



LOS ANGELES UNIFIED SCHOOL DISTRICT

DIXIE CANYON COMMUNITY CHARTER

A DISTRICT AFFILIATED CHARTER SCHOOL

4220 Dixie Canyon Avenue Sherman Oaks, CA 91423

Renewal Petition

Submitted
February 24, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES AND AFFIRMATIONS

Dixie Canyon Community Charter (also referred to herein as “Dixie Canyon”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil 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. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School 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. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within

each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

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)(i).)

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	Gloria H. Yniguez, Principal
• The address of Charter School is:	4220 Dixie Canyon Avenue, Sherman Oaks, CA 91423
• The phone number for Charter School is:	818-784-6283
• Charter School is located in LAUSD Board District:	BD 3
• Charter School is located in LAUSD Local District:	Local District Northeast
• The grade configuration of Charter School is:	K-5
• The number of students in the first year of this Charter will be:	746
• The grade levels of the students in the first year will be:	K-5
• Charter School’s scheduled first day of instruction in 2017-2018 is:	08-15-2017
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).	752
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional Calendar
• The bell schedule (start and end of day) for Charter School will be:	8:15am to 2:38 pm
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

As an Affiliated Charter School in our community, Dixie Canyon will provide prospective students an opportunity to attend an award-winning, innovative, vision-driven, shared leadership school dedicated to the success of each child.

Since Dixie Canyon’s conversion to affiliated charter status, our student enrollment has grown each year with a wait list of approximately 200 students every year. Our Academic Performance Index has grown over 40 points.

Within a three-mile radius, 37 schools surround Dixie Canyon, including private schools and independent charter schools. Our objective is to provide our community members an option to attend a competitive school that provides students with an academically challenging and emotionally nurturing school with a diverse student population.

Dixie Canyon will seek to attract the families within the Charter School’s surrounding neighborhoods who have elected to send their children to a school of choice. Dixie Canyon will continue to serve grade levels TK through 5th grade. As a neighborhood school offering a solid academic foundation in all the core curricular areas, balanced with arts, technology and character education, Dixie Canyon will continue fostering a community atmosphere within the Charter School and create a welcoming environment for local families. Dixie Canyon will continue developing educational programs based on various student groupings that best meet the needs of these students.

Figure 1: Elementary Schools Located within a 2-Mile Radius of Dixie Canyon CS.

ELEMENTARY SCHOOLS WITHIN A 2-MILE RADIUS			
Name of School	Private	Public	2013 Growth API Score
ABC Little	X		
Adat Ari El Day School	X		
Beth Hillel Day School	X		
Bridgeport School	X		
Bridges Academy	X		
Burbank Boulevard Elementary School		X	874
Campbell Hall School	X		
Carpenter Community Charter		X	943
Colfax Charter Elementary School		X	933
Emerson Academy for Arts and Sciences	X		
Hollywood Alternative Schooling	X		
Innovative Concepts Academy	X		
John B. Monlux Elementary School		X	828
Lankershim Elementary School		X	798
Laurel Hall Lutheran School	X		
Maurice Sendak		X	812
Meridianian Armenian Evangelical School	X		
Montessori Academy of North Hollywood	X		
Morning Star Christian Academy	X		
Oakwood Elementary School	X		
Or Hachaim Academy	X		
Or Hachaim Academy Girls Division	X		
Oxnard Street Elementary School		X	804
Rio Vista Elementary School		X	898
Riverside Drive Charter		X	866

ELEMENTARY SCHOOLS WITHIN A 2-MILE RADIUS			
Name of School	Private	Public	2013 Growth API Score
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 Academy	X		
The Wesley School	X		
Toluca "Crossroads" School	X		
Toluca Lake Elementary School		X	838
Victory Boulevard Elementary School		X	770
Village Glen School	X		
<i>Total Area Schools</i>	24	12	

STUDENT POPULATION TO BE SERVED

2016-17 ENROLLMENT BY PROGRAM		# of Students	% of Students
		2016-2017	2016-2017
Program Group	Program Type	December	December
GIFTED PROGRAM	GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	65	8.8%
Total		65	8.8%
MASTER PLAN PROGRAM	MSTR PLAN PGM - ENG. IMMERSION	43	5.8%
	MSTR PLAN PGM - MAINSTREAM	8	1.1%
	MSTR PLAN PGM - PARENT WITHDRAWN	1	0.1%
Total		52	7.0%
NO STUDENT PROGRAM	NO STUDENT PROGRAM	563	76.3%
Total		563	76.3%
SPECIAL EDUCATION	DIS - RELATED SERVICES	51	6.9%
	RESOURCE SPECIALIST PROGRAM	38	5.1%
	SPECIAL DAY PROGRAM	54	7.3%
Total		64	8.7%
TRAVEL PROGRAM	MAGNET	1	0.1%
	PUBLIC SCHOOL OF CHOICE	1	0.1%
	SPECIAL ED WITH TRANSP	11	1.5%
Total		13	1.8%
Overall		738	100.0%

Source: My Data 12.6.2016

2016-17 ENROLLMENT BY GRADE		
Grade	# of Students	% of Students
K	122	16.5%
PK	13	1.8%
TK	25	3.4%
01	144	19.5%
02	108	14.6%
03	120	16.3%
04	105	14.2%
05	101	13.7%
Overall	738	100.0%

Source: MyData 12.6.2016

2016-17 ENROLLMENT BY LANGUAGE CLASSIFICATION		
Language Classification	# of Students	% of Students
EO	637	86.3%
IFEP	27	3.7%
LEP	52	7.0%
RFEP	19	2.6%
UNKNOWN	3	0.4%
Overall	738	100.0%

Source: MyData 12.6.2016

2016-17 ENROLLMENT BY LANGUAGE CLASSIFICATION		
Language Classification	# of Students	% of Students
EO	637	86.3%
IFEP	27	3.7%
LEP	52	7.0%
RFEP	19	2.6%
UNKNOWN	3	0.4%
Overall	738	100.0%

Source: MyData 12.6.2016

2016-17 ENROLLMENT BY ETHNICITY		
Ethnicity	# of Students	% of Students
AMERICAN INDIAN/ALASKA NATIVE	1	0.1%
ASIAN	59	8.0%
BLACK	56	7.6%
HISPANIC	128	17.3%
WHITE	472	64.0%
FILIPINO	18	2.4%
PACIFIC ISLANDER	3	0.4%
UNKNOWN	1	0.1%
Overall	738	100.0%

Source: MyData 12.6.2016

School Name	Are 3rd-5th graders meeting/exceeding standards in ELA						Total Number of Students	% Gifted and Talented	% Students with Disabilities	% English Learners	% Socioeconomically Disadvantaged	English learners who reclassified to fluent English proficient (REEP)		
	ELA			Math								2014-15	2015-16	LAUSD Average
	ELA SBAC 2014-15 meeting/exceeding standards in ELA	2015-16 meeting/exceeding standard in ELA	LAUSD Average	2014-15 meeting/exceeding standards in	2015-16 meeting/exceeding standards in	LAUSD Average								
Bassett Street Elementary	22%	27%	37%	17%	18%	31%	880	2%	11%	48%	90%	24%	9%	11%
Calabash Charter Academy	60%	63%	37%	54%	62%	31%	435	2%	8%	4%	18%	50%	21%	11%
Chandler Learning Academy	45%	54%	37%	46%	54%	31%	463	4%	9%	13%	55%	18%	22%	11%
Colfax Charter Elementary	75%	80%	37%	73%	75%	31%	682	3%	8%	6%	22%	36%	14%	11%
Darby Avenue Charter	60%	60%	37%	59%	53%	31%	511	4%	9%	7%	39%	27%	14%	11%
Dixie Canyon Community Charter	72%	70%	37%	60%	64%	31%	731	3%	8%	8%	24%	20%	13%	11%
Maurice Sendak Elementary	28%	24%	37%	28%	25%	31%	517	3%	13%	57%	92%	12%	7%	11%
Encino Charter Elementary	78%	79%	37%	66%	78%	31%	554	7%	8%	6%	19%	24%	34%	11%
Erwin Elementary	24%	39%	37%	31%	33%	31%	696	5%	14%	38%	87%	17%	14%	11%
Franklin Avenue Elementary	63%	68%	37%	60%	61%	31%	506	10%	5%	11%	32%	22%	28%	11%
Hamlin Charter Academy	41%	44%	37%	41%	41%	31%	426	2%	12%	28%	46%	12%	8%	11%
Hazeltine Avenue Elementary	26%	21%	37%	24%	24%	31%	758	4%	10%	48%	92%	18%	16%	11%
Kester Avenue Elementary	67%	73%	37%	64%	64%	31%	977	5%	7%	16%	50%	14%	14%	11%
Lankershim Elementary	25%	34%	37%	19%	32%	31%	472	0%	13%	37%	82%	17%	5%	11%
John B Monlux Elementary	36%	46%	37%	31%	37%	31%	684	7%	13%	30%	78%	24%	5%	11%
Nestle Avenue Charter	48%	51%	37%	43%	49%	31%	571	4%	8%	28%	53%	18%	28%	11%
Ranchito Avenue Elementary	35%	39%	37%	42%	38%	31%	565	5%	9%	40%	86%	15%	14%	11%
Rio Vista Elementary	53%	60%	37%	48%	52%	31%	453	10%	13%	8%	49%	27%	8%	11%
Riverside Drive Charter School	46%	47%	37%	40%	41%	31%	649	2%	10%	18%	32%	4%	6%	11%
Coeur D Alene Avenue Elementary	53%	72%	37%	46%	69%	31%	581	3%	6%	8%	17%	11%	13%	11%
Sherman Oaks Elementary Charter Sch	57%	64%	37%	49%	58%	31%	865	4%	10%	9%	25%	27%	25%	11%
Strathern Street Elementary	20%	33%	37%	15%	22%	31%	716	2%	9%	34%	87%	10%	18%	11%
Valley View Elementary	59%	71%	37%	39%	59%	31%	230	4%	10%	3%	18%	7%	0%	11%
Columbus Avenue Elementary	16%	22%	37%	10%	17%	31%	531	2%	11%	52%	86%	16%	14%	11%
Victory Boulevard Elementary	24%	36%	37%	15%	23%	31%	557	4%	16%	49%	90%	20%	10%	11%

GOALS AND PHILOSOPHY

Mission and Vision

Vision

Provide an environment that nurtures every student's innate ability to learn and achieve while fostering social and emotional growth. We focus on collaborative experiences in **Science, Technology, Engineering, the Arts, and Mathematics** in order to prepare our students to succeed as 21st Century **LEADERS** and **INNOVATORS**

Mission

At Dixie Canyon, we align pedagogy, curriculum and the learning environment in order to reach a child's full potential. Our goal is to provide differentiated instruction, research-based instructional strategies, enrichment programs, and interventions that address the social, emotional, and academic needs of the whole child. Most importantly, Dixie Canyon expects and encourages students to take

responsibility and accountability as active participants in their own learning and in doing so recognize their role in their world. Our highest priorities revolve around the central belief that each student is fully capable of becoming a productive and influential member of society. Dixie Canyon will continue to provide an exemplary education through a learning program that:

- Emphasizes multidisciplinary, project-based learning that enables students to make real-life connections, ask essential questions, and think conceptually.
- Utilizes hands-on, investigative learning that assists students to problem solve, think critically, and make meaning of the world around.
- Integrates science, technology, engineering, arts and mathematics to
- Incorporates the arts throughout the curriculum and studies its importance throughout history and its role establishing a culture.
- Provides authentic opportunities for students to effectively utilize all forms of communication.
- Uses technology to apply knowledge and create original work as a means of personal and group expression.
- Emphasizes a growth mindset, habits of mind, and scholarly behaviors for all.
- Teaches Character development focused lessons from the Six Pillars of Character
- Practices MindUp daily lessons for a well-balanced awareness of brain development and stress
- Collaborates with all stakeholders and problem solves with shared decision making
- Provides opportunities for all stakeholders to model continuous learning and intellectual growth.
- Expects integrity, teamwork, cooperation, positive relationships, and a genuine home-school connection.
- Develops community partnerships to connect students to the real world.

