resources to the school.
- Oversee the instructional program.
- Provide opportunities for professional growth.
- Facilitate communication among staff, parents and community.
- Assist with student discipline.
- Assist with scheduling when necessary.
- Have regular, punctual attendance.
- Be professionally attired.

Principal Essential Functions:

Required Language marked with an asterisk (*)

- Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
- Provides leadership for and facilitates collaboration with all stakeholders on the writing of the school plans, self-study, and Program Quality Reviews and on identifying goals for student achievement and standards for assessing the outcome of these goals.
- Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with federal, State and District guidelines.
- Develops the partnership among students, parents, community members, teachers and support staff that will enable Dixie Canyon Community Charter to become a learning community with high expectations and achievement for all students.
- Works enthusiastically with Dixie Canyon Community Charter to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions.
- Educates all students and demonstrates improved student achievement with standards-based instruction, focused learning opportunities, and appropriate use of all resources.
- Evaluates the performance of certificated and classified personnel assigned to the school site.
- Maintains a school climate that ensures the safety, health and welfare of students and personnel; organizes and implements an emergency operation plan; and complies with mandated child abuse reporting procedures.
- Provides staff development and training for all stakeholders to improve student achievement.
- Is evaluated by the Local District superintendent.
- Establishes and enriches the State Standards.

Classified and Other Personnel

- Teacher Assistants will assist with instruction and will assist the teacher with other classroom duties.
- Office personnel will perform daily school business.
- Other personnel will perform duties as described by the administrative team.

Plant Manager and Custodians

The plant manager and all custodians will be employees of the District and will be assigned to Dixie Canyon Community Charter. They will perform the maintenance and operations for the school.

Parent Volunteers

The developers of Dixie Canyon Community Charter recognize that it will not succeed without relying upon the community and its resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community ownership of the school: Local residents, business people, community leaders and especially parents. They must be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, Dixie Canyon Community Charter will continue partnerships with many institutions. The school's primary partnerships are with the local community, Dixie Canyon Community Charter Parent Teacher Association (DCPTA) and a number of other community groups and agencies. The strengths and resources of these institutions will greatly enhance the quality and variety of programs at Dixie Canyon Community Charter, improving Dixie Canyon's ability to positively impact the students and community now and in the future.

Accountability

Teachers, administrators and classified staff will be evaluated according to all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD.

Salary Schedule

Dixie Canyon Community Charter will adhere to all collective bargaining agreements signed by LAUSD in establishing staff compensation.

Work Basis

Each staff member will work the number of days designated in his/her specific collective bargaining agreement.

Method for Reporting Alleged Improprieties

Current methods for reporting child abuse, acts of violence, and other improprieties will be followed as mandated by District guidelines, federal and State law, and local agencies.

Due Process

All staff members will have due process rights, as spelled out in collective bargaining agreements, which include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to binding arbitration conducted by a paid arbitrator.

Benefits

Mandatory Benefits for all Staff Members:

Dixie Canyon Community Charter will provide the following benefits as applicable through

Los Angeles Unified School District:

- Workers Compensation.
- Unemployment Insurance Medicare.
- Social Security (for non-STRS/PERS members) or other appropriate retirement plan mutually negotiated by employee and employer, as allowed by State and federal law.

Professional Development

In addition to any District-mandated professional development, Dixie Canyon Community Charter shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly adopted curriculum selected by Dixie Canyon Community Charter will, in turn, be funded by the District consistent with its practice for other District schools.

ELEMENT 6: Health and Safety

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

*As an affiliated charter school, Dixie Canyon Community Charter will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

Dixie Canyon Community Charter will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that Dixie Canyon Community Charter changes its status to independent Dixie Canyon Community Charter during the term of this Charter, Dixie Canyon Community Charter shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

Insurance

The District under any of the District’s self-insured programs or commercial insurance policies shall provide coverage to the affiliated Dixie Canyon Community Charter. The District shall secure and maintain insurance, to protect Dixie Canyon Community Charter from claims that may arise from its operations, as provided to all other schools in the Los Angeles Unified School District. Dixie Canyon Community Charter will maintain school grounds and make sure they are safe and are accessible to all stakeholders. All changes, additions or alterations to the facility will be accomplished and/ or approved by the District.

