



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

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## **DIXIE CANYON COMMUNITY CHARTER**

A DISTRICT AFFILIATED CHARTER SCHOOL

4220 Dixie Canyon Avenue Sherman Oaks, CA 91423

## **Renewal Charter Petition**

Submitted

**March 5, 2025**

### **TERM OF CHARTER**

**JULY 1, 2025 TO JUNE 30, 2030**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils 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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public-school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the Assurances, Affirmations, and Declarations section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the charter 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(c)(5)(A)(i).)*

*“The annual goals for the charter school 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(c)(5)(A)(ii).)*

*“If the proposed charter 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(c)(5)(A)(iii).)*

### GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	Kevin Kassebaum, Principal
• The contact address of Charter School is:	4220 Dixie Canyon Avenue, Sherman Oaks, CA 91423
• The contact phone number for Charter School is:	818-784-6283
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Region:	North
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this charter term will be:	675
• The grade level(s) of the students in the first year will be:	TK-5
• Charter School's scheduled first day of instruction in 2025-2026 is:	8-11-2025
• 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.	646
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (e.g. daily hours) for Charter School will be:	8:15 am to 2:38 pm
• The term of this Charter shall be from:	July 1, 2025-June 30, 2030

<ul style="list-style-type: none"> <li>• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:</li> </ul>	July 1, 2025-June 30, 2027
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## **COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL**

Dixie Canyon Community Charter School serves as a pillar of the Sherman Oaks community, offering a high-quality, public education that balances academic rigor, social-emotional support, and community engagement. As an LAUSD-affiliated charter, Dixie Canyon provides families with an alternative to private and independent charter schools, ensuring that all students have access to exceptional educational opportunities within the public school system.

### **Sustained High Demand and Enrollment Growth**

- Since converting to a district-affiliated charter, Dixie Canyon has maintained full enrollment, consistently operating at capacity with a waitlist of approximately 200 students annually.
- The demand for enrollment reflects community confidence in the school's ability to deliver high academic achievement and enrichment-based learning experiences.
- Local families choose Dixie Canyon due to its strong academic performance, highly qualified staff, and well-rounded enrichment programs.

### **Competitive Educational Landscape**

- Within a three-mile radius, there are 37 schools, including private, magnet, and independent charter options.
- **Dixie Canyon outperforms the LAUSD districtwide average on standardized assessments**, offering a tuition-free public school alternative that provides both academic excellence and a diverse enrichment program. (2023–2024 CAASPP data; California School Dashboard)
- The school's project-based learning approach, strong parental engagement, and enrichment programming make it a highly sought-after choice.

### **Demonstrated Academic Excellence**

- Dixie Canyon students consistently outperform district and state averages on standardized assessments.
- According to the 2023-2024 CAASPP results:
  - **ELA Proficiency:** 66%
  - **Math Proficiency:** 63%
- The school prioritizes early intervention, differentiated instruction, and enrichment programs to support academic success across all student groups.

## **Commitment to Diversity, Inclusion, and Community Engagement**

- Dixie Canyon ensures equitable access for all learners, including English Learners, students with disabilities, and socioeconomically disadvantaged students.
- The school actively promotes cultural appreciation and community engagement through annual events:
  - Multicultural Fair – Celebrates diverse backgrounds through student performances, cultural exhibits, and international cuisine, reinforcing inclusivity.
  - PTA-Sponsored Winter Wonderland Festival – A beloved community-building event that fosters family engagement, featuring student performances and interactive activities.
- Dixie Canyon maintains a high level of parent involvement, with over 327 parents participating in volunteer, governance, and enrichment support roles.

## **Expanded Educational Opportunities**

- The school offers a broad and balanced curriculum that integrates:
  - STEAM education (coding, robotics, environmental science, and hands-on engineering projects).
  - Performing arts (five annual productions, music instruction, and dance programs).
  - Outdoor learning initiatives through partnerships with EnrichLA and local conservation organizations.
  - The PTA provides funding to support additional resources such as 21st-century technology instruction **via** Computerwisekids.
  - Garden-based environmental education through EnrichLA.
  - Professional experts in PE, Art, Science, and Drama, ensuring comprehensive student development beyond core subjects.

## **Facility and Program Enhancements**

The ongoing modernization project through LAUSD's School Upgrade Program demonstrates the district's commitment to Dixie Canyon's long-term educational mission. These facility enhancements support our ability to deliver high-quality instruction while addressing critical infrastructure needs, allowing us to better serve the community's demonstrated demand for our educational program.

## **Conclusion**

Dixie Canyon Community Charter School remains a model of excellence within LAUSD, offering a rigorous academic program, robust enrichment opportunities, and a strong community connection. The school's consistent demand, high student achievement, and commitment to inclusion underscore its vital role in the Sherman Oaks area. With its innovative curriculum, dedicated staff, and engaged parent community, Dixie Canyon

continues to provide a premier public-school option for families seeking a high-quality, well-rounded education within the LAUSD system.

## **STUDENT POPULATION TO BE SERVED**

Dixie Canyon Community Charter School serves students in grades TK-5 and operates as a neighborhood-based LAUSD-affiliated charter school. The school primarily enrolls students residing within its former attendance boundary, while also welcoming students from diverse backgrounds across the district through LAUSD's established Unified Enrollment process when capacity allows. This enrollment approach enables Dixie Canyon to maintain a diverse student population while prioritizing neighborhood access. In accordance with LAUSD affiliated charter school regulations, non-resident lottery applications are made available each year through the On-Time LAUSD Unified Enrollment process.

Dixie Canyon currently serves approximately 680 students annually, maintaining full enrollment with a consistent waitlist of around 200 students each year. The student body reflects the diversity of Los Angeles with:

The student body includes a racially and ethnically diverse population, including White (64%), Hispanic/Latino (17%), Asian (8%), Black/African American (7%), and other ethnic groups. Approximately 11% of students qualify for free and reduced-price meals, ensuring support for families from various economic backgrounds. About 7% of the student population are English Learners, supported by robust language acquisition programs. Nearly 9% of students receive special education services, including those in specialized programs. Approximately 9% of students participate in Gifted and Talented Education (GATE) programs, highlighting Dixie Canyon's commitment to identifying and nurturing advanced learners.

### **Special Education Programs**

Dixie Canyon offers comprehensive special education services to meet diverse learning needs of its students. The Preschool for All Learners (PAL) Special Day Program serves preschool-aged children with moderate to severe disabilities. This specialized program provides a structured environment with individualized instruction focused on foundational academic, social-emotional, and communication skills, staffed by credentialed early childhood special education teachers and trained assistants. The school also maintains Special Day Classes (SDC) for students with moderate to severe disabilities who require intensive support, offering smaller class sizes and specialized instruction tailored to each student's Individualized Education Program (IEP) goals.

For students with mild to moderate disabilities who are primarily included in general education classrooms, the Resource Specialist Program (RSP) provides targeted interventions, co-teaching, and pull-out services as needed. Additionally, Dixie Canyon provides related services including speech and language therapy, occupational therapy,



counseling services, adaptive physical education, and behavioral support services to ensure students receive comprehensive support for their diverse needs.

### **Programs for Diverse Learners**

Dixie Canyon implements various programs to meet the needs of all students within its diverse population. For English Learners, the school follows LAUSD's Master Plan for English Learners with designated and integrated ELD instruction to ensure language acquisition alongside academic content mastery. Gifted students benefit from differentiated instruction through GATE programs that challenge advanced learners while fostering creativity and critical thinking skills essential for future success.

Socioeconomically disadvantaged students receive additional support through free after-school tutoring, arts enrichment programs, and social-emotional support services. These initiatives ensure that all students, regardless of background, have access to the resources they need to thrive academically and personally. The school's peer-assisted learning strategies promote collaboration among students with diverse abilities, fostering both academic growth and social development.

### **Commitment to Equity and Inclusion**

Dixie Canyon adheres to LAUSD's non-discrimination policies and ensures that all students have equitable access to its programs and services. The school actively recruits underserved populations through outreach efforts aligned with LAUSD's Court-Ordered Integration Program and Master Plan for English Learners. No student is denied enrollment based on disability, English proficiency, socioeconomic status, or other protected characteristics.