Our instructional program at Dixie Canyon will prepare a new generation of luminaries who thrive in Learning Communities that extend far beyond geopolitical borders. Students will understand that education is an investment in their own identity, know how to apply learned skills, take pride in their academic and career accomplishments, display cultural awareness, and strive to empower others to do to the same.

What It Means to be an “Educated Person” in the 21st Century

An educated person in the 21st century must be able to think critically, is creative, collaborates with others, makes informed decisions and understands global connections. Success in a rapidly changing world will take a great commitment to life-long learning and persistence in problem solving; thus, learning must 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 need to 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 must have digital competence so one can live safely and productively in the new, emerging world. According to Yong Zhao, one needs to have the proper 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).

In order to meet the needs of our community, Dixie Canyon Community Charter employs a number of research-based strategies to build a foundation for elementary age students who will be the citizens of the future. Our staff teaches students to be mindful of their actions and activities. They are taught to safely use technology to best meet their educational and life goals. Students' psychosocial needs are addressed through a number of motivational and educational activities including Students of the Month, Friendship Club, the Buddy Bench, as well as classroom and other groups. There is a focus on teaching the academic foundational skills and extending those skills to solve real world problems, analyze using evidence and write with clarity. Students are also encouraged to enjoy and develop creative skills in the arts and through physical education. The responsibility of teaching young children to be well-educated citizens of the 21st century is a heady task. Our community recognizes that our students face a constantly changing world requiring excellent problem solving and communication skills as well the ability to collaborate with a diverse peer group and others. Once students develop a strong foundation based on ever developing strategies, they will be resilient and adaptable, equipped to take on the challenges of the future as fulfilled and socially responsible citizens.

How Learning Best Occurs

Dixie Canyon recognizes that learning best occurs when the school embodies a culture of educational excellence and social responsibility that both challenges and nurtures the development of each individual. Collaboratively, teachers, parents, and the community members foster an educational climate that is uniquely reflective of our school, home, and community.

Learning best occurs as all stakeholders fulfill their individual, departmental, and collaborative commitments to foster this culture of working as a team to educate each child. Creating a culture that focuses on the needs of the students as the first priority and encourages collaboration, shared-learning, shared decision-making, and shared responsibilities establishes an environment where learning works best.

Dixie Canyon will continue its history of academic excellence in the community, which nurtures a passion for lifelong learning. The school will continue to ensure a safe, encouraging, and rigorous learning environment that supports students in realizing their optimum learning potential through multifaceted educational experiences. Highly qualified teachers, support personnel, and diverse classrooms maximize accessibility for all students to progress in their educational development. Instruction in the classroom utilizes best practices based on current educational research, clear expectations, rigor, multiple modalities and pathways to learning, as well as differentiated instruction to meet the varying abilities among all students.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall

comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES						
GOAL #1 – BASIC SERVICES						
STATE PRIORITY #1 – BASIC SERVICES 1. The school will assign 100% of teachers in accordance with their credentials, including subject matter, Special Education and EL authorizations. . 2. The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities. 3. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.				Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 <hr/> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
1. Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal and Charter Personnel Committee members. 2. Internal and/or District annual reviews of the state and condition of its facilities. Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal. 3. Access to Instructional Materials: School will provide 100% of students access to Standards aligned instructional materials. Annual Williams instructional materials review and certification process. Annual budget review and planning to ensure funds are available for instructional materials. Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School Coordinator)						
Expected Annual Measurable Outcomes						
Outcome #1: The school will assign 100% of teachers in accordance with their credentials, including subject matter, Special Education and EL authorizations. Metric/Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2: School Facilities

Metric/Method for Measuring: School will achieve and maintain a good overall rating for facilities on the Annual School Experience Survey and other annual reviews of School Facilities.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review

Outcome #3: School will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction. Each student with a disability will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

Metric/Method for Measuring:

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%

Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL # 2 – IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

<p>State Priority #2: Implementation of State Content and Performance Standards</p> <ul style="list-style-type: none"> Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments. For English Learners, the school will meet annual AMAO 1 targets. 	<p>Related State Priorities:</p> <p> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </p> <hr/> <p>Local Priorities:</p> <p> <input type="checkbox"/> : <input type="checkbox"/> : </p>
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Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Annual review and modification of English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.
- Ensure programs for English Learners are designed to include the new California English Language Development Standards.
- The school will use the grade-level appropriate internal benchmark assessments (e.g., DIBELS, curriculum-based assessments, and interim assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents schoolwide and for all numerically significant subgroups.

Expected Annual Measurable Outcomes

Outcome #1: Increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments.

Metric/Method for Measuring: CAASPP SBAC results for all subgroups.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	At or above Benchmark 70% ELA 64% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
English Learners * not a significant subgroup	At or above Benchmark 17% ELA 21% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Socioeconomically Disadvantaged Students	At or above Benchmark 46% ELA 46% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Foster Youth * not a significant subgroup	*					
Students with Disabilities	At or above Benchmark 21% ELA 16% Math	>=5% above School baseline 2015-16 proficiency levels	>=6% above School baseline 2015-16 proficiency levels	>=7% above School baseline 2015-16 proficiency levels	>=8% above School baseline 2015-16 proficiency levels	>=9% above School baseline 2015-16 proficiency levels
African American Students	At or above Benchmark 66% ELA 47% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
American Indian/Alaska Native Students * not a significant subgroup	*					
Asian Students * not a significant subgroup	*					
Filipino Students* not a significant subgroup	*					
Latino Students	At or above Benchmark 39% ELA 31% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Native Hawaiian/Pacific Islander Students *	*					
Students of Two or More Races*	*					
White Students	At or above Benchmark 74% ELA 69% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels

Outcome #2: 100% of English Learners will meet annual AMAO 1 target.
Metric/Method for Measuring: Annual CELDT data and Reclassification Rate for EL students.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)						
English Learners	<i>Meet or exceed AMAO 1 target</i>	<i>Meet or exceed AMAO 1 target</i>	<i>Meet or exceed AMAO 1 target</i>	<i>Meet or exceed AMAO 1 target</i>	<i>Meet or exceed AMAO 1 target</i>	<i>Meet or exceed AMAO 1 target</i>

LCFF STATE PRIORITIES

GOAL #3 – PARENT INVOLVEMENT

STATE PRIORITY #3: PARENT INVOLVEMENT

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

- (1) My child's teachers inform me about my child's academic progress.
- (2) My child is safe on school grounds.
- (3) School staff takes my concerns seriously.
- (4) This school provides opportunities to help me support my child's learning.

Related State Priorities:

- 1
- 4
- 7
- 2
- 5
- 8
- 3
- 6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program.

Provide guidelines for parents to express and resolve concerns, in accordance with the charter.

Provide information and incentives to encourage parents to complete the annual school survey.

Expected Annual Measurable Outcomes

Outcome #1: Increase the number of parents completing the annual School Experience Survey.

- (1) My child's teachers inform me about my child's academic progress.
- (2) My child is safe on school grounds.
- (3) School staff takes my concerns seriously.
- (4) This school provides opportunities to help me support my child's learning

Metric/Method for Measuring: Percentage of parents completing the annual School Experience Survey.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	60%	62%	64%	66%	68%	70%

LCFF STATE PRIORITIES

STATE PRIORITY #4 : STUDENT ACHIEVEMENT

#4 STUDENT ACHIEVEMENT:

1. The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.
2. The school will meet or exceed state targets (or locally determined equivalent targets while state is developing the new state target) schoolwide, for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.
3. The school will increase the number of English Learners who make adequate annual progress by 2% each year.
4. The school will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient by at least 1%.

Related State Priorities:

- 1
- 4
- 7
- 2
- 5
- 8
- 3
- 6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

1. The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development. Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications
2. The school will use the grade-level appropriate internal benchmark assessments (e.g.,

DIBELS, curriculum-based assessments, and periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents school-wide and for all numerically significant subgroups in order to measure progress towards and achievement of this goal.

3. Based on analysis of current and historical AMAO 1 (CELDT) results, the school has determined that it needs to improve the number of English Learners who make adequate yearly progress toward language proficiency.
4. Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team) Utilize Limited Contract Teacher/Intervention Coordinator to target needs of EL students
 - a. Provide after school intervention to EL students prior to annual CELDT test.
 - b. Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas
 - c. Purchase ELD Common Core aligned materials

Expected Annual Measurable Outcomes

1. **Outcome #1:** The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments by 1%, using 2015-16 at the school baseline year.

Metric/Method for Measuring: CAASPP SBAC Results for all subgroups

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	At or above Benchmark 70% ELA 64% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
English Learners * not a significant subgroup	At or above Benchmark 17% ELA 21% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Socioeconomically Disadvantaged Students	At or above Benchmark 46% ELA 46% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Foster Youth * not a significant subgroup	*					
Students with Disabilities	At or above Benchmark 21% ELA 16% Math	>=5% above School baseline 2015-16 proficiency levels	>=6% above School baseline 2015-16 proficiency levels	>=7% above School baseline 2015-16 proficiency levels	>=8% above School baseline 2015-16 proficiency levels	>=9% above School baseline 2015-16 proficiency levels
African American Students	At or above Benchmark 66% ELA 47% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels

American Indian/Alaska Native Students * not a significant subgroup	*					
Asian Students * not a significant subgroup	*					
Filipino Students* not a significant subgroup	*					
Latino Students	At or above Benchmark 39% ELA 31% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Native Hawaiian/Pacific Islander Students *	*					
White Students	At or above Benchmark 74% ELA 69% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels

Outcome #2: The school will meet or exceed state targets (or locally determined equivalent targets while state is developing the new state target) schoolwide, for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.

Metric/Method for Measuring: CAASPP SBAC Results for all subgroups in addition to DIBELS, SBAC Interim Assessments.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	At or above Benchmark 70% ELA 64% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
English Learners * not a significant subgroup	At or above Benchmark 17% ELA 21% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Socioeconomically Disadvantaged Students	At or above Benchmark 46% ELA 46% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Foster Youth * not a significant subgroup	*					
Students with Disabilities	At or above Benchmark 21% ELA 16% Math	>=5% above School baseline 2015-16 proficiency levels	>=6% above School baseline 2015-16 proficiency levels	>=7% above School baseline 2015-16 proficiency levels	>=8% above School baseline 2015-16 proficiency levels	>=9% above School baseline 2015-16 proficiency levels

African American Students	At or above Benchmark 66% ELA 47% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
American Indian/Alaska Native Students * not a significant subgroup	*					
Asian Students * not a significant subgroup	*					
Filipino Students* not a significant subgroup	*					
Latino Students	At or above Benchmark 39% ELA 31% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Native Hawaiian/Pacific Islander Students *	*					
White Students	At or above Benchmark 74% ELA 69% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels

Outcome #3: The school will increase the number of English Learners who make adequate annual progress by 2% each year.

Metric/Method for Measuring: CAASPP SBAC Results, report card grades, DIBELS Score benchmark on all DIBELS subtests), CELDT (advanced or early advanced)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	Score benchmark on all DIBELS subtests 2015-16 64%	Score benchmark on all DIBELS subtests 2015-16 66%	Score benchmark on all DIBELS subtests 2015-16 68%	Score benchmark on all DIBELS subtests 2015-16 70%	Score benchmark on all DIBELS subtests 2015-16 72%	Score benchmark on all DIBELS subtests 2015-16 74%

Outcome #4: The school will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient by at least 2%.