It shall be the District’s responsibility to monitor Dixie Canyon Community Charter vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Dixie Canyon Community Charter shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

As an affiliated charter, Dixie Canyon Community Charter will adhere to District’s Health, Safety and Emergency Plans. Dixie Canyon Community Charter will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

Dixie Canyon Community Charter, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Dixie Canyon Community Charter staff will comply with their roles as mandated or non-mandated child abuse reporters. There will be mandatory biannual Child Abuse training and certification for all staff members.

In addition to the above-mentioned health and safety policies, Dixie Canyon Community Charter has made the following additional provisions to ensure the safety and well being of all stakeholders:

HYGIENE

- School nurse will periodically visit classrooms to instruct students and staff in the proper techniques to prevent the spread of communicable diseases (i.e. hand washing, lice prevention) as well as discussing the importance of regular dental visits and hearing and vision screenings.

SAFETY

- Monthly fire/earthquake/shelter are in place as preparedness drills.
- Teacher Assistants and Instructional Aides will supervise students during recess and lunch to facilitate student behavior at play areas.

ELEMENT 7: Means to Achieve Racial and Ethnic Balance

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605

(b)(5)(G)

***Court-ordered Integration**

Dixie Canyon Community Charter shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Dixie Canyon Community Charter will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Dixie Canyon Community Charter shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated Dixie Canyon Community Charter (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

Dixie Canyon Community Charter will implement the following strategies to maintain the Crawford Court Order:

- Publicizing our instructional program by posting to the school website and on the District website, and in other online venues in majority languages as determined by the Home-School Survey;
- Conducting parent education seminars at the school and at District venues prior to and throughout the school year;
- Conducting meetings for prospective parents in the fall that cover admission requirements and timelines for enrollment;
- Offering prospective parent tours of the school upon request and publicizing their availability on the web site and school’s marquee;
- Collaborating with the LAUSD to identify one or more “sister” schools that can be targeted for recruitment of prospective charter students to Dixie Canyon Community Charter;
- Utilizing LAUSD’s Permit process, encourage and recruit potential minority students from a list of school applicants and giving greater weight to minority applicants from the school lottery.

Additionally the school will devise a community-marketing plan to encourage those minority students currently residing within but not attending Dixie Canyon Community Charter's current school boundaries to enroll. School officials will routinely monitor minority enrollment and work closely with LAUSD officials to ensure that the school's minority population meets or exceeds the Crawford Court Order.

ELEMENT 8: Admission Requirements
“Admission Requirements, if applicable” Ed. Code § 47605 (b)(5)(H)

Dixie Canyon Community Charter is a neighborhood school lying within the boundaries of the Los Angeles Unified School District. Preference is provided for students residing in the LAUSD-created attendance area, as they are eligible to attend Dixie Canyon Community Charter as a neighborhood student. Dixie Canyon Community Charter also enrolls students on a permit basis, as space is available. As and SAS School, Dixie Canyon will continue to accept qualified SAS permits on a space available basis. Families possessing existing permits may be afforded continuous enrollment and may enroll all siblings in subsequent years on a space available basis.. Parents interested in sending their children to Dixie Canyon Community Charter who live outside of the District designated attendance boundary, are eligible to submit an application for a random public drawing. Lottery applications will be available and will need to be returned by specified dates. Dixie Canyon Community Charter will employ to recruit academically low—achieving students with disabilities, and economically disadvantaged students.