As a community-centered school with deep ties to Sherman Oaks, Dixie Canyon fosters a welcoming environment for local families while serving as an option for families across LAUSD seeking an academically rigorous yet supportive learning environment. Community events such as the Multicultural Fair celebrate diversity while strengthening connections among families from various backgrounds.

### **Conclusion**

Dixie Canyon Community Charter School is dedicated to serving a student population that reflects the diversity of Los Angeles while providing equitable access to high-quality education. Through its comprehensive programs—including the PAL Special Day Program, SDCs, RSP, GATE initiatives, and inclusion practices—Dixie Canyon ensures that every child has the opportunity to succeed academically and socially. By fostering collaboration among educators, families, and LAUSD specialists, Dixie Canyon remains committed to empowering all students to achieve their fullest potential in a supportive and inclusive learning environment.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

#### **Vision Statement**

Dixie Canyon Community Charter School envisions a learning environment where every student is empowered with the academic knowledge, creative skills, and social-emotional foundation necessary to thrive as a 21st-century leader and innovator, aligned with the LCFF state priorities to ensure career and college readiness. The school fosters a rigorous, inclusive, and student-centered learning culture, integrating technology, performing arts, environmental education, and interdisciplinary learning to prepare students for a rapidly evolving global society.

#### **Mission Statement**

The mission of Dixie Canyon is to cultivate critical thinkers, compassionate citizens, and lifelong learners by offering a balanced curriculum that integrates academic excellence, artistic expression, and social-emotional learning. Our dedicated educators and engaged community members work collaboratively to ensure every student reaches their full potential in a safe, supportive, and intellectually stimulating environment.

#### **Guiding Educational Philosophy**

Engaged in Hands-On, Inquiry-Based Learning – Students develop problem-solving skills and conceptual understanding through project-based learning, STEAM integration, and experiential education.

Exposed to a Multidisciplinary Curriculum – Our approach combines core subjects with performing arts, environmental science, and technology to ensure students develop a broad knowledge base and adaptable skill set.

Encouraged to Develop Social-Emotional Intelligence – Programs such as Second Step, mindfulness practices, and positive behavior reinforcement help students build resilience, collaboration, and leadership skills.

Challenged with High Academic Expectations – Through differentiated instruction, rigorous coursework, and targeted interventions, every student is supported in meeting and exceeding academic standards.

Nurtured in a Collaborative and Inclusive Community – Dixie Canyon values diversity, equity, and cultural competency, ensuring that all students, including English Learners, students with disabilities, and socioeconomically disadvantaged students, receive the support they need to succeed.

## **Core Goals for the Next Five Years (2024-2029)**

### **Academic Excellence and Innovation**

Increase student proficiency in English Language Arts and Mathematics by achieving a minimum 5% growth annually in the percentage of students meeting or exceeding standards on CAASPP assessments, with the goal of exceeding district and state averages by at least 10 percentage points by 2029.

Implement adaptive technology and data-driven instruction to personalize learning and track student progress, with quarterly analysis of formative assessment data showing at least 80% of students demonstrating growth in targeted skill areas.

Expand interdisciplinary STEAM (Science, Technology, Engineering, Arts, and Mathematics) initiatives, including coding, robotics, and hands-on science exploration, with 100% of students participating in at least two major STEAM projects annually that demonstrate mastery of grade-level NGSS standards.

Strengthen the integration of the FOSS Science Curriculum to support Next Generation Science Standards (NGSS), achieving a minimum of 85% of students demonstrating proficiency on NGSS-aligned science assessments by 2029.

### **Performing Arts and Enrichment Expansion**

Maintain and enhance the school's five annual theater productions, ensuring all students participate in at least one performance per year, with pre- and post-performance assessments showing growth in applicable California Visual and Performing Arts Standards.

Expand access to music, drama, and visual arts instruction, integrating these disciplines with core subjects, with documentation showing at least three cross-curricular projects per grade level annually that connect arts standards with core academic content standards.

Secure external partnerships with at least three local arts organizations and professional artists to bring real-world experiences into the classroom, with each partnership providing measurable enhancement to the school's arts curriculum as evaluated through student outcome data.

### **Social-Emotional and Character Development**

Implement schoolwide restorative practices to build a culture of empathy, conflict resolution, and accountability, with annual school climate survey data showing a minimum 5% improvement in student perceptions of school safety and belonging.

Expand peer mentoring and leadership programs, including the Big Buddies Program, to foster collaboration across grade levels, with participation rates reaching 90% of eligible students and documented improvement in leadership competencies.

Strengthen the use of growth mindset and mindfulness practices to support student well-being and resilience, with quarterly data collection showing reductions in behavioral incidents and improvements in self-regulation skills.

Continue implementing Second Step and other district-approved social-emotional programs for character education and conflict resolution, with implementation fidelity checks conducted monthly and student outcomes tracked through pre/post assessments.

### **Environmental and Outdoor Learning Initiatives**

Expand garden-based learning through EnrichLA, ensuring every student participates in sustainability and nutrition education that explicitly supports science, math, and ELA standards through documented lesson plans aligned to grade-level content standards and the Environmental Principles and Concepts (EP&Cs).

Further utilize and maximize outdoor classroom spaces to provide hands-on environmental science experiences, enhancing student engagement with sustainability and ecological studies while demonstrating measurable academic outcomes in science content mastery.

Introduce more eco-literacy and sustainability-focused projects, connecting students with conservation efforts and green initiatives that incorporate data collection, analysis, and presentation skills aligned with math and ELA standards, with student work products demonstrating cross-curricular mastery.

### **Community Engagement and Family Partnerships**

Strengthen PTA-led initiatives to support supplemental enrichment programs in PE, art, science, and technology, ensuring that all such programs: 1) enhance but do not replace core instructional services provided through district funding; 2) are accessible to all students regardless of family financial contributions; and 3) align with LAUSD policies on equitable access as outlined in BUL-6254.1.

Develop new opportunities for family participation, including workshops, volunteer opportunities, and schoolwide cultural events, with a goal of increasing overall family engagement by 15% as measured by participation records and annual parent surveys.

Increase outreach efforts to ensure all families, including underrepresented and non-English speaking communities, feel connected and engaged, with particular emphasis on achieving a minimum 20% increase in participation from families of English Learners and socioeconomically disadvantaged students.

### **Equity and Access for All Students**

Expand intervention and support services to ensure students who require additional academic or behavioral support receive targeted assistance, implementing a Multi-Tiered

System of Support (MTSS) framework with clear entry/exit criteria, progress monitoring tools, and accountability measures for Tier 2 and Tier 3 interventions.

Strengthen services for English Learners through designated and integrated ELD strategies, including Guided Language Acquisition Design GLAD techniques, academic language development, and primary language support, with the goal of increasing reclassification rates by at least 10% annually and narrowing the achievement gap by a minimum of 5% each year.

Enhance support for students with disabilities through research-based inclusive practices, co-teaching models, and adaptive technologies, with IEP goal achievement rates increasing to 90% and performance gaps on standardized assessments narrowing by at least 5% annually.

Implement targeted academic interventions for socioeconomically disadvantaged students, including before/after school tutoring, summer learning opportunities, and technology access initiatives, with achievement data showing accelerated growth compared to the general student population.

Continue training staff on culturally responsive teaching practices, ensuring inclusive and equitable learning experiences for all students, with a minimum of 20 professional development hours annually dedicated to equity-focused practices.

### **Annual Progress Monitoring and Accountability**

To ensure consistent progress toward these goals, Dixie Canyon will implement a comprehensive annual assessment system that includes:

Quarterly data analysis meetings where grade-level teams and administration review academic, behavioral, attendance, and survey data to identify progress, challenges, and necessary adjustments to instructional practices.

Annual stakeholder evaluation process involving students, parents, staff, and community members to assess progress on core goals and inform adjustments to the implementation plan.

Regular reporting to the School Site Council and Governance Council on goal progress, with a formal annual report shared with the LAUSD Charter Schools Division that documents progress toward each benchmark.