Metric/Method for Measuring: EL reclassification rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	2015-16 reclassification rate 13%	14%	15%	16%	17%	18%

LCFF STATE PRIORITIES

GOAL # 5 –ATTENDANCE RATE

STATE PRIORITY #5 – STUDENT ENGAGEMENT – ATTENDANCE RATE:

1. The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).
2. The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
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Specific Annual Actions to Achieve Goal

1. Increase annually the percent of students attending 173-180 days
 - a. Maintain attendance incentive programs, ie: classroom recognition and rewards and individual student honors for perfect attendance.
 - b. PSA and administrator will contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership in regards to attendance
2. Decrease the number of students missing 16 or more school days each year

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher) by 1% annually.

Metric/Method for Measuring: Attendance data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	2015-16 64%	65%	66%	67%	68%	69%

Outcome #2: Decrease the number of students missing 16 or more school days each year by 1% annually.

Metric/Method for Measuring: Attendance data.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	2015-16 12%	11%	10%	9%	8%	7%

LCFF STATE PRIORITIES

GOAL # 6 SCHOOL CLIMATE

<p>STATE PRIORITY #6 – SCHOOL CLIMATE</p> <ol style="list-style-type: none"> The school will maintain the number of suspension incidents at 0% school-wide and at 0% for English Learners, foster youth, low income students, African-American students, and students with disabilities. The school will maintain the number of expulsion incidents at 0% for all subgroups: English Learners, foster youth, low income students, African-American students, and students with disabilities Students responding to the Annual “School Experience Survey” report that they are happy to be at our school. 	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/> : <input type="checkbox"/> :</p>
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Specific Annual Actions to Achieve Goal

- Continue to implement positive behavior support plans and activities, as well as social skills training. Use the policies set out in the LAUSD Discipline Foundation Policy manual and school established Positive Behavior Support Plan to model and teach appropriate school behavior. Use the Rubric of Implementation to consistently monitor progress on implementation of PBSP.
- Promote and strengthen home-school partnership to manage discipline. Continue with “Parent University” presentations to inform and support parents.
- Engage parents through the SSPT team meeting in partnering with the school to improve student behavior.
- Provide students with opportunities to demonstrate positive contributions to our school community as disciplinary consequences.

Expected Annual Measurable Outcomes

Outcome #1: School will maintain 0% suspensions for all subgroups						
Metric/Method for Measuring: Monthly School Suspension Data						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	2015-16 0%	0%	0%	0%	0%	0%
Outcome #2: School will maintain 0% expulsions for all subgroups						
Metric/Method for Measuring: Monthly School Expulsion Data.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	2015-16 0%	0%	0%	0%	0%	0%
Outcome #3: Students taking the “School Experience Survey” report they are happy at school.						
Metric/Method for Measuring: Results of Annual School Experience Survey						

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	2014-15 88%	Maintain 89% or higher	Maintain 90% or higher	Maintain 91% or higher	Maintain 92% or higher	Maintain 93% or higher

LCFF STATE PRIORITIES

GOAL # 7 – ACCESS TO CORE CURRICULUM

<p>STATE PRIORITY #7: ACCESS TO CORE CURRICULUM</p> <p>1. The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Computer Lab, Visual Arts, Physical Education) to 100% of its students every year. Additional enrichment programs (Vocal, music, drama, dance, and ballroom dance) are provided to various grade levels each year.</p> <p style="padding-left: 40px;">a. Provide on and off site professional development for all staff to enhance student access and outcomes in all curricular areas.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/> :</p> <p><input type="checkbox"/> :</p>
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Specific Annual Actions to Achieve Goal

<p>1. Conduct an annual review of the school’s master schedule, student schedules, and other information to assure that all students have access to all parts of the enrichment programs. Work with the Charter budget committee and parent stakeholders to prioritize funding for all enrichment programs.</p>

Expected Annual Measurable Outcomes

Outcome #1: The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Computer Lab, Visual Arts, Physical Education) to **100% of its students** every year. Additional enrichment programs (Vocal, music, drama, dance, and ballroom dance) are provided to various grade levels each year.

Metric/Method for Measuring: Annual review of Master Schedule and student schedules.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program

LCFF STATE PRIORITIES

GOAL # 8 - BROAD COURSE OF STUDY

<p>STATE PRIORITY #8 – BROAD COURSE OF STUDY</p> <p>2. Dixie Canyon Community Charter will follow the CCSS in Technology to prepare students with 21st Century skills. We will continue to provide visual arts instruction for all grade levels as well as drama, dance and vocals. All students will have access at various grade levels to a variety of arts instruction.</p> <p style="margin-left: 40px;">a. Provide on and off site professional development on integrating technology in the classroom at all grade levels.</p> <p style="margin-left: 40px;">b. Continue to provide access to advanced computer technology instruction, visual and performing arts instruction and excellent library resources for all students. We will continue to emphasize service learning and our positive behavior support. We will use stakeholder surveys as set forth in the charter, to measure achievement of this goal.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/> :</p> <p><input type="checkbox"/> :</p>
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Specific Annual Actions to Achieve Goal

<p>2. Conduct an annual review of the school's master schedule, student schedules, and other information to assure that all students have access to all parts of the enrichment programs. Work with the Charter budget committee and parent stakeholders to prioritize funding for all enrichment programs.</p>

Expected Annual Measurable Outcomes

<p>Outcome #1: Dixie Canyon Community Charter will follow the CCSS in Technology to prepare students with 21st Century skills. We will continue to provide visual arts instruction for all grade levels as well as drama, dance and vocals. All students will have access at various grade levels to a variety of arts instruction.</p>

Metric/Method for Measuring: Annual review of Master Schedule and student schedules.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

Dixie Canyon provides multiple opportunities to set the foundation for students to become self-motivated, competent, persistent, life-long learners:

- Effective and focused first teaching in every classroom led by a highly-qualified instructor
- Emphasis on health including full-time PE coach, additional nursing time, additional school psychologist time and teacher PE in-service
- Emphasis on literary competence including additional purchase of library material, full-time library aide multi-media instructional material, write from the beginning
- Emphasis on mathematical competence including teacher in-service for Singapore math, hands-on materials
- Emphasis on competence in science including well-utilized science lab, lab assistants, in-service for teachers
- Comprehensive arts instruction including full time experts in visual and performing arts as well as district itinerants
- Emphasis on technology competence including a modern tech center, a credentialed tech center, ongoing purchase of additional technology for student and teacher use.
- Effective support for at risk students including special education courses, after school homework assistance, targeted tutoring by credentialed teachers

Once students develop a strong foundation, this intensive focus on core academic subject mastery and independent, creative thinking lends itself toward developing the higher-level thinking skills and social-emotional tools required for personal growth. All students at Dixie Canyon will gain the cognitive and social skills that enable them to deal with the complexities of this generation as they practice being critical thinkers, problem solvers, effective communicators, and strong collaborators in a safe and enriching learning community. Students will be resilient and adaptable, equipped with the knowledge, skills, and the disposition to continue their education to become personally fulfilled, interdependent, socially responsible adults.

INSTRUCTIONAL DESIGN

Our curriculum is aligned with the California Common Core Content Standards (CCSS) the Next Generation Science Standards (NGSS), and the LAUSD’s instructional initiatives. We believe that powerful learning and addressing the needs of our students, including all sub-groups, are best

accomplished through a balanced program, which focuses on student-centered instruction. Dixie Canyon will rely upon research-based strategies, examine formative and summative student data, analyze student work samples, utilize the plan-instruct-reflect-revise cyclical process of teaching for collaborative planning of long-term units, and conduct lesson studies to refine our delivery of instruction.

Student data and work samples will continuously be examined to ascertain the strengths and weaknesses of our students (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, Standard English Learners, gifted and talented, under-achieving/non-proficient, subgroups by ethnicity, and those with Section 504 plans). Adhering to the proposed instructional framework and teaching methodologies ensures that Dixie Canyon's instructors can successfully meet the needs of our students in all subgroups.

Using the concepts of backwards planning and Understanding by Design, curriculum will be systematically planned, providing students with a steady, consistent staircase to success. Dixie Canyon teachers and leadership will work together to provide research-based practices to inform our instruction to ensure mastery of the Common Core Standards for all students. We believe that it is our professional and ethical responsibility to provide daily instruction for each child in every classroom that includes the following:

- Clear expectations
 - State standards are clearly expressed using student friendly language
 - Rubrics and criteria charts, both teacher created and student created, are developed which align with state standards
 - Conceptual knowledge (knowing what to do)
Procedural Knowledge (knowing how to do something)
 - Reasoning (knowing when/where/why to do something)
- Rigorous curriculum
 - Critical thinking strategies in all academic areas include:
 - Scholarly Behaviors (Depth and Complexity)
 - Revised Blooms Taxonomy
 - Webb's Depth of Knowledge
- Varied opportunities for collaboration and student interactions
 - Pair-share instruction
 - Cooperative learning opportunities across the curriculum
 - Choral reading, chanting
 - Literature circles
 - Writing process, which includes peer revision and peer editing (Write From the Beginning)
- Differentiated curriculum
 - Tiered assignments
 - Compacting
 - Independent study
 - Scaffolding technique
 - Thinking Maps, Accountable Talk, and pre-teaching of concepts
- Differentiated instruction
 - Whole group, small group, and individualized instruction

- Multi-media, technology enriched learning
- Team teaching
- Thinking Maps and mind maps
- Specially Designed Academic Instruction in English (SDAIE)
- Direct instruction
- Guided practice
- Experiential learning
 - Student centered learning
 - Independent work time, research, and projects
 - Use of manipulativesmanipulatives and realia
 - Hands-on inquiry-based learning through labs and simulations
 - Internet connectivity and collaboration
 - Field trips
 - Physical Education and health instruction
- Integration of the arts
 - Music class
 - Visual arts instruction across the curriculum
 - Theater and dramatic arts activities including dance

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

The scope and sequence of skills across the curriculum and grade levels the school plans to teach are described below:

Language Arts

- Develop students' reading, writing, listening, and speaking skills to access academics across the disciplines
 - Integrate and infuse critical thinking skills, such as Depth and Complexity, Bloom's Taxonomy, and Webb's Depth of Knowledge Dimensions, into the District's state adopted reading program and supplemental core literature
- Provide reading materials to meet the students' independent and instructional reading abilities in a variety of texts at appropriate Lexile levels and text complexity ranges
 - Emphasize nonfiction and fiction texts in all grades to meet and exceed the CCSS requirements
 - Teach foundational skills, including print concepts, phonics, word recognition, and fluency to address emergent readers
 - Supplement reading support using Accelerated Reader, *Time for Kids*, and literature circles
- Fully Implement (school wide) *Write from the Beginning* writing program to address persuasive/opinion, narrative, and informational writing
 - Critique, justify, and theorize in compositions/writing across disciplines

- Differentiate writing instruction to meet the needs of all learners through analysis to pinpoint further scaffolding needed in small group and individual writing workshops
- Demonstrate writing across the curriculum for a variety of audiences and purposes
- Use technology, such as laptops, Chromebooks, and iPads to conduct and complete informative, persuasive, narrative writing assignments, oral presentations, digital portfolios, and exhibits
 - Apply speaking and listening skills by effectively engaging in a range of collaborative discussions and presentations delivered clearly using appropriate projection, expression, eye contact, and clear speech to varied audiences