The lottery process for admission to Dixie Canyon Community Charter will be fairly executed with designated public drawing of applications. This drawing will be completed where any interested party may elect to attend. The date, time, location and method of this drawing will be printed on the application procedure. On the designated drawing date, a committee designated by the Governance Council will select the names of the candidates drawn. Parents of lottery applicants will be notified immediately of their standing as either admitted or placed on the waiting list. The number of random applications will be determined or based upon fall enrollment projections provided by the LAUSD office of statistics and demographics. A waiting list will be completed when the number of applications exceeds the number of available positions at each grade level. The waiting list will prioritize candidates according to the order in which they were drawn during the random drawing. Parents/guardians will be notified within 24 hours by telephone and will have 48 hours to respond before the position is given to another candidate. All lottery application forms documenting the fair execution of the lottery process will be maintained in the main office of the school for the duration of charter.

After admission to the school, parent(s) will be invited to attend a grade level orientation meeting to review and sign the Parent/Student Handbook. Parent attendance at the orientation in no way impacts a student’s enrollment or admission English Language Learner information will also be discussed at this meeting pursuant to District policy.

Dixie Canyon Community Charter shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Dixie Canyon Community Charter will be non-sectarian in programs, admission policies, employment practices and other school operations. Tuition will not be charged for students attending the Charter. The Charter will not require any child to attend this Charter nor hold any employee as mandated to work at this Charter.

In the event that the school is notified of a false address for the predetermined District attendance boundary for Dixie Canyon Community Charter, the Charter will assign an address verification committee to assist the office with validating whether the student resides within the attendance boundaries. Such boundaries may vary from time to time but shall always be developed or revised in accordance with the policies and guidelines set for other schools in the District. Transportation will not be provided. Dixie Canyon Community Charter will adhere to all applicable laws governing the minimum age for school attendance.

Dixie Canyon Community Charter will utilize LAUSD enrollment forms and cumulative records. Dixie Canyon Community Charter will adhere to all District procedures related to confidentiality and privacy of records. Dixie Canyon Community Charter will follow District policy for requesting the cumulative records of new students who have transferred from other schools. Upon leaving Dixie Canyon Community Charter, student records will be processed accordingly and forwarded to the receiving school.

McKinney-Vento Homeless Assistance Act *

Dixie Canyon Community Charter will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

ELEMENT 9: Financial Audits

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I)

Categorical Funds *

Dixie Canyon Community Charter shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Dixie Canyon Community Charter shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Dixie Canyon Community Charter must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

Dixie Canyon Community Charter will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Dixie Canyon Community Charter may also be subject to audits to verify the accuracy of the school’s financial Statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

Timing for Distribution of Categorical Block Grant Funds

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to Dixie Canyon Community Charter. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to Dixie Canyon Community Charter may also be subject to adjustment in funding levels and deferrals. In addition, Dixie Canyon Community Charter may also be subject to District “freezes” in a manner consistent with other District schools.

Other Sources of Funds

The District shall retain general purpose entitlement funds and any other State or federal funding, with the exception of grants separately applied for and received by Dixie Canyon Community Charter, to maintain the Charter School in accordance with its annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from Dixie

Canyon Community Charter will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

Administrative Fees

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

Payment for Other Services

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to Dixie Canyon Community Charter. In addition, it will be the responsibility of Dixie Canyon Community Charter, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

Documentation

Dixie Canyon Community Charter financial reports shall remain a part of the District's single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Dixie Canyon Community Charter shall prepare and submit all required financial data and reports for inclusion in the District's report.

Per-Pupil Budgeting

Where possible, Dixie Canyon Community Charter will have the ability to implement the District's per-pupil budgeting model.

Audit and Inspection of Records *

Dixie Canyon Community Charter agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Dixie Canyon Community Charter is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of Dixie Canyon Community Charter
- The District is authorized to revoke this Charter for, among other reasons, the failure of Dixie Canyon Community Charter to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Dixie Canyon Community Charter books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Dixie Canyon Community Charter. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

Dixie Canyon Community Charter will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10: Student Expulsion

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

As an affiliated charter school of the Los Angeles Unified School District, Dixie Canyon Community Charter will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law.