### **Conclusion**

Over the next five years, Dixie Canyon Community Charter School will continue to provide an academically rigorous and well-rounded education that nurtures the unique potential of every student, ensuring measurable outcomes that align with the LCFF framework and the eight state priorities for educational excellence. With a forward-thinking curriculum, an

unwavering commitment to the arts, a dedication to social-emotional growth, and strong community partnerships, Dixie Canyon will remain a model of excellence within LAUSD and an essential pillar of the Sherman Oaks community.

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

At Dixie Canyon Community Charter, being an "educated person" in the 21st century is rooted in building a strong foundation of essential skills and mindsets that prepare students to thrive in an ever-changing world. In alignment with LAUSD's vision and the latest educational research, Dixie Canyon emphasizes critical thinking, creativity, collaboration, and communication as cornerstones of its instructional program. These skills are cultivated through project-based learning, STEAM integration (Science, Technology, Engineering, Arts, and Mathematics), and the use of technology to foster digital literacy and responsible online engagement. By focusing on these competencies early in a child's education, Dixie Canyon ensures students are prepared to navigate the complexities of the modern world while maintaining a commitment to ethical decision-making and global awareness.

Additionally, Dixie Canyon prioritizes social-emotional learning to develop well-rounded individuals who are resilient, empathetic, and capable of working collaboratively in diverse communities. Programs like Second Step and character education initiatives teach students self-awareness, emotional regulation, and interpersonal skills. These efforts are complemented by opportunities for creative expression in the arts and hands-on problem-solving activities that connect classroom learning to real-world applications. By fostering a growth mindset and instilling habits of lifelong learning, Dixie Canyon prepares its elementary students to become adaptable leaders and socially responsible citizens who are equipped to meet the challenges of the 21st century.

### **How Learning Best Occurs**

At Dixie Canyon Community Charter, we believe learning best occurs in an environment that combines evidence-based instructional practices with a nurturing, student-centered approach. Our elementary school program is designed to engage students actively in their learning journey, fostering critical thinking, creativity, and a lifelong love for learning.

Research indicates that effective learning in elementary education is multifaceted, incorporating several key strategies:

1. **Personalized and Adaptive Learning:** We tailor instruction to meet individual student needs, using data-driven approaches to adjust the pace and content of lessons. This ensures that each child is appropriately challenged and supported.
2. **Active and Inquiry-Based Learning:** Our classrooms encourage hands-on exploration and student-led inquiries. This approach promotes deeper understanding and

engagement with the material, allowing students to construct knowledge through experience and reflection.

3. Social-Emotional Learning (SEL): We integrate SEL into our curriculum, recognizing its importance in developing well-rounded individuals. This focus helps students build self-awareness, empathy, and resilience, which are crucial for academic success and personal growth.
4. Technology Integration: While maintaining a balance, we incorporate educational technology to enhance learning experiences. This includes interactive digital resources, adaptive learning platforms, and opportunities for students to develop digital literacy skills essential for the 21st century.
5. Project-Based Learning (PBL): We implement PBL to connect classroom learning with real-world applications. This approach fosters collaboration, problem-solving skills, and the ability to apply knowledge across different contexts.
6. Mindfulness Practices: To support student well-being and focus, we incorporate age-appropriate mindfulness activities, helping students develop self-regulation skills and improve their ability to engage in learning.

By combining these research-backed strategies with our commitment to creating a supportive, inclusive learning environment, Dixie Canyon ensures that every student has the opportunity to thrive academically, socially, and emotionally.

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

Dixie Canyon Community Charter's program is designed to cultivate self-motivated, competent, and lifelong learners by providing a well-rounded education that balances academic rigor, social-emotional growth, and real-world learning. The school fosters a culture of curiosity, adaptability, and continuous learning, ensuring that students develop the habits of mind necessary to navigate an ever-changing world.

This approach is grounded in research-based strategies, including project-based learning, inquiry-driven instruction, and hands-on activities that encourage critical thinking and problem-solving. Dixie Canyon aligns its curriculum with California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), equipping students with foundational knowledge while nurturing self-directed learners who take initiative in their education.

Beyond academics, Dixie Canyon offers robust enrichment programs in science, technology, engineering, arts, and mathematics (STEAM), alongside character education initiatives such as Second Step, Harmony, and InnerExplorer. These programs cultivate resilience, social responsibility, and emotional intelligence, reinforcing the skills necessary for lifelong learning. Additionally, the integration of digital literacy prepares students to navigate, evaluate, and apply information effectively in an increasingly technological world.

Through collaborative learning, creative expression, and leadership opportunities, Dixie Canyon empowers students to take ownership of their education and develop the adaptability, problem-solving skills, and intellectual curiosity essential for lifelong learning. This comprehensive approach ensures that graduates leave Dixie Canyon not only academically prepared but also with the confidence, civic-mindedness, and growth mindset necessary for sustained personal and professional success.

### **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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

<b>LCFF STATE PRIORITIES</b> <b>(Charter Term Commencing July 1, 2025)</b>	
<b>GOAL #1 Academic Excellence</b>	
Ensure academic progress for all students through high-quality instruction, standards-aligned materials, and targeted support.	<div>           Related State Priorities:  <input type="checkbox"/> 1    <input checked="" type="checkbox"/> 4    <input checked="" type="checkbox"/> 7  <input checked="" type="checkbox"/> 2    <input type="checkbox"/> 5    <input checked="" type="checkbox"/> 8  <input type="checkbox"/> 3    <input type="checkbox"/> 6         </div> <div>           Local Priorities:  <input checked="" type="checkbox"/>: Effective and caring staff.  <input type="checkbox"/>:         </div>
Specific Annual Actions to Achieve Goal	
<ol style="list-style-type: none"> <li>1. Recruit, hire, and retain fully credentialed teachers to ensure high-quality instruction.</li> <li>2. Provide ongoing professional development on Common Core State Standards (CCSS) and research-based instructional strategies.</li> <li>3. Ensure all students have access to rigorous, standards-aligned instructional materials and digital learning tools.</li> <li>4. Implement targeted intervention programs for students at risk of academic failure.</li> <li>5. Maintain a 1:1 technology ratio and provide training on digital literacy.</li> </ol>	



Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Increase proficiency in ELA and Math on CAASPP SBAC tests <b>Metric/Method for Measuring:</b> Percentage of students meeting or exceeding standards on CAASPP ELA and Math assessments						
APPLICABLE STUDENT GROUPS CAASPP ENGLISH LANGUAGE ARTS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	63%	64%	65%	66%	67%	68%
English Learners Students	11%	15%	17%	19%	21%	23%
Socioeconomically Disadvantaged Students	50%	53%	55	56	57	59
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	32%	34%	35	36	37	38
African American Students	44%	46%	48	50	52	54
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	58%	60%	62%	64%	66%	68%
Filipino Students	66%	68%	70%	72%	74%	76%
Latino Students	50%	52%	54%	56%	58%	60%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	84%	85%	86%	87%	88%	89%
White Students	65%	66%	68%	70%	72%	74%
CAASPP Math	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	64%	65%	66%	67%	68%	69%
English Learners Students	9%	11%	13%	15%	17%	19%
Socioeconomically Disadvantaged Students	55%	57%	58%	60%	62%	64%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	25%	26%	27%	28%	29%	30%
African American Students	33%	35%	37%	39%	41%	43%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	67%	69%	71%	73%	75%	77%
Filipino Students	33%	35%	37%	39%	41%	43%

Latino Students	52%	54%	56%	58%	60%	62%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	75%	77%	79%	81%	83%	85%
White Students	70%	72%	74%	76%	77%	79%

**Outcome #2:** Improve English Learner progress towards English language proficiency

**Metric/Method for Measuring:**

Percentage of English Learners making progress towards English language proficiency as measured by the ELPAC.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)						
English Learners Students	30%	32%	34%	36%	38%	40%
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #3: increase student engagement in academics****Metric/Method for Measuring:**

Increase percentage of overall cognitive engagement score for students (School Experience Survey).