Mathematics

- Develop students' mathematical proficiency and mastery by utilizing curriculum aligned with the CCSS as the core math curriculum. Subject to applicable District policy, Dixie Canyon intends to utilize the District adopted text and Singapore Math strategies as the main sources to provide rigorous conceptual and computational skills in a variety of mathematical processes to meet and exceed the CCSS.
- Facilitate students' use of the eight Mathematical Practices as outlined in the CCSS
 - Provide opportunities for students to generalize math skills to daily life across disciplines
 - Build upon understanding of the concepts and vocabulary of computations, patterns, functions, geometry, statistics, and probability
- Differentiate instruction through varied groupings to meet student needs from intensive to advanced
 - Support the identification of relevant information to plan and solve problems using multiple pathways in written and oral form, both independently and collaboratively in small groups
 - Advance student skills by integrating manipulatives to assist students with modeling problems
- Extend classroom instruction through technology by providing access to posted sample responses, videotaped lessons, enrollment in advanced math courses

History/Social Studies

- Supplement instruction using a variety of materials that include state adopted textbooks and supplementary materials to meet and exceed the CCSS
- Elevate students' critical thinking skills by identifying patterns, parallels, contributions, and convergences that shaped historical events over time
- Facilitate the execution of classroom exhibits, museums, and presentations to provide creative opportunities while demonstrating mastery of content
 - Present reenactments, plays, and role-plays that apply student understanding of events and points of view in historical and present-day contexts
 - Model how to craft descriptive and historical reflections that bring the people and time periods they are studying to life
- Develop research skills to reinforce content and dig deeper into topics.
 - Interact with primary resources as historical evidence to understand the people and time periods being studied
 - Hone students' geography skills utilizing map activities

- Bridge students' awareness of their place in the world as it progresses from neighborhoods, communities, cities, states, and countries, to the interconnected, global world
 - Instill a consciousness in students to practice citizenship in their own community by supporting needs such as hunger, recycling, and donation of clothes

Science

- Provide students with a rigorous curriculum that meets the Next Generation Science Standards (NGSS) based on the Framework for K-12 Science Education and developed by the National Research Council
 - Guide students to develop an understanding of the three disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts in the following domains:
 - Physical sciences, life sciences, earth and space sciences, biology, chemistry, and physics
- Science-Technology-Engineering-Arts-Mathematics Pilot school
Develop and implement integrated lessons addressing the integration of science, technology, engineering, arts and mathematics.
- Conduct investigations by using the FOSS, 2nd edition, transitioning into the 3rd edition-Next Generation kits
- Apply scientific method to explore and discover new products and ideas, students learn to form questions, research, hypothesize, gather and analyze information and draw conclusions for their data
- Engage in the 8 science practices throughout the disciplines, which help students understand how science knowledge develops and how scientific investigation and inquiry is supported:
 - Ask questions and define problems for further exploration
 - Develop and use models to represent abstract concepts
 - Plan and carry out investigations and learning to fine-tune their research methods
 - Analyze and Interpret data so as to bring out their meaning and relevance in scientific inquiry
 - Use mathematics and computational thinking and merging the two fields of science and engineering
 - Construct explanations for scientific phenomena and design engineering solutions under specific constraints and criteria
 - Engage in argument, using evidence to defend a new idea
 - Read, interpret, and produce scientific and technical text as a fundamental practice in our science instruction
- Encourage students to use a variety of ways to present their research, including through writing and use of technology

Technology

- Incorporate technology into all areas of the curriculum
- Allow students to demonstrate creative thinking to develop innovative products and processes using technology
- Guide students to use digital media to communicate and work collaboratively
- Teach students to apply digital tools to gather, evaluate, and use information
- Help students apply their critical thinking skills to plan and conduct research
- Provide technology instruction for primary students with a focus in the following areas:

- Mastery of basic keyboarding skills (function of various keys, speed and accuracy, using the home keys)
- Basic Internet research skills, safety, and responsibility
- Introduction to tables and spreadsheets
- Introduction to basic Word processor skills
- Multimedia presentation and movie project
- Provide technology instruction for upper grade students with a focus in the following areas:
 - A 1-to-1 Chromebook program that incorporates the best practices of a traditional program with a modern, blended learning approach
 - Google Classroom – LMS implementation
 - Collaborative work through Google Apps for Education – Drive, Docs, Sheets, Slides, etc.
 - Student films – screenplay writing, digital storyboard creation, and video/sound editing
 - Coding Club – basic syntax, language specific, game-based learning
 - Digital portfolios o Weebly and Google Sites – website development

Visual and Performing Arts

- Music
 - Teach students to process, analyze, and respond to sensory information through the language and skills unique to music
 - Expose students to a wide-ranging variety of recorded music for listening, to develop an appreciation of music and an understanding of the historical contributions of music.
 - Provide opportunities to music itinerant instruction
 - Allow students to apply what they learn in music across subject areas.
- Theatre
 - Provide opportunities for students to express themselves and demonstrate core curriculum knowledge on the classroom stage
 - Perform curriculum-based plays
 - Learn from the theatre expert as she models lessons on the 6 elements of drama with groups of students
 - Encourage students to apply theatre skills to literature, science, and social studies
- Visual Arts
 - Expose students to cross-cultural artistic masters and encourage them to both recognize and emulate their form.
 - Provide opportunities for students to practice art in the classroom, in our Art Studio, and outdoors
 - Learn from the art expert as she models lessons on the 7 elements of art with groups of students
 - Encourage students to apply visual arts skills across other subject areas
- Dance
 - Give students opportunities to develop movement skills, emphasizing the elements of time and space
 - Encourage students to create and communicate meaning through the performance of dance

- Provide opportunities for 4th and 5th graders to learn and perform historically relevant and multicultural dances by participating in ballroom dance instruction and performance
- Encourage students to apply what they learn in dance to learning across subject areas

Graphic and digital arts

- Create and combine words, symbols, and images to communicate a visual representation of ideas.

Health and Physical Education

- Foster students' foundation of health utilizing a variety of materials that include state adopted texts such as Health and Wellness by Macmillan/McGraw-Hill across grades K-5 to meet and exceed the CCSS
 - Assist students' in uncovering how the three parts of health (mental/emotional, physical, social/family) are interconnected and contribute to overall well being
- Social-emotional health
 - Evaluate the effect of how the six pillars of character implemented school-wide contributes to a school culture of social responsibility
 - Continue reinforcement of character through a rotating focus and awards at monthly assemblies
 - Supplement further character education with information obtained from programs such as 8 Keys of Excellence and 7 Habits for Kids
 - Empower students' conflict resolution skills by communicating
 - Inspire and call students to be active leaders in contributing to environmental health
- Healthy choices & risk management
 - Judge how healthy behaviors and risk behaviors are beneficial or detrimental to personal health and safety
 - Examine how the practice of healthful behaviors helps to reduce the spread of communicable and preventable diseases
 - Discern how healthy food choices contribute to physical growth, and impact mental/emotional health
- Physical health
 - Learn from and participate with full-time certificated PE Coach
 - 4th and 5th grade intramural basketball competition
 - Celebrate existing physical education program with the annual, week-long celebration of physical fitness (Fitness Week)

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.

Dixie Canyon's Transitional Kindergarten, **or TK**, is year one of a two year Kindergarten program. TK provides an early childhood education program that builds a bridge between preschool years and traditional Kindergarten. With increasing academic demands and structure in Kindergarten, some parents are aware that their child may not be ready for the traditional Kindergarten program.

Dixie Canyon’s Transitional Kindergarten program follows the full day schedule of Traditional Kindergarten with a 6 hour daily program Monday through Friday during the 180 day school year. It is designed for, but not restricted to, students who turn 5 years old between September 2 and December 2 and who may benefit from an enriched foundational early childhood education program to prepare them for success in traditional Kindergarten.

Dixie Canyon’s program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on the California Kindergarten Common Core State Standards with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement. The daily schedule includes whole group instruction and activities, small group instruction and independent and “hands-on” learning. Dixie Canyon Transitional Kindergartners enjoy lunch and recess with their fellow Kindergarten friends and participate in all Kindergarten activities such as science, technology, engineering, the arts, and mathematics. A great deal of emphasis is placed on motor skills development throughout the year.

Dixie Canyon staff members believe that communication between home and school is essential in helping children succeed. Parents are encouraged to actively participate in their child’s learning journey at home and at school. A variety of activities and workshops support parents and children in our Transitional Kindergarten. Staff members are highly motivated to report student progress to maintain the open lines of communication and support their individualized program developed for each student to address their needs.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

The Dixie Canyon school year will operate on the LAUSD calendar with 180 days of instruction composing the school year. All LAUSD school holidays will be observed as a typical traditional track elementary school.

Dixie Canyon students in grades K-5 receive 324 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students receive 264 instructional minutes. Students receive 249 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.

Dixie Canyon Community Charter School

Bell Schedule 2016 – 2017

Regular Days – Monday, Wednesday, Thursday & Friday						
Grade Level	First Bell	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten – 1	8:10	10:00	10:20	11:45	12:25	2:38
Kindergarten – 2	8:10	10:25	10:45	12:15	12:55	2:38
Grades 1 – 2	8:10	10:15	10:35	11:50	12:30	2:38
Grades 3 – 5	8:10	10:40	11:00	12:35	1:15	2:38
Shortened day: same as above EXCEPT dismissal is at 2:00						

Professional Development Banked Days EVERY TUESDAY						
Grade Level	First Bell	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten – 1	8:10	10:00	10:20	11:45	12:25	1:38
Kindergarten – 2	8:10	10:25	10:45	12:15	12:55	1:38
Grades 1 – 2	8:10	10:15	10:35	11:50	12:30	1:38
Grades 3 - 5	8:10	10:40	11:00	12:35	1:15	1:38
Minimum Days						
Grade Level	First Bell	Start of Brunch	End of Brunch	Dismissal		
Kindergarten – 1	8:10	10:00	10:30	1:00		
Kindergarten – 2	8:10	10:35	11:05	1:00		
Grades 1 – 2	8:10	10:15	10:45	1:00		
Grades 3 - 5	8:10	10:50	11:20	1:00		

Regular Days – Monday, Wednesday, Thursday & Friday						
Grade Level	First Bell	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten – 1	8:10	10:00	10:20	11:45	12:25	2:38
Kindergarten – 2	8:10	10:10	10:30	12:05	12:45	2:38
Grades 1 – 2	8:10	10:15	10:35	11:50	12:30	2:38
Grades 3 – 5	8:10	10:40	11:00	12:35	1:15	2:38
Shortened day: same as above EXCEPT dismissal is at 2:00						

Professional Development Banked Days EVERY TUESDAY						
Grade Level	First Bell	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten – 1	8:10	10:00	10:20	11:45	12:25	1:38
Kindergarten – 2	8:10	10:10	10:30	12:05	12:45	1:38
Grades 1 – 2	8:10	10:15	10:35	11:50	12:30	1:38
Grades 3 - 5	8:10	10:40	11:00	12:35	1:15	1:38
Minimum Days						
Grade Level	First Bell	Start of Brunch	End of Brunch	Dismissal		
Kindergarten – 1	8:10	10:10	10:40	1:00		
Kindergarten – 2	8:10	10:30	11:00	1:00		
Grades 1 – 2	8:10	10:15	10:45	1:00		
Grades 3 - 5	8:10	10:50	11:20	1:00		

Mathematics Placement Act

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students, and shall thereafter maintain WASC accreditation at all times.