Dixie Canyon Community Charter shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Dixie Canyon Community Charter shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Standards and Conduct

Dixie Canyon Community Charter embraces the theory of positive discipline. We use problem solving rather than punishment to help children become successful students and citizens.

Parent/child/school cooperation and support is crucial. At the start of every school year all students take home an agreement, to be signed by them and their parents outlining expectations for campus conduct and appropriate citizenship. Teachers collect the signed agreements in the classroom. In addition, standards and expectations for behavior are further explained by each teacher in every classroom and posted in all public areas. These areas include the classrooms, auditorium, lunch area, library, drama room, computer lab and outside offices and bathrooms. Students are expected to maintain our school-wide standards of behavior:

Be Safe.

Be Respectful.

Be Responsible.

Positive Behavior Reinforcements

Students are encouraged to behave appropriately throughout the day. Each morning, during announcements, the Principal reminds students of the behavior expectations, which encourages them to think about their role in creating a positive school culture. At the beginning of the year, the Principal hosts grade level assemblies for students to discuss expectations for student behavior by role-playing scenarios with the students to demonstrate and reinforce the desired behavior by presenting it in an entertaining way. In addition, on the first Friday of every month there is a school-wide pep rally to highlight positive character traits. Students are given “Caught being Good” tickets by school staff when demonstrating good citizenship. Tickets are collected

in the office “mailbox” and recognized students are acknowledged once a month at the school-wide assembly.

Teachers also give awards at each monthly assembly – giving recognition to students for academic achievement, citizenship or attendance. Teachers recognize each student’s individuality and strive to reward every student in their class for something positive they have done by the end of the school year.

Positive academic motivation also plays a role on our campus. Prior to the annual CST teachers talk with students about what to expect and the purpose of the tests. A rally is held on campus to get students motivated and encourage them to do their best. A phone call goes to all households encouraging students to get a good rest, eat a good breakfast and be sure to come to school the next day. Students who demonstrate concern or worry about the upcoming CST are given individual time with the Principal for a “Test Chat” to talk about the process, encourage them and help them set goals for their achievement. Students who achieve perfect CST scores are recognized with a certificate, lunch with the Principal and their photo in the monthly school newsletter.

Individual classrooms further provide positive reinforcement through behavior strategies and creation of rules that teachers and students establish together. Co-development of classroom standards encourages student engagement and buy-in along with safe, respectful and responsible behavior. For example, many teachers use the “stop light” system of discipline where the student who behaves well is on “green,” a student with a warning may move to “yellow” and a student who has been warned repeatedly will move to “red” and lose privileges that the class has decided on. Many teachers have also adopted the “Caught Being Good” concept in their classrooms and give the students play money or tickets to “shop” for small prizes, earn a special privilege or earn class parties.

All of these activities guide our students in understanding the importance of their contribution making Dixie Canyon Community Charter a great school.

School-Wide Behavior

Morning recess and lunch recess are times for play, relaxation, and to share time with friends from different classes and grade levels on the playground, in the reading garden, or in the library. These choices allow for personal development and a wide range of personal choices. All students are expected to Be Safe, Be Respectful, and Be Responsible. However, if there are infractions, there are consequences for the misconduct.

Consequences for Misconduct

The Principal has encouraged the teachers to handle minor problems in the classroom. The use of positive reinforcement has seen an increase in desired behavior. However, if a student is sent to the Principal, the problem is handled on an individual basis, as there is no one-size-fits-all plan. The benefit of this is that each student is treated as an individual and educated about how to meet the school-wide behavior expectations.

Some strategies the Principal uses include:

- First offense: The student and Principal have a conversation where questions are asked and the student shares his or her perspectives on the given situation. The student may then hear the Principal's perspective and explanation of school behavior guidelines along with expectations and tips on how to participate appropriately.
- Second offense: A student who needs a "cooling off" period will be directed to a specific area until he/she is ready to rejoin the class.
- Third offense: The student is removed from the game or classroom. The Principal notifies parent. Any students involved in physical altercations will meet with the Principal immediately. Further behavioral infractions will be handled according to LAUSD policies and procedures.