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	73%	80%	83%	87%	90%	92%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

GOAL #2 Joy and Wellness						
Foster a positive school climate and promote student wellness through social-emotional learning and trauma-informed practices.	<div style="display: flex; justify-content: space-between;"> <div> <p>Related State Priorities:</p> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> 1</span> <span><input type="checkbox"/> 4</span> <span><input type="checkbox"/> 7</span> </div> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> 2</span> <span><input checked="" type="checkbox"/> 5</span> <span><input type="checkbox"/> 8</span> </div> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> 3</span> <span><input checked="" type="checkbox"/> 6</span> </div> </div> <div> <p>Local Priorities:</p> <p><input checked="" type="checkbox"/>: High Academic Achievement</p> <p><input type="checkbox"/>:</p> </div> </div>					
Specific Annual Actions to Achieve Goal						
<ol style="list-style-type: none"> <li>1. Implement a school-wide social-emotional learning (SEL) curriculum.</li> <li>2. Provide professional development for staff on trauma-informed and culturally responsive practices.</li> <li>3. Expand access to school-based counseling and mental health services.</li> <li>4. Develop and implement a school-wide Positive Behavior Interventions and Supports (PBIS) system.</li> <li>5. Organize school-wide wellness events focused on mindfulness and student well-being.</li> </ol>						
Outcome #1:						
Increase staff proficiency in trauma-informed practices						
<b>Metric/Method for Measuring:</b> Percentage of instructional staff completing PD on trauma-informed practices and demonstrating proficiency in implementation						
APPLICABLE STUDENT GROUPS	Baseline <small>2023-2024 school year</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0%	75%	80%	90%	95%	100%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students	*					
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students	*					

Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races						
White Students						

**Outcome #2:****Increase student access to mental health resources.****Metric/Method for Measuring:**

Percentage of students receiving mental health counseling/support.

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	5%	10%	20%	30%	40%	50%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #3:** Enhance student sense of school connectedness**Metric/Method for Measuring:**

Percentage of students reporting positive connectedness on the School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	68%	78%	88%	98%	99%	99%
English Learners Students	61%	71%	81%	91%	95%	99%
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities	73%	83%	93%	95%	96%	99%
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	72%	82%	92%	95%	97%	99%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students	65%	75%	80%	88%	94%	99%

### GOAL #3 Engagement and Collaboration

Strengthen collaboration between school, families, and educational partners to enhance student success.

Related State Priorities:

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

Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

1. Conduct at least four annual parent workshops on academic initiatives.
2. Provide accessible communication tools for parents, including multilingual support.
3. Increase outreach efforts to ensure diverse parent participation in school governance.
4. Implement parent-teacher conferences and family engagement nights.
5. Improve parent education programs on school expectations, curriculum, and student support.

### Expected Annual Measurable Outcomes

#### Outcome #1:

Increase parent survey completion rates

#### Metric/Method for Measuring:

Percentage of parents completing the annual School Experience Survey.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	18%	40%	50%	60%	70%	80%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						



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

**Outcome #2:**

Increase parent participation in school decision-making opportunities

**Metric/Method for Measuring:**

Percentage of parents participating in advisory groups such as SSC or ELAC

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	10%	20%	30%	40%	50%	60%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #3:** Enhance parent access to student academic progress**Metric/Method for Measuring:**

Percentage of parents using digital platforms (e.g., Parent Portal, Schoology) to track student progress.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	90%	93%	95%	96%	97%	99%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

## GOAL #4 Operational Effectiveness and Investing in Staff

Maintain high-quality operations, retain a skilled workforce, and provide professional growth opportunities.

Related State Priorities:

- |                                       |                                       |                            |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" 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 checked="" type="checkbox"/> 6 |                            |

Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

1. Conduct regular facility inspections and prioritize safety and maintenance improvements.
2. Provide annual professional development opportunities aligned with instructional priorities.
3. Develop a staff wellness program to support teacher retention and job satisfaction.
4. Improve staff recruitment strategies to attract and retain highly qualified educators.
5. Implement data-driven decision-making for school operations and improvement plans.

### Expected Annual Measurable Outcomes

#### Outcome #1:

Maintain "Good" or "Exemplary" ratings on Facilities Inspection Tool (FIT)

#### Metric/Method for Measuring:

Percentage of school facilities rated as "Good" or "Exemplary" on the FIT, as reported in the SARC

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
				<small>(Not applicable if categorized as Low Performing)</small>	<small>(Not applicable if categorized as Low Performing)</small>	<small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	<i>exemplary</i>	<i>exemplary</i>	<i>exemplary</i>	<i>exemplary</i>	<i>exemplary</i>	<i>exemplary</i>
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						

Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #2:** Provide professional development opportunities focused on operational priorities such as integrating technology into instruction, culturally responsive teaching practices.

**Metric/Method for Measuring:**

Percentage of staff completing PD aligned with operational priorities.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	50%	60%	70%	80%	90%	100%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #3:**

Ensure all teachers are fully credentialed and appropriately assigned

**Metric/Method for Measuring:**

Percentage of teachers meeting credentialing and assignment requirements

APPLICABLE STUDENT GROUPS	Baseline SARC2022-2023	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

## GOAL #5 Parent and Family Engagement

Strengthen family-school partnerships through effective communication, education, and inclusive decision-making.

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 checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                            |

Local Priorities:

- ☐:
- ☐:

### Specific Annual Actions to Achieve Goal

1. Expand parent outreach efforts through digital platforms and community partnerships.
2. Provide translation services and culturally responsive engagement strategies.
3. Offer regular parent education workshops on student learning and school policies.
4. Implement two-way communication channels between school and families.
5. Create leadership opportunities for parents in decision-making committees.

### Expected Annual Measurable Outcomes

#### Outcome #1:

Increase parent involvement in their child's education

#### Metric/Method for Measuring:

Percentage of parents who report on the School Experience Survey that the school provides information on homework policies.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	67%	75%	80%	90%	95%	99%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						



Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #2:**

Increase parent participation in school decision-making opportunities

**Metric/Method for Measuring:**

Percentage of parents who report on the School Experience Survey that they have participated in at least one school decision-making opportunity (e.g., School Site Council, ELAC, PTA/PTO, or other committee meetings).

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	65%	70%	75%	80%	85%	90%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #3:**

Enhance parent feelings of welcome at the school

**Metric/Method for Measuring:**

Percentage of parents who agree or strongly agree on the School Experience Survey that "I feel welcome to participate at this school"

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	89%	92%	95%	97%	99%	100%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

### GOAL #6 Student Engagement and School Climate

Improve attendance, student engagement, and overall school climate to support academic success.

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 checked="" type="checkbox"/> 6 |                            |

Local Priorities:

- ☐:  
☐

#### Specific Annual Actions to Achieve Goal

1. Implement a comprehensive attendance monitoring and intervention system.
2. Strengthen extracurricular programs to increase student participation.
3. Improve campus safety measures and student discipline procedures.
4. Provide professional development for teachers on student engagement strategies.
5. Expand mentorship and leadership opportunities for students.

#### Expected Annual Measurable Outcomes

##### **Outcome #1:**

Improve school attendance and reduce chronic absenteeism

##### **Metric/Method for Measuring:**

Percentage of students classified as chronically absent (missing 10% or more of school days)

Baseline	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	25%	20%	15%	10%	5%	1%
English Learners Students	46%	36%	26%	16%	6%	1%
Socioeconomically Disadvantaged Students	33%	25%	20%	15%	10%	5%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	31%	28%	20	15%	10%	5%
African American Students	60%	50%	40%	30%	20%	10%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	24%	20%	15%	10%	5%	1%
Filipino Students	37%	30%	20%	10%	5%	1%
Latino Students	30%	20%	15%	10%	5%	1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	18%	15%	12%	9%	6%	1%
White Students	24%	20%	15%	10%	5%	1%



**Outcome #2:**

Increase student participation in extracurricular activities

**Metric/Method for Measuring:**

Percentage of students involved in clubs, sports, or after-school programs.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	40%	50%	60%	70%	80%	90%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #3:**

Enhance school connectedness

**Metric/Method for Measuring:**

Overall school climate student survey results school experience survey.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	80%	83%	85%	87%	89%	93%
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**INSTRUCTIONAL DESIGN**

Dixie Canyon Community Charter School's instructional design is rooted in fostering academic excellence, social-emotional growth, and lifelong learning. Our approach integrates research-based strategies, multidisciplinary learning, and differentiated instruction to meet the diverse needs of our students, aligning with best practices observed in leading California charter schools.