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

Professional development is built upon school wide needs and the interests of teachers and administration. The topics are aligned with the District's banking time professional development priorities and developed with the input of Dixie Canyon's Instructional Leadership Team (ILT) and teachers. The ILT will determine topics for Professional Development by the end of the school year, for the upcoming year, focusing on the areas of curriculum, technology, innovation, character education, intervention, English Language Learners, differentiation strategies, Special Education, and safety. All professional development topics and needs will be based on student data and the needs of our students. Professional development sessions will include utilizing Dixie Canyon teachers with varieties of expertise, as well as other experts and consultants from the District, local universities, or educational publishing companies. Professional development may also include grade and cross grade level small groups, and after school learning communities to explore ways to elevate teaching and learning. The ILT will work with the administration to ensure flexibility and that Professional Development meets the needs of the teachers so they may better serve our students' needs.

In addition to learning and implementing research based instructional strategies, professional development will focus on helping our teachers provide a consistent curriculum with MindUp, the Next Generation Science Standards, Write From the Beginning reinforcing the foundational concepts of Habits of Mind, supporting students from all subgroups who need accommodations, and differentiation strategies, technology literacy, and promoting social/emotional and mindset growth.

Our commitment to continuous learning is unwavering. Our professional development and budget will be aligned with our students' needs, always basing our decisions on sub-group and whole school data. Both quantitative and qualitative assessments indicate that students are improving in all areas due to our belief that adult learning and reflection is critical to student growth.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Dixie Canyon continues to work with English Learners to ensure they meet and/or exceed English Language proficiency and grade-level standards comparable to their fluent English peers. Our EL Coordinator oversees the EL program and ensures the Master Plan is followed and all accountabilities are met. Intervention is provided both during the day and after school, as needed, by teachers. Teaching Assistants are assigned to allow for small group, targeted instruction.

Dixie Canyon will implement LAUSD's English Learner Master Plan. Information regarding the Master Plan, program options, California English Language Development Test (CELDT) testing, English Language Proficiency Assessment for California (ELPAC) testing, CAASPP SBAC testing, Common Core State Standards, California ELD standards, program placement, parent meetings, and reclassification criteria will be communicated with parents in their primary language.

The Student Support and Progress Team (SSPT) works to ensure teachers receive support in meeting the goals for each student. The team will meet with the students' teachers during the fall and spring semester to review progress, reclassification monitoring, and discussion strategies. All teachers will receive professional development regarding the ELD standards by utilizing the training modules provided by LAUSD.

Dixie Canyon identifies English Learners based on the Home Language Survey upon enrollment. We utilize LAUSD's criteria for identifying and re-designating EL students. LAUSD's MiSiS computer software program is used to monitor student progress and re-designation. Using multiple measures of data, including CELDT, ELPAC, DIBELS, SBAC, report card grades, and interim assessments, RFEPS are closely monitored. Our staff and our Site Governance Council review our goals in the Local Control and Accountability Plan instead of Single Plan for Student Achievement for our staff and our Site Governance Councils review our EL students annually.

Dixie Canyon provides parents of English Learners with multiple opportunities to learn about the Master Plan instructional program options to make informed decisions regarding their child's instructional placement. Structured English Immersion and Mainstream English programs are provided and taught by certified teachers.

In order to teach EL students, teachers utilize both Designated and Integrated ELD to meet the current state ELD standards using CELDT and ELPAC results to guide instruction. Teachers will instruct English Learners in how English works focusing on grammatical structures and vocabulary in order to successfully participate in academic tasks. Concurrently, our English Learners will develop academic English within academic content across disciplines. A variety of SDAIE methods are used to meet the needs of our English Learners which include:

- Scaffolding
- Think-pair-share
- Collaborative learning groups
- Emphasis on learning vocabulary
- Use of visual aids

- Manipulatives
- Graphic organizers
- Thinking maps
- Emphasis on different multiple intelligences
- Pre-teach, reteach

The Student Support and Progress Team (SSPT) works to ensure teachers receive support in meeting the goals for each EL student. The team meets with ELD teachers twice yearly to examine growth/progress, reclassification criteria, and to answer any questions or address concerns that the teachers may have about the status of their students.

% LONG-TERM ENGLISH LEARNERS 3-YEAR COMPARISON		
School Year Description	# Long Term EL	% Long Term EL
2014-2015	4	7.7%
2015-2016	8	14.5%
2016-2017	4	7.7%

Source: MyData 12.6.2016

ENGLISH LEARNERS AT RISK OF BECOMING LTELS					
	EL Students	EL Students for 4 or 5 Years	EL for 4 or 5 Years as Percent of All ELs	"At-Risk" EL Students	"At-Risk" ELs as Percent of EL for 4 or 5 Years
Dixie Canyon	25	12	48.0%	3	25.0%
LAUSD	97,158	28,499	29.3%	19,804	69.5%
Los Angeles	214,040	60,608	28.3%	38,453	63.4%
Statewide	871,609	252,418	29.0%	157,264	62.3%

Source: CDE DataQuest 12.6.2016

RECLASSIFICATION RATE 3-YEAR COMPARISON			
School Year	# EL	# Reclassified	% Reclassified
2013-2014	67	13	19.4%
2014-2015	74	15	20.3%
2015-2016	52	7	13.5%

Source: MyData 12.6.2016

STUDENTS MAKING PROGRESS ON THE CELDT			
	2013-14	2014-15	2015-16
English Learners Making Progress on the CELDT	67%	63%	TBD 12/30

Source: School Report Card 12.6.2016

2015-16 CELDT PERFORMANCE LEVELS ALL STUDENTS

Performance Level	K	1	2	3	4	5	Total
Advanced	2 (13.0%)	4 (44.0%)	1 (6.0%)	1 (14.0%)	3 (38.0%)	5 (45.0%)	16 (24.0%)
Early Advanced	1 (7.0%)	2 (22.0%)	9 (56.0%)	1 (14.0%)	2 (25.0%)	2 (18.0%)	17 (26.0%)
Intermediate	5 (33.0%)	2 (22.0%)	2 (13.0%)	3 (43.0%)	2 (25.0%)	2 (18.0%)	16 (24.0%)
Early Intermediate	3 (20.0%)	(0.0%)	2 (13.0%)	1 (14.0%)	(0.0%)	1 (9.0%)	7 (11.0%)
Beginning	4 (27.0%)	1 (11.0%)	2 (13.0%)	1 (14.0%)	1 (13.0%)	1 (9.0%)	10 (15.0%)
Number Tested	15 (100.0%)	9 (100.0%)	16 (100.0%)	7 (100.0%)	8 (100.0%)	11 (100.0%)	66

Source: CDE DataQuest 12.6.2016

3RD-5TH GRADERS MEETING OR EXCEEDING STANDARDS IN ELA ON THE SBAC			
	2014-15	2015-16	LAUSD AVERAGE 2015-16
English Learners	18%	29%	5%

Source: School Report Card

3RD-5TH GRADERS MEETING OR EXCEEDING STANDARDS IN MATH ON THE SBAC			
	2014-15	2015-16	LAUSD AVERAGE 2015-16
English Learners	14%	29%	7%

Source: School Report Card

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's GATE identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

At Dixie Canyon, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards, as is evidenced by the fact that over the last 4 years an average of **24%** of our Affiliated Charter students were identified in the intellectual category, while a number of students were identified gifted in the visual arts and performing arts categories. Students are identified gifted in the high achievement category in the second grade with the OLSAT-8 test. The OLSAT-8 is a nationally standardized, norm referenced, group administered assessment related to a student's ability to learn and succeed in school. Students are assessed in the verbal category, such as verbal comprehension and verbal reasoning and non-verbal category including pictorial reasoning and figural reasoning. LAUSD is in the process of determining scores on the SBAC test which will constitute gifted identification.

Additionally, the classroom teacher to the gifted coordinator for intellectual testing refers students who demonstrate advanced abilities. Teachers are asked to submit the names of students throughout the school year. 3rd grade teachers begin the referral process to ensure that students will be identified before they leave Dixie Canyon and are ready for middle school. As an affiliated charter school, Dixie Canyon will complete a fee for service form to be sent to the Charter Schools Division for approval and then to the LAUSD GATE office for screening.

Each year when the GATE evaluation is submitted to the LAUSD Gifted and Talented office, schools are asked to answer the following 5 questions:

- Is at least 6% of the school’s current total population identified as gifted?
- Is at least 6% of the school’s current African American Population identified as gifted?
- Is at least 6% of the school’s current Latino Population identified as gifted?
- Does the school wide gifted identification proportionately reflect the demographics of the school?
- Are students in all ethnic subgroups actively screened and referred for gifted identification?

Students who demonstrate high achievement but who do not qualify for official identification are offered the same opportunities as identified GATE students. Differentiated instruction, which meets or exceeds state and national guidelines, occurs school-wide. Teachers receive extensive professional development in the use of Depth and Complexity dimensions, Depth of Knowledge, Revised Bloom’s Taxonomy, Thinking Maps, and current research-based developments in educating the gifted and talented student. Dixie Canyon emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity, and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration and compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways, which reflect the 21st century learner. Technology is used to help extend the curriculum in the classroom and in the tech center. Student progress in the GATE program is assessed on an annual basis using LAUSD assessment tools.

2015-16 ELA SBAC PERFORMANCE: GATE STUDENTS							
Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	5%		5%	5%	90%	95%	21
FOURTH GRADE	8%	4%	4%	8%	85%	92%	26
FIFTH GRADE	6%		6%	29%	65%	94%	17
Overall	6%	2%	5%	13%	81%	94%	64

2015-16 MATH SBAC PERFORMANCE: GATE STUDENTS							
Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	0%			38%	62%	100%	21
FOURTH GRADE	8%		8%	27%	65%	92%	26
FIFTH GRADE	18%		18%	18%	65%	82%	17

Overall	8%		8%	28%	64%	92%	64
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2016 EP1 MARKS: GATE STUDENTS									
	# of 4s	# of 3s	# of 2s	# of 1s	% 4s	% 3s	% 2s	% of 1s	Total Marks
FIRST GRADE	5	5	0	0	50.0%	50.0%	0.0%	0.0%	10
THIRD GRADE	21	125	4	0	14.0%	83.3%	2.7%	0.0%	150
FOURTH GRADE	52	167	5	0	23.2%	74.6%	2.2%	0.0%	224
FIFTH GRADE	41	226	7	0	15.0%	82.5%	2.6%	0.0%	274
ALL GRADE LEVELS	119	523	16	0	18.1%	79.5%	2.4%	0.0%	658

Students Achieving Below Grade Level

Students achieving below grade level are identified by using multiple measures including: classroom assessments, anecdotal records, teacher observations, benchmark rubrics and checklists, Accelerated Reader assessments, DIBELS, DAZE, and District interim assessments for reading, writing, and math. The Smarter Balanced Assessment data and the 5th grade California Standards Test in Science are used for summative data. Formative assessments listed above occur several times a year to gauge progress and inform instruction. The summative assessments occur once a year. In addition, the CELDT/ELPAC is given annually to all English Learners.

Multiple interventions are provided including:

- Consistent, cohesive first teaching rooted in research-based strategies
- Small group intervention in the class with the teacher and the assistant
- Student Success Team
- Dixie Canyon’s Learning Lab
- After-school tutoring
- Attendance counseling and services coordination
- Parent academic informational meetings
- School-based counseling services

Data from these different assessments is collected and analyzed by the teacher, grade level, and the ILT. Once identified, students not achieving grade-level standards are given differentiated, targeted instruction in the classroom tailored to their needs. Teachers and Teachers Assistants (TAs) provide small group and individualized pre-teaching and re-teaching. Multiple modalities of instruction are utilized to tap into the student’s learning style. After-school tutoring is budgeted and provided when needed.