RULES AND PROCEDURES FOR SUSPENSION AND EXPULSION

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b)(5)(j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, a classified employee and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from Dixie Canyon Community Charter will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.

Grounds for Suspension/Expulsion

In accordance with E.C. Section 4891.5, the Principal shall immediately suspend and recommend a student's expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

NOTE: An employee of the school district must verify the student's possession of the firearm and explosive. The Principal must confirm that the student was in knowing possession of the firearm and explosive.

Administrator's Role in Suspension/Expulsion

If suspension is necessary, the Principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The Principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

No student shall be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911).

The Principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term "emergency situation" means that the Principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

Suspension Appeal Procedures

The Principal is to inform the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school Principal (not designee). If the parents wish to appeal the Principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated. The results of the appeal may include, but are not limited to:

- Sustaining the suspension in all respects
- Modification of penalties imposed
- Rescinding the suspension and expunging the suspension from the student's records

The parents shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

Expulsion Procedure

Only the Principal of Dixie Canyon Community Charter can recommend that a pupil be expelled. Whenever a student is accused of an act for which an expulsion may be recommended, the Principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, possession of a weapon at school. The Principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights.

A student may be expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion. Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the LAUSD Discipline Unit at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the Charter School at the time the pupil seeks readmission.

Therefore, in the event that a student requires expulsion, Dixie Canyon Community Charter will work with LAUSD and consider BUL-4655, March 13, 2009, as the guiding practice for expulsion. Dixie Canyon Community Charter will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the recommendation to expel the student. Dixie Canyon Community Charter will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation. Whenever a suspension occurs, the Principal is to advise the parent of the appeal procedures when they disagree with the suspension or recommendation. The appeal may first be made to the Principal. If the parents wish to appeal the Principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated. The parent shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

Outcome Data

The Charter School shall maintain all data-involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Students*

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of State and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement 504?

*Dixie Canyon Community Charter will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the **District's Discipline Foundation Policy**. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, Dixie Canyon Community Charter will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. Dixie Canyon Community Charter will collect data pertaining to the number of special education students suspended or expelled.

Gun Free Schools Act

The Charter School shall comply with the federal Gun Free Schools Act.

ELEMENT 11: Retirement Programs

“The manner by which staff members of the Charter School will be covered by the State Teachers’ Retirement System, the Public Employees Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

*Employees of Dixie Canyon Community Charter will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

*As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with State and federal laws regarding employee benefits.

As an Affiliated charter school, the following staff issues are dealt with per established District policies and procedures:

- Relationship between the teachers and the district/county bargaining unit;
- Process by which salaries, benefits, working conditions and items, e.g. calendars, holidays, vacations and workday and year will be determined;
- Labor procedures, which will be applied to employees (EERA);
- Process for resolving complaints/grievances;
- Process for ensuring due process;
- Manner which staff members will be covered by STRS, PERS, Social Security or Medicare;
- Process for staff recruitment, selections, evaluation, and termination;
- Procedure for processing and monitoring credentials if required;
- As employees of an affiliated charter school within the Los Angeles Unified School District, all Dixie Canyon Community Charter staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and LAUSD employee benefits and will be represented by employee unions; UTLA, AALA, Local 99, Teamsters.

Employees will continue to be covered by STRS, PERS, and PARS

ELEMENT 12: Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend the Charter School.” Ed. Code §47605(b)(5)(L)

*Dixie Canyon Community Charter is a school of choice. No student is required to attend, and no employee is required to work at the school. Pupils who chose not to attend Dixie Canyon Community Charter may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

ELEMENT 13: Employee Rights *“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school Ed. Code § 47605(b)(5)(M)”*

*As an affiliated charter, Dixie Canyon Community Charter, all administrators, faculty and staff of Dixie Canyon Community Charter are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

If, for any reason, Dixie Canyon Community Charter closes or LAUSD closes Dixie Canyon Community Charter, all rights of employees are governed by District policy and applicable collective bargaining agreements.