**Curriculum and Pedagogy**

- Standards-Aligned Instruction:
- Curriculum aligns with California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state-adopted content standards.
- Instruction is designed to prepare students for college, career, and life in the 21st century, similar to Valley Charter Schools, where curriculum is continually refined to better meet student needs.

#### Multidisciplinary and Project-Based Learning:

- Students engage in hands-on, investigative learning experiences that encourage critical thinking and problem-solving, reflecting the project-based learning (PBL) models of High Tech High and Da Vinci Schools.
- Collaboration and creativity are fostered through real-world, interdisciplinary projects that create meaningful connections across disciplines.

#### STEAM Integration:

- The curriculum emphasizes Science, Technology, Engineering, Arts, and Mathematics (STEAM) education, akin to Da Vinci Schools' career pathways in STEAM fields.
- Arts integration enhances creativity and cultural understanding across all subject areas.
- Technology-Enhanced Learning:
- Students use Chromebooks and iPads for research, digital portfolios, and creative projects, mirroring Sacramento New Technology High School's commitment to integrating smart technology into learning.
- Digital literacy skills are embedded into the curriculum to ensure students are prepared for a technology-driven world.
- Social-Emotional Learning (SEL) and Character Education

#### LAUSD-Approved SEL Curriculum:

- Implementation of the Second Step program, an evidence-based SEL curriculum approved by LAUSD, aligning with advisory systems seen at Da Vinci Schools.
- Focuses on developing crucial life skills such as empathy, emotion management, and problem-solving.

#### Dedicated Professional Support:

- A Psychiatric Social Worker (PSW) actively teaches lessons on mental health awareness, coping strategies, and building positive relationships.
  - Integrated Approach:
  - SEL concepts are woven into daily classroom activities and routines.
  - Regular class meetings and school-wide assemblies reinforce positive behavior expectations.

#### Differentiated Instruction

- Dixie Canyon employs a comprehensive tiered instructional model, reflecting best practices at Learning By Design schools:
  - Tier 1 (Core Instruction): High-quality first teaching aligned with state standards for all students.
  - Tier 2 (Targeted Support):
    - Small group instruction for reteaching or pre-teaching concepts.
    - An intervention teacher provides targeted instruction 2-3 days per week.
    - Free after-school intervention programs, including teacher-led intervention and vendor-run enrichment activities.
  - Tier 3 (Intensive Interventions):
    - Individualized or small-group support addressing significant learning gaps.



- Specialized after-school support is available for students requiring additional assistance.
- Meeting the Needs of All Students
  - English Learners (ELs):
  - Implementation of LAUSD's English Learner Master Plan.
  - Targeted support includes Designated and Integrated English Language Development (ELD) instruction.
- Gifted and Talented Education (GATE):
  - Identification of gifted learners through LAUSD's GATE program.
  - Provision of enrichment opportunities tailored to students' strengths.
- Students with Disabilities:
  - Adherence to federal IDEA requirements and inclusive practices.
  - Individualized Education Programs (IEPs) guide instruction for students with disabilities.
- Socioeconomically Disadvantaged Students:
  - Free after-school intervention programs ensure equitable access to academic support.
  - Additional resources and support are provided to ensure equal opportunities for success.

#### Professional Development

- Ongoing professional development ensures instructional excellence, focusing on:
- CCSS implementation and differentiation strategies
- Technology integration and STEAM education
- Social-emotional learning and responsive classroom techniques
- Data analysis and instructional refinement

#### Assessment Practices

- Dixie Canyon employs a balanced assessment system to monitor student progress and inform instruction, comparable to leading charter schools in California.
- State-Mandated Assessments:
  - California Assessment of Student Performance and Progress (CAASPP)
  - English Language Proficiency Assessments for California (ELPAC)
- Diagnostic and Progress Monitoring Tools:
  - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  - Ready: Reading and Math
  - Test of Reading Comprehension (TRC) and Lectura (Spanish reading assessment)
- Formative and Benchmark Assessments:
  - Teacher-created assessments, curriculum-embedded evaluations, and school-wide benchmarks.
  - Data from these assessments is used to:
  - Identify students' strengths and areas for improvement
  - Inform differentiated instruction and targeted interventions
  - Monitor progress towards grade-level standards

- Guide curriculum and instructional decisions
- Evaluate the effectiveness of educational programs
- Commitment to Equity
  - Dixie Canyon is dedicated to closing achievement gaps by addressing the needs of all student subgroups. The school fosters an inclusive environment where every child is supported academically, socially, and emotionally.
- Adaptability to Future Best Practices
  - Recognizing the evolving nature of education, Dixie Canyon remains committed to:
  - Regularly reviewing and updating instructional practices based on current research.
  - Adapting curriculum and pedagogical approaches to meet changing student needs and educational standards.
  - Embracing innovative technologies and methodologies that enhance student learning and engagement.

By combining rigorous academics with innovative practices and a focus on social-emotional development, Dixie Canyon Community Charter School aligns itself with other top-performing California charter schools, ensuring students are prepared to lead in an ever-changing world.

## **Curriculum and Instruction**

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Dixie Canyon Community Charter School shall have autonomy in its instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of Education Code Section 60000, the Williams Settlement, and California content and performance standards, including the Common Core State Standards (CCSS) and California Assessment of Student Performance and Progress (CAASPP).

The school's curriculum is designed to provide a rigorous academic foundation while fostering creativity, critical thinking, and social-emotional development. Dixie Canyon uses

research-based instructional materials that align with state standards across all subject areas:

1. **Language Arts:** The curriculum emphasizes reading comprehension, writing, speaking, and listening skills through the Core Knowledge Language Arts (CKLA) program. CKLA provides a comprehensive approach to literacy instruction that aligns with CCSS and builds both skills and knowledge.
2. **Mathematics:** Eureka Math is used to deliver CCSS-aligned mathematics instruction. This curriculum focuses on conceptual understanding, procedural fluency, and real-world problem-solving skills. Supplemental resources like i-Ready Math may be used for diagnostic assessments and personalized learning pathways.
3. **Science:** The Full Option Science System (FOSS) is implemented to provide NGSS-aligned science instruction. FOSS offers hands-on experiments, inquiry-based learning, and integrates scientific practices with crosscutting concepts and disciplinary core ideas.
4. **Social Studies:** Standards-based instruction emphasizes history, geography, civics, and economics while fostering critical analysis of historical events. Materials are selected to complement the knowledge-building approach of CKLA.
5. **Arts Integration:** Visual arts, music, drama, and dance are integrated throughout the curriculum to enhance creativity and cultural awareness.
6. **Technology:** Students use tools such as Chromebooks and iPads to develop digital literacy skills through research projects, coding activities, multimedia presentations, and collaborative assignments.
7. **Social-Emotional Learning (SEL):** The Second Step program supports SEL development by teaching empathy, emotion management, problem-solving skills, and positive relationships.

Dixie Canyon ensures that all students have access to sufficient instructional materials that meet state standards. The school regularly reviews its curricular resources to ensure alignment with evolving educational requirements while maintaining flexibility for future adaptations.

By combining rigorous academics with innovative teaching methods and equitable access to resources, Dixie Canyon Community Charter School prepares students to thrive in an ever-changing world.

### **Transitional Kindergarten**

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

### **Transitional Kindergarten (TK) at Dixie Canyon**

Dixie Canyon Community Charter School offers a Transitional Kindergarten (TK) program in compliance with LAUSD policies. Our TK program serves as the first year of a two-year kindergarten experience for eligible students, providing a developmentally appropriate curriculum that aligns with California Preschool Learning Foundations and Kindergarten standards. The program focuses on building foundational academic skills, social-emotional development, and school readiness, ensuring a smooth transition into traditional kindergarten.