Parents are provided current information within the first couple of weeks at the start of each school year, and they receive regular updates throughout the year regarding their child’s progress towards

meeting the grade level standards. Parent University sessions are provided each year to help parents be our partners at home. Extra materials and resources are provided for students to use at home, if needed, as well as providing students and parents' access to our school's library and computer lab after school with an assistant to guide students with homework and research.

Students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of students not yet proficient with the use of quality first teaching and the three-tiered approach to intervention. This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, additional time and practice to grasp concepts, different modalities to teach the material and have the students express their knowledge, and additional resource materials. These instructional strategies, along with the reflective model, are implemented with high intensity, duration and frequency as needed. In our Learning Lab, students work in small groups with a credentialed teacher to target the specific gaps. The instruction in the Hive is always grade-level standards based, but the material is chunked and broken down for further exploration, note taking, close reading, explanation, discussion, and manipulation. Additionally, students may receive support from intense after school tutoring by our teachers when necessary, which is planned for annually as part of the Charter Block Grant budget.

The Student Success Team (SST) meetings are held with the classroom teacher, parents, peer teacher(s) and an administrator or designee. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom. The plan is then shared with all parties involved in assisting the student. The steps outlined in the SST action plan are monitored closely and reevaluated in 2-3 months to gauge effectiveness towards student success.

Since regular attendance is critical for student success, the Pupil Services and Attendance Counselor (1 day per week), works closely with our students who are at-risk or below benchmark for attendance. Parents are counseled on the importance of regular attendance and families are connected with District and local services to assist with alleviating the reasons that may be causing the absences and the loss of instruction.

In addition, Dixie Canyon strives to provide intervention not only for the academic needs, but also for the social-emotional needs of the children. Students who are dealing with a variety of emotional issues including loss, depression, anxiety, loneliness, or feelings of anger are referred for private one-on-one or group counseling lead by our school-based district psychologist, which we purchase for two days a week with the Charter Block Grant for the purposes of providing school based counseling for at-risk students.

STUDENTS BELOW GRADE LEVEL: CST & SBAC					
	2011-12 CST	2012-13 CST	2013-14 CST	2014-15 SBAC	2015-16 SBAC
Mathematics	9%	8%	N/A	40%	36%
ELA	7%	5%	N/A	28%	30%
SCIENCE	3%	6%	2%	4% (CST)	4% (CST)

Socio-Economically Disadvantaged Students

With 11% of students identified as socioeconomically disadvantaged (SED), Dixie Canyon strongly believes in supporting this at-risk population. Students are identified through the family's qualification for the free and reduced meal program. Dixie Canyon ensures that providing all students with provides all students with equal opportunities:

- Enrichment arts instruction for all students
- Credentialed PE Coach to help teachers and students develop an understanding of nutrition, fitness, and skill
- After school tutoring program to provide no-cost academic support after school
- Direct instruction of social skills in the classroom
- Group or individual counseling from the school psychologist
- Mentor program to provide additional teacher support throughout the year
- Parent trainings to provide no-cost support and education for parents to help their children achieve academically and socially
- Field trips and experiential learning
- Assistance with books, materials, and supplies
- School psychologist for counseling
- Counseling from our
- PSA counselor and interns

SOCIO-ECONOMICALLY DIASADVANTAGED STUDENTS 3RD- 5TH GRADERS MEETING OR EXCEEDING STANDARDS IN ELA: CST & SBAC					
	2011-12 CST	2012-13 CST	2013-14 CST	2014-15 SBAC	2015-16 SBAC
Socio-Econ. Dis. Students	64%	56%	N/A	52%	46%
Non Socio-Econ. Dis. Students	81%	84%	N/A	72%	70%

3RD-5TH GRADERS MEETING OR EXCEEDING STANDARDS IN ELA ON THE SBAC			
	2014-15	2015-16	LAUSD AVERAGE 2015-16
Socio-economically Disadvantaged	52%	46%	31%

Source: School Report Card

2ND GRADERS MEETING BENCHMARKS ON EOY DIBELS			
	2014-15	2015-16	LAUSD AVERAGE 2015-16
Socio-economically Disadvantaged	74%	70%	63%

Source: School Report Card

SOCIO-ECONOMICALLY DIASADVANTAGED STUDENTS 3RD- 5TH GRADERS

MEETING OR EXCEEDING STANDARDS IN MATH: CST & SBAC					
	2011-12 CST	2012-13 CST	2013-14 CST	2014-15 SBAC	2015-16 SBAC
Socio-Econ. Dis. Students	64%	69%	N/A	41%	46%
Non Socio-Econ. Dis. Students	79%	85%	N/A	60%	64%

3 RD -5 TH GRADERS MEETING OR EXCEEDING STANDARDS IN MATH ON THE SBAC			
	2014-15	2015-16	LAUSD AVERAGE 2015-16
Socio-economically Disadvantaged	41%	46%	25%

Source: School Report Card

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools 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 along with the District Affiliated Charter School.

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School 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 the District Affiliated Charter School.

The District Affiliated Charter School 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.

The District Affiliated Charter School 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. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School 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.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School 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). The District Affiliated Charter School will participate in internal validation review ("DVR").

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

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 (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School 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 the District

Affiliated Charter School 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 the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes 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. The District Affiliated Charter School 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. The District Affiliated Charter School 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

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School 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 the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The District Affiliated Charter School 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.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School 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

The District Affiliated Charter School 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, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School 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 District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

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 the District Affiliated Charter School 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 the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School 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 the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School 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

The District Affiliated Charter School 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 District Affiliated Charter School 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.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as 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 District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

All District affiliated 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 nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of 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, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Charter School 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.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

In order to promote academic success and student achievement for our homeless or foster youth, Dixie Canyon will provide supports and resources in the same manner as mentioned above based on the student’s individual educational and social-emotional needs. Students will be closely monitored to ensure academic and social emotional growth. Services and materials will be provided as applicable including tutoring, counseling, and necessary supplies. A staff member is designated to be the Homeless Education Program coordinator to implement the District’s Homeless Education Program, which helps to serve families in transition by providing advocacy and referral services as needed. Our PSA Counselor monitors student needs and maintains contact with parents to assure student receives services and has regular attendance.

A Foster Youth Achievement point person will be designated at Dixie Canyon to enhance educational opportunities and outcomes for our students living in foster care. Our school’s point person will work with the District’s Foster Youth coordinator to work with community agencies and social workers to insure the success of our foster youth students.

STUDENTS WITH DISABILITIES PARTICIPATING IN GENERAL EDUCATION 80% OF DAY		
2013-14	2014-15	2015-16
100%	91%	95%

Source: School Report Card

RD-5TH GRADERS MEETING OR EXCEEDING STANDARDS IN ELA ON THE SBAC			
	2014-15	2015-16	LAUSD AVERAGE 2015-16
STUDENTS WITH DISABILITIES	26%	12%	8%

Source: School Report Card

3RD-5TH GRADERS MEETING OR EXCEEDING STANDARDS IN MATH ON THE SBAC			
	2014-15	2015-16	LAUSD AVERAGE 2015-16
STUDENTS WITH DISABILITIES	22%	15%	8%

Source: School Report Card

STUDENTS WITH DISABILITIES BELOW GRADE LEVEL: CST & SBAC

	2011-12 CST	2012-13 CST	2013-14 CST	2014-15 SBAC	2015-16 SBAC
Mathematics	Not Reported	45% (2 ND Grade)	N/A	22%	9%
ELA	Not Reported	36% (2 ND Grade)	N/A	26%	5%

Source: CDE Data Quest

2 ND GRADERS MEETING BENCHMARKS ON EOY DIBELS			
	2014-15	2015-16	LAUSD AVERAGE 2015-16
STUDENTS WITH DISABILITIES	Not Reported	23%	30%

Source: School Report Card

2016 EP1 MARKS: STUDENTS WITH DISABILITIES									
Grade	# of 4s	# of 3s	# of 2s	# of 1s	% 4s	% 3s	% 2s	% of 1s	Total Marks
TRANSITIONAL KINDERGARTEN	1	17	12	0	3.3%	56.7%	40.0%	0.0%	30
KINDERGARTEN	3	35	15	1	5.6%	64.8%	27.8%	1.9%	54
FIRST GRADE	7	68	29	6	6.4%	61.8%	26.4%	5.5%	110
SECOND GRADE	1	28	34	0	1.6%	44.4%	54.0%	0.0%	63
THIRD GRADE	4	71	25	0	4.0%	71.0%	25.0%	0.0%	100
FOURTH GRADE	2	48	28	0	2.6%	61.5%	35.9%	0.0%	78
FIFTH GRADE	0	50	63	1	0.0%	43.9%	55.3%	0.9%	114
ALL GRADE LEVELS	18	317	206	8	3.3%	57.7%	37.5%	1.5%	549

“A TYPICAL DAY”

Dixie Canyon opened its doors seventy years ago as a neighborhood elementary school in a sleepy suburb of Los Angeles. The community has changed significantly, growing exponentially as has the student population. Over the years, while the student population has doubled, the school remains a vibrant part of this community

Visitors to Dixie Canyon are greeted in a bright, cheerful office by a friendly and knowledgeable staff, offering help and answering questions. The office is always a busy place, servicing staff, community and students.

Moving on, visitors find that our heavily utilized urban campus boasts beautiful murals and many student gardens and plantings, thanks to the efforts of staff and community volunteers. Based upon increased enrollment, kindergarten yard space was increased by at least one-third and includes a popular apparatus area. Our kindergarten yard is not only used during recess and lunch by our TK and K students, but also by our special needs Pre-K students.

Our small, and well used play yard features a larger apparatus area, handball courts, basketball hoops and a large turf area where students play soccer, football and gymnastics. There is also an

outdoors stage used for assemblies, creative play and used for classroom instruction. Students enjoy learning from our full-time, credentialed PE coach who teaches the health and fitness skills needed. The coach and yard assistants coordinate recess and lunchtime activities, so that all students can find something enjoyable to do, whether it is an organized game of soccer, an intramural basketball tournament organized by our Coach or hula-hoop or jump rope activities. Teachers volunteer to facilitate lunch and after school activities such as book clubs, photography and character building clubs.

Among the many beautiful murals, visitors will find a wall featuring the Six Pillars of Character. Step inside to our Wonder of Reading library where students may be seen sitting at tables or on the story steps of the amphitheater reading quietly with small groups of friends or working together completing research in the nonfiction section or listening to a story read by our talented library aide. Around the corner is the “state-of-the-art” computer lab, complete with 36 computers, printers, a 3-D printer, and a credentialed teacher. In this lab, the classroom teacher and tech teacher work together to help the students understand the use of current technology and its real-world applications. Skills acquired in the computer lab are practiced and applied not only in the classroom, but also at home.

Further down the hall, one encounters a beautifully decorated building dedicated to Art and Science. Our full-time art expert works with classroom teachers to teach visual arts standards, instill art appreciation and spark creativity in all our students. Our beautifully appointed Science lab is manned by a teacher assistant who works with classroom teachers to provide a safe environment for hands-on scientific inquiry using the Next Generation of Science Standards. Thanks, in part, to our commitment to science and the arts, we have been selected as STEAM pilot program school.

There is never a time of day when our maintenance staff is idle. They can be seen throughout campus making sure that all facilities are working and all beautification is in check. Even with their busy schedules, they are always willing to stop what they are doing to help a teacher, student, or parent in need of assistance or simply offer a friendly greeting. School pride and commitment is evident in all stakeholders as members of our school.