As LAUSD employees, Dixie Canyon Community Charter employees are subject to District decisions regarding Reductions in Force (RIF), mandated furloughs, and any other personnel decisions regarding salary, classification and assignment.

ELEMENT 15: Employer Status and Collective Bargaining (UTLA Contract)

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (Chapter 10.7, commencing with Section 3540, of division 4 of Title 1 of the Government Code).” Ed. Code § 47605(b)(5)(O)

*The Los Angeles Unified School District is the exclusive public school employer of the employees of Dixie Canyon Community Charter for the purposes of the Educational Employee Relations Act (EERA).

As an affiliated charter school, Dixie Canyon Community Charter will follow District policy with respect to all existing collective bargaining agreements. Teachers and staff in the Dixie Canyon Community Charter will continue to be employees of the District and members of existing Collective Bargaining Units.

ELEMENT 16: Procedures to be used if the Charter Closes

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P)

*Dixie Canyon Community Charter reverts back to a District traditional school in the event of a closure.

Revocation *

The District may revoke the charter if Dixie Canyon Community Charter commits a breach of any provision set forth in a policy related to Dixie Canyon Community Charter adopted by the District Board of Education and/or any provisions set forth in The Charter Act of 1992. The District may revoke the charter of Dixie Canyon Community Charter if the District finds, through a showing of substantial evidence, that Dixie Canyon Community Charter did any of the following:

- Dixie Canyon Community Charter committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Dixie Canyon Community Charter failed to meet or pursue any of the pupil outcomes identified in the charter.
- Dixie Canyon Community Charter failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Dixie Canyon Community Charter violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify Dixie Canyon Community Charter in writing of the specific violation, and give Dixie Canyon Community Charter a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Closure Procedures*

The decision by the LAUSD Board of Education to revoke or not renew the affiliated Dixie Canyon Community Charter constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; Dixie Canyon Community Charter Governance Council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Dixie Canyon Community Charter informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Dixie Canyon Community Charter's Governance Council voluntarily closes Dixie Canyon Community Charter, the LAUSD Board of Education will hold a public meeting officially closing Dixie Canyon Community Charter. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Charter Schools Division will notify the California Department of Education that Dixie Canyon Community Charter has closed and the effective date.
3. Upon closure, all of the assets of Dixie Canyon Community Charter are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of Dixie Canyon Community Charter upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of Dixie Canyon Community Charter will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
 - a. The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Dixie Canyon Community Charter's right to operate as a Dixie Canyon Community Charter or cause Dixie Canyon Community Charter to cease operation.

Facilities *

In the event that Dixie Canyon Community Charter changes its status to independent Dixie Canyon Community Charter, during the term of this Charter, Dixie Canyon Community Charter shall submit a petition for material revision for District's approval. Dixie Canyon Community Charter shall meet all requirements of an independent charter that occupies LAUSD facilities; Dixie Canyon Community Charter shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Dixie Canyon Community Charter Location 22627 Dixie Canyon Ave., Sherman Oaks, CA 91423
- Names of District school sites near proposed location
- Proposed Dixie Canyon Community Charter to be located within the boundaries of LAUSD.

District-Owned Facilities: If Dixie Canyon Community Charter is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Dixie Canyon Community Charter shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Dixie Canyon Community Charter will occupy and use any LAUSD facilities, Dixie Canyon Community Charter shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools, which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Dixie Canyon Community Charter agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, Dixie Canyon Community Charter will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) which it provides to Charter School for use. The Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.:** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:**
 - (i) **Pro Rata Share:** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Asbestos Management: The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.