## **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, including but not limited to provisions related to work year, academic calendars, and schedules.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	131	323	39	263	7	253	6	288	183	36000	56069	20069
1	Yes	131	323	39	263	7	253	6	288	183	50400	56069	5669
2	Yes	131	323	39	263	7	253	6	288	183	50400	56069	5669
3	Yes	131	323	39	263	7	253	6	288	183	50400	56069	5669
4	Yes	131	323	39	263	7	253	6	288	183	54000	56069	2069
5	Yes	131	323	39	263	7	253	6	288	183	54000	56069	2069
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

## **Mathematics Placement Act**

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

## **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

As a District-affiliated charter school, Dixie Canyon Community Charter School shall comply with and implement all required LAUSD policies and procedures related to staff professional development. The school is committed to providing ongoing, high-quality professional development that ensures teachers have the capacity to effectively deliver the educational program and meet the diverse needs of students.

### **Professional Development Plan**

Dixie Canyon Community Charter School will provide structured, ongoing professional development (PD) to enhance instructional practices, align with LAUSD initiatives, and support the school's unique educational model, which includes performing arts integration, STEAM initiatives, and data-driven instruction.

### **Annual Professional Development Focus Areas:**

- LAUSD & State Mandated Training
- Child Abuse Mandated Reporter Training
- Suicide Prevention & Awareness Training
- Implicit Bias Training
- Restorative Justice Practices
- Positive Behavior Interventions & Supports (PBIS)
- Crisis Response & Emergency Preparedness
- Curriculum & Instruction
- Core Knowledge Language Arts (CKLA) Implementation
- Math Instructional Strategies (Bridges & Cognitively Guided Instruction)
- Science (FOSS) & NGSS-Aligned Instruction
- Differentiation & Universal Design for Learning (UDL)
- Integrating Performing Arts into Core Subjects
- Data-Driven Instruction & Assessment
- Using i-Ready & CAASPP Data to Inform Instruction
- Analyzing Student Work & Assessment Data in Professional Learning Communities (PLCs)
- MTSS (Multi-Tiered System of Supports) for Academic & Behavioral Interventions
- English Language Development (ELD) & Special Populations

- Integrated & Designated ELD Strategies
- English Learner Progress Monitoring & Reclassification
- Special Education Inclusion & Differentiation Strategies
- Co-Teaching Models & Collaboration
- Social-Emotional Learning (SEL) & School Climate
- Second Step SEL Curriculum Training
- Trauma-Informed Teaching Practices
- Building Student Engagement & Growth Mindset
- DEI (Diversity, Equity, and Inclusion) in the Classroom
- Technology Integration & Digital Learning
- Computerwise: 21st-Century Technology Skills
- Effective Use of Digital Tools (Seesaw, Google Classroom)
- Cybersecurity & Digital Citizenship

### **Professional Development Implementation**

Weekly Grade-Level PLC Meetings: Teachers analyze student data, collaborate on lesson planning, and share best practices.

Monthly Faculty PD Workshops: Focused sessions led by instructional coaches, LAUSD content experts, and guest presenters.

Annual Summer PD Institute: Multi-day intensive training on key focus areas before the start of the school year.

Peer Observations & Coaching: Teachers participate in structured classroom walkthroughs and feedback sessions.

External Conferences & Workshops: Teachers attend LAUSD-sponsored professional learning events and educational conferences (e.g., CUE, ISTE, California Science Teachers Association).

### **First Year of the New Charter Term: Professional Development Plan**

Month	Professional Development Topic	Facilitator
August	Back-to-School PD: Schoolwide Expectations, SEL & PBIS, Restorative Practices	Principal & Leadership Team
September	i-Ready & CAASPP Data Analysis for Differentiation	LAUSD Instructional Support
October	ELD Strategies for English Learners	LAUSD EL Specialist
November	Integrating Performing Arts into Core Instruction	Performing Arts Coordinator
December	UDL & Special Education Strategies	SPED Lead Teacher
January	Student Engagement & Growth Mindset	SEL Coach

Month	Professional Development Topic	Facilitator
February	Science & NGSS-Aligned Inquiry-Based Learning	Science Teacher Enrichment
March	Technology Integration & Digital Citizenship	Computerwise Instructor
April	Parent & Community Engagement Strategies	Governance & DEI Committee
May	Year-End Data Review & Reflection	School Leadership Team

## Summary

Dixie Canyon Community Charter School is committed to a robust professional development program that aligns with LAUSD mandates, school priorities, and instructional best practices. Through ongoing training, collaboration, and reflection, the school ensures that educators are well-equipped to support academic excellence, student well-being, and innovative learning experiences.

## MEETING THE NEEDS OF ALL STUDENTS

### English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

### English Learners

As a District-affiliated charter school, Dixie Canyon Community Charter shall implement the provisions of the Los Angeles Unified School District (LAUSD) Master Plan for English Learners and Standard English Learners, as it may change from time to time. The school will comply with all applicable federal and state laws and District policies and procedures related to the implementation of this plan.

To address the needs of English Learners (ELs), Dixie Canyon Community Charter will provide both Designated and Integrated English Language Development (ELD) instruction aligned with California ELD standards. Designated ELD will focus on explicit language instruction during a dedicated time, while Integrated ELD will incorporate language development strategies across all content areas.

### Key Provisions:

- **Assessment and Monitoring:** The school will utilize the English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC) results, and other formative assessments to monitor EL progress. Progress will be tracked through the LAUSD MiSiS system to ensure timely reclassification when students meet criteria.
- **Instructional Strategies:** Teachers will employ evidence-based strategies such as scaffolding, collaborative learning, visual supports, and Specially Designed Academic Instruction in English (SDAIE) to ensure access to grade-level content while fostering language development.
- **Professional Development:** Staff will participate in ongoing training on effective ELD strategies, cultural responsiveness, and compliance with LAUSD policies.
- **Parental Involvement:** Parents of ELs will be engaged through regular communication in their primary language, access to translated materials, and participation in the English Learner Advisory Committee (ELAC).
- **Reclassification Support:** The school will adhere to LAUSD reclassification criteria to ensure students achieve English proficiency and demonstrate grade-level academic performance.

By implementing these measures, Dixie Canyon Community Charter ensures equitable access to high-quality education for all English Learners while maintaining compliance with LAUSD requirements.

### **Gifted and Talented Students and Students Achieving Above Grade Level**

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

Dixie Canyon Community Charter School will continue to use LAUSD's Gifted and Talented Education (GATE) student identification process and adhere to District policies and procedures regarding GATE. The school will reimburse the District for GATE testing and processing on a fee-for-service basis.

For Dixie Canyon Community Charter School's GATE program:

### **Identification**

- The school significantly exceeds the District's established goal of 6% Gifted and Talented students, with 19.37% of students (130 out of 671) identified as GATE in the 2023–2024 school year.
- This high percentage of GATE-identified students demonstrates the school's commitment to recognizing and nurturing exceptional abilities across its student population.



- Students are eligible for GATE identification in various categories, including High Achievement Ability, Specific Academic Ability, Intellectual Ability, and Talented (in areas such as Visual Art, Music, Theatre, Dance, Creative and Leadership).

## **Program Features**

- Dixie Canyon provides high-end learning opportunities that allow gifted students to flourish in stimulating academic and social environments.
- The school offers integrated enrichment programs across the curriculum, including art, music, dance, drama, and physical education, to enhance learning and motivation for all students, including those identified as gifted.

## **Instructional Strategies**

- Teachers use various methodologies to meet the needs of gifted students, such as:
  - Action Learning: Using a hierarchy of questions to access and deepen students' understanding of content areas.
  - Thinking Maps: Guiding students' critical thinking skills across all subject areas.
- The school emphasizes multidisciplinary, project-based learning that enables students to make real-life connections and think conceptually.

## **Professional Development and Support**

- Teachers regularly participate in professional development and team meetings to be best prepared to meet the needs of their gifted students.
- The school provides parent education seminars to address the needs of the parent community, including topics related to gifted education.

By implementing these provisions, Dixie Canyon Community Charter School aims to continue its history of academic excellence and provide appropriate challenges and support for its gifted and high-achieving students.