A visitor to any classroom will see students actively engaged in learning. In every classroom, students participate in a variety of learning groups. Teacher assistants, under the direction of the classroom teacher, are seen reinforcing instruction and promoting student learning on a daily basis. Students are engaged in rigorous, CCA content standards-based instruction with teachers who explicitly define, articulate, and facilitate learning experiences, which equip students in meeting and exceeding those standards. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in each classroom. Technology access is integrated into instruction with computer-generated projects. All teachers have access to Chrome book or iPad carts which students use to enhance classroom learning. Students participate in evaluating their own work, the work of their peers, and in setting learning goals for themselves. The curriculum encourages students to gain a deep conceptual understanding of topics and concepts while maintaining a high level of engagement through the learning process. Intervention is provided for at risk students by a resource teacher in a small group setting to provide students with additional support to help them grasp concepts in order to meet grade level standards. Students in every classroom participate in our arts, technology, PE and Science lab activities.

Once the school bell signals the end of the school day, learning does not end at Dixie Canyon. Visitors after 2:38 will find students engaged in a variety of worthwhile activities. Students can be found in the library reading or completing homework. Many can be found taking an after-school classes where they participate in dramatic productions, create original works of art, participate in photography instruction or learn to cook. Students might be found working in a small group with a teacher, obtaining extra support in math, reading, or writing. They may be on the yard participating in an organized game of flag football with the after-school coach. Some students will be helping classroom teachers organize materials for the next day. Teachers remain long after the final bell. Groups of teachers will be found in various classrooms planning future lessons together.

After campus is officially closed for the evening, the education and activities continue. Parent courses, PTA meetings and Charter and Charter Governance/ School Site Council meetings are held at alternating times to give working parents access to our school. Throughout the year, parents organize fun activities for students including movie nights, dances and assemblies.

Everything offered at Dixie Canyon is in the effort of creating an atmosphere where the school is the focal point of a student's childhood and of a family's elementary school memories. We want all students to feel a sense of belonging and purpose within their school community. Our hope is that we may guide children to a lifetime love of education and of learning long after they have left Dixie Canyon.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(c)(1), 60605.)

Charter School shall work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter or equivalent, as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

API

3-YEAR ACADEMIC PERFORMANCE INDEX (API)								
	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
School-wide	341	893	396	892	408	906	897	897
Black or African American	48	866	47	875	43	912	884	883
American Indian or Alaska Native	1		1		0			
Asian	10		18	950	21	957		
Filipino	0		6		4			
Hispanic or Latino	58	885	78	832	75	853	857	854
Native Hawaiian or Pacific Islander	0		1		4			
White	224	900	245	909	261	916	908	909
Two or More Races	0		0		0			
Socioeconomically Disadvantaged	93	860	100	837	100	843	847	846
English Learners	43	832	52	807	62	824	821	821
Students with Disabilities	33	745	35	748	35	741	745	745

2012 Base API	2013 Growth API	Growth in the API from 2012 to 2013
892	906	14

CDE 2016 Accountability Transition Report

Participation Rate: 95% Goal in ELA and Math

2015-16 SBAC PARTICIPATION RATE: 95% GOAL IN ELA AND MATH						
	ELA Enrollment	ELA Number of Students Tested	ELA Rate	Math Enrollment	Math Number of Students Tested	Math Rate
School-wide	328	321	98%	328	321	98%
Black or African American	25	24	96%	25	24	96%
American Indian or Alaska Native	--	--	--	--	--	--
Asian	24	23	96%	24	23	96%
Filipino	4	4	100%	4	4	100%
Hispanic or Latino	52	52	100%	52	52	100%
Native Hawaiian or	1	1	100%	1	1	100%

2015-16 SBAC PARTICIPATION RATE: 95% GOAL IN ELA AND MATH						
	ELA Enrollment	ELA Number of Students Tested	ELA Rate	Math Enrollment	Math Number of Students Tested	Math Rate
Pacific Islander						
White	209	206	99%	209	206	99%
Two or More Races	11	10	91%	11	10	91%
Socioeconomically Disadvantaged	92	92	100%	92	92	100%
English Learners	49	49	100%	49	49	100%
Students with Disabilities	30	28	94%	30	28	94%

The staff at Dixie Canyon believes that high and clear expectations, a consistent curriculum that builds from year to year, opportunities for teachers to plan together, reflect, and study lessons, ongoing professional development, and parent/home connections make for a strong educational program. By embracing the key components above, we are able to ensure a strong educational foundation for all our students and achieve the following desired outcomes as measured by summative and formative measures:

MEASURING PUPIL OUTCOMES:
SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Dixie Canyon will participate in the Smarter Balanced Assessments as the state’s standardized summative assessments. We will also participate in the California State Test for Science for fifth graders and the annual California English Language Development Test (CELDT) testing, English Language Proficiency Assessment for California (ELPAC) testing, assessment for all our EL students. Through these assessments, we receive individual student data that holds us accountable and information regarding a common measure of student performance as well as areas of needed improvement. Having student data that measures students to the attainment of the CCS and gives comparative data to other students nationally gives teachers and the administration important data in which to base instructional decisions.

Summative Assessments Dixie Canyon will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd-5th (yearly), TRC, DIBELS, CELDT /ELPAC) (yearly), and Science NGSS (5th grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). Over the course of our Charter we have gleaned much from the summative assessments/CST data and have set goals for our future Charter term.

Measurable Goals (Smarter Balanced Assessment Consortium & Science CST):

- The school's overall score will be in the top 10% or higher in the district and subgroups will exceed the benchmark score.
- **71%** or more of students will achieve Standards Met or Exceeded in ELA/Literacy
- **65%** or more of all students will achieve Standards Met or Exceeded in Math
- **22%** of English Learners acquiring English Proficiency (AMAO1- CELDT Annual Growth or ELPAC) will grow by 1% each year of the Charter term.
- **73%** of students will have 96% or higher attendance.

California Standards Tests 2011-2015

California Standards Tests ELA 2011-2013

ELA CST 2-Year Comparative School-wide				
	# of Students 2011-2012	% of Students 2011-2012	# of Students 2012-2013	% of Students 2012-2013
Proficient and Adv	309	76.9%	319	77.2%
Advanced	189	47.0%	190	46.0%
Proficient	120	29.9%	129	31.2%
Basic	66	16.4%	73	17.7%
Below Basic	23	5.7%	12	2.9%
Far Below Basic	4	1.0%	9	2.2%
BB and FBB	27	6.7%	21	5.1%

ELA CST 2-Year Comparative by Grade			
		2011-2012	2012-2013
ENGLISH LANGUAGE ARTS (GR 2)	# Tested	112	114
	# Valid Scores	112	114
	Average Scaled Score	387	388
	# Items	65	65
	Average # Correct	50	51
	Average % Correct	76.3%	78.4%
ENGLISH LANGUAGE ARTS (GR 3)	# Tested	106	111
	# Valid Scores	106	111
	Average Scaled Score	381	385
	# Items	65	65
	Average # Correct	51	52
	Average % Correct	78.5%	79.7%
ENGLISH LANGUAGE ARTS (GR 4)	# Tested	96	103
	# Valid Scores	96	103
	Average Scaled Score	404	399
	# Items	83	75
	Average # Correct	63	57

	Average % Correct	75.8%	75.8%
ENGLISH LANGUAGE ARTS (GR 5)	# Tested	88	85
	# Valid Scores	88	85
	Average Scaled Score	392	394
	# Items	75	75
	Average # Correct	59	60
	Average % Correct	78.1%	79.6%

Writing CST 2-Year Comparative by Grade		
	# of Students 2012-13	% of Students 2012-2013
Proficient and Adv	78	75.7%
Advanced	16	15.5%
Proficient	62	60.2%
Basic	20	19.4%
Below Basic	1	1.0%
Far Below Basic	0	0.0%
BB and FBB	1	1.0%

California Standards Tests MATH 2011-2013

MATH CST 2-Year Comparative School-wide				
	# of Students 2011-2012	% of Students 2011-2012	# of Students 2012-2013	% of Students 2012-2013
Proficient and Adv	306	75.7%	337	80.8%
Advanced	180	44.6%	230	55.2%
Proficient	126	31.2%	107	25.7%
Basic	61	15.1%	46	11.0%
Below Basic	34	8.4%	31	7.4%
Far Below Basic	3	0.7%	3	0.7%
BB and FBB	37	9.2%	34	8.2%

MATH CST 2-Year Comparative by Grade			
		2011-2012	2012-2013
MATHEMATICS (GRADE 2)	# Tested	112	114
	# Valid Scores	112	114
	Average Scaled Score	376	405
	# Items	65	65
	Average # Correct	49	53

	Average % Correct	76.1%	81.9%
MATHEMATICS (GRADE 3)	# Tested	107	113
	# Valid Scores	107	113
	Average Scaled Score	437	446
	# Items	65	65
	Average # Correct	56	56
	Average % Correct	86.0%	85.4%
MATHEMATICS (GRADE 4)	# Tested	96	104
	# Valid Scores	96	104
	Average Scaled Score	402	418
	# Items	65	65
	Average # Correct	53	56
	Average % Correct	81.6%	85.6%
MATHEMATICS (GRADE 5)	# Tested	89	86
	# Valid Scores	89	86
	Average Scaled Score	423	420
	# Items	65	65
	Average # Correct	50	50
	Average % Correct	77.5%	76.7%

CST Science

CST 5-Year Comparative Grade 5 Science										
	# of Students 2011-2012	% of Students 2011-2012	# of Students 2012-2013	% of Students 2012-2013	# of Students 2013-2014	% of Students 2013-2014	# of Students 2014-2015	% of Students 2014-2015	# of Students 2015-2016	% of Students 2015-2016
Proficient and Adv	68	76.4%	71	82.6%	86	88.7%	83	81.4%	81	83.5%
Advanced	46	51.7%	38	44.2%	54	55.7%	53	52.0%	48	49.5%
Proficient	22	24.7%	33	38.4%	32	33.0%	30	29.4%	33	34.0%
Basic	18	20.2%	10	11.6%	9	9.3%	15	14.7%	12	12.4%
Below Basic	0	0.0%	3	3.5%	2	2.1%	3	2.9%	4	4.1%
Far Below Basic	3	3.4%	2	2.3%	0	0.0%	1	1.0%	0	0.0%
BB and FBB	3	3.4%	5	5.8%	2	2.1%	4	3.9%	4	4.1%
# Students Counted	89		86		97		102		97	

2014-15 ELA SBAC SCORES

2014-15 ELA SBAC SCORES													
Grade	# Not/ Nearly Met Standar d	# Standar d Not Met	# Standar d Nearly Met	# Standar d Met	# Exceed s Standar d	# Meets/ Exceed s Standar d	% Not/ Nearly Met Standar d	% Standar d Not Met	% Standar d Nearly Met	% Standar d Met	% Exceed s Standar d	% Meets/ Exceed s Standar d	# Tested
THIRD GRAD E	40	17	23	26	46	72	36%	15%	21%	23%	41%	64%	112
FOUR TH GRAD E	27	12	15	42	40	82	25%	11%	14%	39%	37%	75%	109
FIFTH GRAD E	24	13	11	34	44	78	24%	13%	11%	33%	43%	76%	102
Overall	91	42	49	102	130	232	28%	13%	15%	32%	40%	72%	323

2015-16 ELA SBAC SCORES

2015-16 ELA SBAC SCORES													
Grade	# Not/ Nearly Met Standar d	# Standard Not Met	# Standard Nearly Met	# Standard Met	# Exceeds Standard	# Meets/ Exceeds Standar d	% Not/ Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/ Exceeds Standard	# Tested
THIRD GRAD E	41	15	26	31	47	78	41%	23%	19%	21%	37%	59%	70
FOURTH GRAD E	33	19	14	26	45	71	41%	20%	22%	24%	35%	59%	51
FIFTH GRAD E	23	8	15	36	39	75	45%	24%	21%	30%	25%	55%	67
Overall	97	42	55	93	131	224	43%	22%	20%	25%	32%	57%	188