## **Students Achieving Below Grade Level**

For Dixie Canyon Community Charter School's 2024-2025 charter petition renewal application, the following provisions address Students Achieving Below Grade Level:

## **Identification**

Students achieving below grade level are identified using multiple measures, including:

- DIBELS 8th Edition (grades K-5)
- i-Ready Reading Diagnostic (grades 3-5)
- i-Ready Math Diagnostic (grades TK-5)
- Smarter Balanced Assessment (SBA) for English Language Arts and Math
- California Science Test (CAST)
- English Language Proficiency Assessments for California (ELPAC)
- Curriculum embedded assessments
- Classroom observations and teacher-generated assessments

## **Intervention Strategies**

Dixie Canyon implements the following strategies to support students achieving below grade level:

1. Differentiated instruction within the classroom
2. Small group instruction
3. One-on-one tutoring
4. Use of manipulatives and concrete materials
5. Integration of technology for personalized learning
6. Extended learning opportunities (before/after school programs)

## **Targeted Support Programs**

- Learning Center: Provides additional support for students with learning difficulties
- Reading Intervention: Utilizes programs like Lexia Core5 to support struggling readers
- Math Intervention: Uses ST Math and other resources to reinforce mathematical concepts
- English Language Development (ELD): Supports English Learners in language acquisition

## **Professional Development**

Teachers regularly participate in professional development focused on:

- Analyzing assessment data to inform instruction
- Implementing effective intervention strategies
- Differentiating instruction for diverse learners
- Using technology tools to support struggling students

## **Parent Involvement**

- Regular parent-teacher conferences to discuss student progress
- Parent education workshops on supporting learning at home

- Communication through digital platforms (e.g., ClassDojo, Google Classroom) to keep parents informed

## **Progress Monitoring**

- Ongoing assessments using DIBELS, i-Ready, and curriculum-based measures
- Regular data analysis meetings to review student progress and adjust interventions
- Goal-setting with students to promote ownership of learning

## **Multi-Tiered System of Support (MTSS)**

Dixie Canyon implements an MTSS framework to provide:

- Tier 1: High-quality classroom instruction for all students
- Tier 2: Targeted interventions for students needing additional support
- Tier 3: Intensive interventions for students with significant learning needs

## **Charter Governance**

The Charter Governance Council, consisting of community members, certified teachers, administration, and support staff, oversees the allocation of resources and program effectiveness for supporting students below grade level.

By implementing these comprehensive provisions, Dixie Canyon Community Charter School aims to identify, support, and monitor the progress of all students achieving below grade level, ensuring they receive the necessary interventions to succeed academically.

## **Socioeconomically Disadvantaged**

### **Identification**

Dixie Canyon identifies socioeconomically disadvantaged students through:

- Free and reduced-price lunch program eligibility
- Parent education level data
- Household income information

As of the current school year, 228 out of 671 students at Dixie Canyon are categorized as living in poverty, which represents approximately 33.98% of the student population.

## **Support Strategies**

1. Academic Support:
  - Small group instruction
  - Before and after-school tutoring programs

- Access to technology and digital learning resources
- 2. Social-Emotional Support:
  - Counseling services
  - Mentoring programs
  - Friendship Club and Buddy Bench initiatives
- 3. Family Engagement:
  - Parent education workshops on supporting learning at home
  - Flexible scheduling for parent-teacher conferences
  - Translation services for non-English speaking families
- 4. Resource Provision:
  - School supplies assistance
  - Access to the school's technology lab
  - Information on community resources and services

### **Instructional Approaches**

- Differentiated instruction to address diverse learning needs
- Project-based learning to connect curriculum to real-world experiences
- Integration of technology to enhance engagement and digital literacy

### **Progress Monitoring**

- Regular assessment of academic progress using DIBELS, i-Ready, and curriculum-based measures
- Tracking of attendance and participation in support programs
- Annual evaluation of the achievement gap between socioeconomically disadvantaged students and their peers

### **Professional Development**

Teachers receive ongoing training on:

- Cultural competency and sensitivity
- Strategies for engaging and supporting socioeconomically disadvantaged students
- Trauma-informed teaching practices

### **Community Partnerships**

Dixie Canyon collaborates with local organizations to provide:

- After-school enrichment programs
- Health and wellness services
- Family support resources

## **Student Equity Needs Index (SENI)**

Dixie Canyon utilizes SENI funds to provide additional resources and support for socioeconomically disadvantaged students, allowing for flexibility in allocating resources according to specific student needs and priorities.

By implementing these comprehensive provisions, Dixie Canyon Community Charter aims to ensure that socioeconomically disadvantaged students have equitable access to educational opportunities and the support needed to achieve academic success.

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

### **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, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All employees shall 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. 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**

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired

data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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. Inclusion**

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

#### **g. 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 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.

#### **h. Student Discipline**

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 as 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.

### **2. Procedural Safeguards/Due Process Hearings**

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

#### **Students in Other Student Groups**

Dixie Canyon Community Charter School identifies Foster Youth and students experiencing homelessness through the LAUSD centralized enrollment system, MiSiS flags, and referrals from staff, the Pupil Services and Attendance Counselor (PSA), and the school's Community Representative. Once identified, the school ensures students receive access to all educational rights and services under the McKinney-Vento Homeless Assistance Act and AB 490.

Supports include school supplies, access to technology, immediate enrollment, free meals, uniforms (if applicable), counseling referrals, and school-based case management. The PSA counselor and administrative team coordinate with LAUSD's Homeless Education

Program and Foster Youth Achievement Program to monitor attendance, ensure stability, and support academic progress.

Progress for these students is monitored through attendance tracking, academic performance (grades and benchmark assessments), and outreach follow-ups conducted in coordination with district support providers.

### “SHARING OF PROMISING PRACTICES”

As a high-performing Affiliated Charter School (ACS) within the Los Angeles Unified School District (LAUSD), Dixie Canyon Community Charter is committed to sharing effective, scalable practices with other public schools. While many of our enrichment programs are supported through parent contributions, we actively participate in district-led collaboration through ACS Collaboratives, oversight engagement, and feedback initiatives coordinated by LAUSD’s Equitable School Performance Office.

In addition, Dixie Canyon is exploring opportunities to share replicable tools—such as project-based learning guides, student-led showcase frameworks, and family engagement strategies—through a dedicated section on our school website. As capacity allows, the school remains open to presenting at LAUSD convenings or hosting visiting educators interested in observing specific aspects of our academic and community programming.

### “A TYPICAL DAY”

A Typical Day at Dixie Canyon Community Charter School: A Community Rooted in Learning, Leadership, and Legacy at Dixie Canyon Community Charter School, our mission is to provide a rigorous, inclusive educational experience that fosters the academic, social, and emotional growth of every student. Each day begins with the vibrant rhythm of salsa music from the cafeteria, setting a joyful tone for the day. Parent volunteers manage the “Drop and Go” car line, ensuring a smooth start for students, reinforcing our community’s active involvement.

#### **Morning: Academic Excellence and Social-Emotional Learning**

By 8:15 a.m., classrooms are alive with academic exploration. Students engage with Eureka Math to solve complex problems and develop deep mathematical understanding. Language arts lessons emphasize critical thinking, reading comprehension, and collaborative discussions. Science comes to life with FOSS units where students explore ecosystems and physics, applying inquiry-based learning to their everyday world.

Social-emotional learning is integrated through Second Step, helping students develop skills in empathy, emotional regulation, and respect. Technology is woven into the day with Chromebooks and iPads, enabling research and digital literacy, while the Computerwise program teaches coding and digital citizenship.

**We offer strong support for all learners:**

Psychiatric Social Workers (PSW) offer counseling to address emotional well-being. An intervention teacher provides targeted academic support.

English Language Learners (ELLs) receive additional language development support, along with access to the Mundo program for further academic enrichment.

**Midday: Physical Activity, Mentorship, and Connection**

Recess provides physical and social activity, with students playing sports or relaxing with friends. Our Big Buddies program pairs older students with younger ones, fostering leadership and mentorship. At lunch, students gather to connect in safe, inclusive spaces, supported by teachers and yard supervisors.

**Enrichment Programs That Inspire Creativity**

Dixie Canyon offers a wide range of enrichment programs that rotate throughout the day, ensuring creativity and holistic development:

- Visual Arts: Students express themselves through a variety of mediums, creating projects that connect with classroom learning.
- Performing Arts: Through drama workshops and ballroom dancing, students develop teamwork, creativity, and confidence.
- Library: The library fosters a love of reading with weekly visits, storytelling, and research activities.
- Garden Program: Students explore sustainability by planting and learning about the environment.
- Caught in the Act Program: Recognizing kindness, students are celebrated for positive actions, fostering a school-wide culture of respect.