2014-15 ELA CLAIMS

2014-15 ELA SBAC CLAIMS SCORES							
CLAIM	# Below Standard	# At or Near Standard	# Above Standard	# Below Standard	% At or Near Standard	% Above Standard	# Tested
Reading	65	140	118	20%	43%	37%	323
Writing	41	145	137	13%	45%	42%	323
Speaking & Listening	29	200	94	9%	62%	29%	323
Research/Inquiry	31	164	128	10%	51%	40%	323

2015-16 ELA CLAIMS

2015-16 ELA SBAC CLAIMS SCORES							
CLAIM	# Below Standard	# At or Near Standard	# Above Standard	# Below Standard	% At or Near Standard	% Above Standard	# Tested
Reading	52	90	46	28%	48%	24%	188
Writing	35	79	74	19%	42%	39%	188
Speaking &	26	123	39	14%	65%	21%	188

Listening							
Research/Inquiry	32	100	56	17%	53%	30%	188

2014-15 MATH SBAC

2014-15 MATH SBAC SCORES													
Grade	# Not/ Nearly Met Standard	# Standard Not Met	# Standard Nearly Met	# Standard Met	# Exceeds Standard	# Meets/ Exceeds Standard	% Not/ Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/ Exceeds Standard	# Tested
THIRD GRADE	45	17	28	37	30	67	40%	15%	25%	33%	27%	60%	112
FOURTH GRADE	38	11	27	46	25	71	35%	10%	25%	42%	23%	65%	109
FIFTH GRADE	47	20	27	18	37	55	46%	20%	26%	18%	36%	54%	102
Overall	130	48	82	101	92	193	40%	15%	25%	31%	28%	60%	323

2015-16 MATH SBAC

2015-16 MATH SBAC SCORES													
Grade	# Not/ Nearly Met Standard	# Standard Not Met	# Standard Nearly Met	# Standard Met	# Exceeds Standard	# Meets/ Exceeds Standard	% Not/ Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/ Exceeds Standard	# Tested
THIRD GRADE	28	9	19	58	33	91	24%	8%	16%	49%	28%	76%	119
FOURTH GRADE	46	10	36	35	23	58	44%	10%	35%	34%	22%	56%	104
FIFTH GRADE	40	11	29	27	31	58	41%	11%	30%	28%	32%	59%	98
Overall	114	30	84	120	87	207	36%	9%	26%	37%	27%	64%	321

2014-15 MATH CLAIMS

2014-15 MATH SBAC CLAIMS SCORES							
CLAIM	# Below Standard	# At or Near Standard	# Above Standard	% Below Standard	% At or Near Standard	% Above Standard	# Tested
Concepts & Procedures	67	128	128	21%	40%	40%	323
Problem Solving	65	149	109	20%	46%	34%	323
Communicating Reasoning	50	163	110	15%	50%	34%	323

2015-16 MATH CLAIMS

2015-16 MATH SBAC CLAIMS SCORES							
CLAIM	# Below Standard	# At or Near Standard	# Above Standard	% Below Standard	% At or Near Standard	% Above Standard	# Tested
Concepts & Procedures	62	130	129	19%	40%	40%	321
Problem Solving	48	159	114	15%	50%	36%	321
Communicating Reasoning	48	159	114	15%	50%	36%	321

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Dixie Canyon will utilize standardized formative assessments which include, but are not limited to: DIBELS Reading Assessments (every 6-8 weeks), CA Treasures Assessments (weekly and per unit), and District Interim Assessments for ELA and Math (2-3 times in a school year), and Smarter Balanced Interim Assessment Blocks (multiple times in a school year).

Our goals of achievement for our DIBELS assessment for our primary grades are:

- 85% Benchmark at End-of-Year for Kindergarten
- 90% Benchmark at End-of-Year for 1st Grade
- 90% Benchmark at End-of-Year for 2nd Grade

For our 3rd-5th grade students, our goal is to achieve 85% Proficient on our ELA and Math District Interim Assessments.

In addition, Dixie Canyon will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects, also known as performance assessments, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement. Dixie Canyon believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and

weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics.

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 bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

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

DATA ANALYSIS AND REPORTING

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

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs
 - Data is also used to identify and prioritize professional development priorities
 - School-wide data is also shared in a public forum at monthly Governance Council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

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).)

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall comply and be consistent with all applicable state and federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils). Unless the appropriate parties have agreed to a waiver or exemption, and notwithstanding any provision in this Charter, any school site governance model, practice, or action in conflict with the above requirements shall be null and void.

Charter School shall comply with the Brown Act and the Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

As a District affiliated charter school, Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the District’s Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of

commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

STAKEHOLDER INVOLVEMENT

Parents play a very active role in our school, and their involvement is the key to the success of Dixie Canyon. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are, and continue to be, involved in all levels of decision-making at Dixie Canyon, their primary role will be to help to fulfill our goal of an enriched educational experience for all children.

Involvement in the Charter Governance/ School Site Council and its various advisory Standing and Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. The Ad Hoc committees meet as the specific issues arise throughout the school year, including but not limited to, interviewing for open positions, monitoring Charter Governance/School Site Council election process, and reviewing the bylaws. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of Dixie Canyon's students. All Charter Governance/ School Site Council and Standing/Ad Hoc 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 (including on the school website and via organized email blasts), and an agenda of each meeting will be posted

publicly (at the school site) 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 comment” period will be added to a later agenda for official discussion. The Charter Governance/ School Site 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 on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

In addition to having a voice on the Charter Governance/ School Site Council, all parents are given the opportunity to participate and be involved in their child’s education. Our Welcome Packet given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Coffees twice annually, Back-to-School Night, Open House, Curriculum Nights for ELA and Math, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, parent education seminars, community-building events and the weekly newsletter. Dixie Canyon announces these opportunities in its weekly email blasts, via the school website, and by automated phone calls (Blackboard Connect).

Parents will have various opportunities to be involved in the school community, such as classroom activities and events on campus, PTA meetings, and parent education evenings. In addition, parents are strongly encouraged to contribute volunteer time to the Charter School. A comprehensive list of volunteer opportunities is shared with the parents at the beginning of each school year. The opportunities include, but are not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school board meetings; participation in the planning of, or attendance at, Academic/Arts Events; or other activities.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

Dixie Canyon’s Governing Board is referred to as the Charter Governance / School Site Council. Its responsibilities include, but are not limited to, policies and procedures, scheduling of school events, the educational program, and determination of site level calendar and budget encumbrances.

All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, decisions can be reached by a quorum.

Our Charter Governance/School Site Council (CG/SSC) consists of the Principal, classified representative, teachers, and parent/guardian representatives. Council members are elected for 2-year term and a one-year term. The terms will be staggered.

Each year, the Charter Governance/School Site Council will vote for a chairperson, a secretary, and a parliamentarian. Minutes of each meeting shall be taken and made available for public review in the Main Office on the Charter Governance Council board upon approval. Every person has a right to inspect and copy these public records. We will communicate and consult with parents regarding the school’s educational program during our monthly Charter Governance/SS Council meetings and various Committee meetings where parents are welcome to express their thoughts and opinions. Dixie Canyon maintains Charter Governance/SS Council that is the chief site based decision-making body for the school under the authority of the LAUSD’s Local District Northeast Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education.

Dixie Canyon 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's Charter Governance/ SS Council. Material revisions of charters are governed by the standards and criteria in Section 47605. (Ed Code 47607(a)(2)). Any material revisions to the charter may be made only with the approval of the LAUSD Board of Education. Dixie Canyon 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.

Subject to LAUSD policies and procedures for Affiliated Charter Schools, Dixie Canyon's School Charter Governance/ SS Council has autonomies for aspects of its operation including:

- School-site budgeting
- Authority to reduce class sizes below District norms, where possible
- Instruction, curriculum and assessments
- Professional development
- Class scheduling and the "banking" of time for professional development
- Enrollment processes
- School site-specific policies.

We abide by LAUSD policies and procedures and UTLA-LAUSD Collective bargaining agreements concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. Continue to fulfill our fiduciary responsibility and effectively lead and manage Dixie Canyon. Hiring of staff is responsibility of the District, but Dixie Canyon will conduct interviews and select candidates from the pool of District hired staff. The Executive Committee develops the agenda for each meeting and checks that the Brown Act has been followed for the timely distribution of the notifications.

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified 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 Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of pupils and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.

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

Charter School 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 District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A)). As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B)). Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d)). The school shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Ed. Code § 47605(d)(2)(B)).

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

In the event that the total enrollment of Charter School approaches the school’s operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within the school’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Dixie Canyon will conduct a minimum of two prospective parent tours per school year from October to April. Interested families may receive a lottery form and enrollment information at the

tour or on Dixie Canyon's website, or by visiting or calling the school's office. The lottery form will be available at the start of the second semester of each year. The application period for a student to be included in the public random lottery will be from the first day of the second semester to the first Friday in April each year. The random public lottery will be conducted at 10:00 a.m. on the second Friday of April each year.

The information from the application form shall be kept confidential and will be maintained at Dixie Canyon accessible to the office staff and the administration. A lottery form must be submitted for each child in a family who is interested in attending Dixie Canyon. Parents/guardians must come in with their applications. All forms are marked with the date and time of receipt and the office staff's initials. Each student is given an identification number. This number is used during the Random Public Drawing instead of the student's name, so that the results can be shared online and posted without revealing student information.

Regardless of whether we expect to reach capacity, Dixie Canyon shall conduct a random public lottery to establish a waitlist from which it can draw, in the event it does not reach its capacity.

Each student is given an identification number, which the parent is given. Those who reside within the LAUSD boundaries and by those who live outside of LAUSD boundaries will divide students in California. Students of current certificated employees of Dixie Canyon and families who are already attending Dixie Canyon are further subdivided, which is done in order to assist our families already attending Dixie Canyon from being split up. Each of the student ID numbers are written on a wooden popsicle stick and divided into the subgroups by the Office Technician (Registrar).

Anyone is invited to the random public lottery. The date and times are advertised on our website, newsletters, and application. A school administrator and a representative from Dixie Canyon's Governance Council shall conduct the random drawing of names from the box, which holds the sticks with the ID numbers written on them. The sticks are drawn in the following priority:

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- Resident Students
 - Prospective students who reside within the former attendance boundaries¹ of Charter School ("resident students") shall have first admission preference and thus are deemed exempt from the lottery.

- LAUSD Students
 - Siblings: Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have second admission preference.
 - Children of School Staff: Prospective students who (a) are children of District staff (certificated and classified) assigned to Charter School at the time of the lottery and

(b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have third admission preference.

NOTE: The cumulative number of students enrolled under this Non-resident students applying after the application period will be added to the end of the list in the same priority order as above.

The waitlist generated by the random lottery will be posted on our website and in the front office of our school. If, at the beginning of or during the school year, space becomes available, Dixie Canyon administration may offer enrollment to students in order from the grade-level waitlists. An administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable state law and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

ELEMENT 9 – ANNUAL 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).)

GENERAL PROVISIONS

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior.

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s 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 other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be determined in coordination with the appropriate LAUSD Special Education Service Center and/or other appropriate District office.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows 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 District policies and procedures. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for

a student with a 504 Plan, Charter School's 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 School's failure to implement 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“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 a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All such employees will be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Dixie Canyon Community Charter
c/o School Principal
4220 Dixie Canyon Avenue
Sherman Oaks, CA 91423

To District: LAUSD
Attn: Director, Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of 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 working at or assigned to Charter School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

“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).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCAION OF THE CHARTER

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

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

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School 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.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education. To the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

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

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.