**After-School Programs: Extending Learning Beyond the Bell**

At 2:38 p.m., the learning continues with after-school programs:

- Drama: Students rehearse for productions, gaining experience in acting, stagecraft, and performance.
- Harry Potter Club: Students dive into trivia, crafts, and fun activities related to the beloved series.
- Journalism Club: Aspiring writers contribute to the school newspaper, honing their writing and reporting skills.
- STEAM Classes: Hands-on activities like building marshmallow structures and designing terrariums allow students to explore science and engineering.

**Community Engagement and Parent Involvement**

Parent involvement is at the heart of Dixie Canyon's success. Parents serve on the Governance Council, Local Leadership Council, and DEI Committee, helping shape policies and initiatives. The PTA plays a vital role by fundraising to support additional programs like arts education, technology, and physical education. The PTA also funds extra classroom aide time and campus supervision, ensuring a safe and supportive learning environment.

Dixie Canyon is more than a school; it's a thriving community. Parents, staff, and students work together to create an inclusive, innovative space where every student is equipped to succeed academically and personally. Our commitment to excellence, social-emotional development, and community ensures that each child is prepared to thrive.

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 subdivision (a) of Section 52052. 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(c)(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(c)(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 in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

## **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they 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 and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as

they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Please refer to the LCFF State Priorities table provided in Element 1 of this petition.

### **MEASURABLE PUPIL OUTCOMES:**

### **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Please refer to LCFF elements in section #1

### **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.

#### **Method for Measuring Pupil Progress Toward Outcomes: Assessment Framework for 2024-2025**

Dixie Canyon Community Charter School follows the Los Angeles Unified School District's comprehensive assessment framework for the 2024-2025 academic year, utilizing both district-mandated and school-based assessments to measure student progress toward state standards and school goals.

#### **Standards-Based Assessment Schedule**

LAUSD has established specific assessment windows for each academic year that Dixie Canyon adheres to. The Smarter Balanced Assessment Consortium (SBAC) testing occurs in spring, with separate testing windows for ELA, Math, and Science as defined by the District. These assessments provide summative data on student achievement of grade-level standards.

For ongoing progress monitoring, the District implements i-Ready diagnostic assessments during three designated windows: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). These windows are used to establish baseline data, measure growth, and inform instructional adjustments.

#### **Formative Assessment Implementation**

Beyond district-mandated assessments, Dixie Canyon utilizes teacher-created formative assessments to track student progress on an ongoing basis. These classroom-based measures provide teachers with immediate feedback on student understanding, allowing for targeted interventions. Writing benchmarks are administered each trimester to assess

progress in written communication skills, while running records track reading fluency development throughout the year.

For English Learners, the English Language Proficiency Assessments for California (ELPAC) measure progress toward language proficiency. Initial assessments are administered within 30 days of enrollment for newly arrived students, while Summative ELPAC assessments occur during the February-March testing window with makeup opportunities extending through May.

### **Social-Emotional and Engagement Monitoring**

Dixie Canyon acknowledges that academic success depends on student well-being and engagement. Monthly attendance reviews help identify patterns of absence that may indicate needed interventions. The School Experience Survey (SES) is administered annually from February 10 through March 21, 2025, gathering data on academics, school climate, and student social-emotional learning from students, parents, and staff<sup>1</sup>. Ongoing PBIS behavior tracking helps measure the effectiveness of positive behavior support systems.

Student engagement in enrichment activities is tracked semesterly, with particular attention to performing arts participation and GATE qualification data. These metrics help ensure that students receive well-rounded educational experiences beyond core academic instruction.

### **Data Analysis and Response**

Assessment data is regularly analyzed to identify both individual student needs and schoolwide trends. Performance expectations include growth in percentile rank on diagnostic assessments and at least 80% of students meeting or exceeding grade-level benchmarks. For standardized measures, the goal is to meet or exceed state averages while ensuring English Learners demonstrate appropriate progress toward language proficiency. Of note for the 2024-2025 academic year, LAUSD has made interim assessments optional while still making Interim Assessment Blocks available to teachers who wish to use them. Additionally, the California Science Test (CAST) results will be included as part of school performance data for the first time this academic year.

Through this comprehensive assessment framework, Dixie Canyon effectively identifies student needs, implements timely interventions, and supports continuous academic growth across all domains.

## **DATA ANALYSIS AND REPORTING**

### **Data Analysis and Reporting Framework for Dixie Canyon Community Charter**

#### **Compliance with LAUSD Policies**

Dixie Canyon adheres to LAUSD policies for data collection, analysis, and reporting. The school uses the **My Integrated Student Information System (MiSiS)** to capture student data, ensuring compliance with state and federal reporting standards.

#### **Assessment Tools and Data Collection**

Dixie Canyon employs standardized and formative assessments:

- **Standardized:** SBAC for ELA and Math (Grades 3-5), CAST for 5th grade, ELPAC for English Learners.
- **Formative:** DIBELS every 6-8 weeks, weekly curriculum-based assessments, District Interim Assessments.

#### **Data Utilization**

Teachers analyze assessment data during collaboration meetings to guide instruction. Administrators use data for interventions and program enhancements. School-wide performance data is shared at monthly Governance Council meetings.

#### **Reporting Practices**

1. **Grading and Progress Reporting:** Follows LAUSD policies on grading, promotion, and retention.
2. **Compliance with Statewide Standards:** Aligns with LCFF priorities.
3. **Submission of Reports:** Timely submission of required reports (e.g., CASEMIS, SESAC, Welligent IEPs).

#### **Stakeholder Engagement**

Parents are informed through conferences, workshops, and annual School Experience Surveys.

#### **Adherence to Equity Standards**

Data is disaggregated by subgroups to identify achievement gaps and inform targeted interventions.



## **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 charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(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 be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, 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).

If the charter school has a separate charter school Governing Council

If the charter school has a separate charter school Governing Council, the Dixie Canyon Community Charter Governance Council is composed of the following voting members:

- Principal (1) — non-voting in most matters except to break ties
- Certificated Staff/Teachers (5)
  - Four (4) elected by credentialed teachers
  - One (1) UTLA Chapter Chair or designee
- Classified Staff Representative (1) — elected by classified employees
- Parent/Community Members (5) — elected according to bylaws

This composition is consistent with Article XXVII of the LAUSD-UTLA Collective Bargaining Agreement and ensures that certificated staff members constitute approximately 50% of the voting members, excluding the principal. The council also includes alternates per stakeholder group and adheres to LAUSD charter policy and Brown Act requirements.

**Key duties of the Governance Council include:**

- Developing school policies and procedures
  - Overseeing budget practices and the use of the Charter Block Grant
  - Facilitating communication among school stakeholders
  - Participating in the hiring process and selection of personnel, in collaboration with the principal and in consultation with certificated staff
  - Collaborating on curriculum development, program planning, and assessment review, with final implementation subject to LAUSD policy and collective bargaining agreements
  - Evaluating the effectiveness of programs and initiatives
  - Supporting the implementation of schoolwide safety procedures
  - Proposing amendments to the charter and council bylaws
- Serving as a discussion forum for schoolwide concerns not governed by formal LAUSD or UTLA grievance or dispute resolution proceduresServing as a forum for discussion and mediation of schoolwide concerns not governed by formal LAUSD or UTLA grievance procedures.

The Council has officers including a President, Secretary and Parliamentarian. It also has an Executive Committee composed of the Principal, Council President, and one additional teacher or parent member.

The Council is supported by standing committees including Budget and Finance, Curriculum Development and Review, Facilities/School Safety, and Diversity, Equity and Inclusion.

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School's 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 Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), 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 Governing Council.

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and local 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.

## **STAKEHOLDER INVOLVEMENT**

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### **Stakeholder Involvement**

Dixie Canyon Community Charter School is deeply committed to stakeholder engagement, recognizing that meaningful collaboration between families, educators, and administrators directly enhances student success. The results of the 2023-2024 LAUSD School Experience Survey reflect the school's strong culture of partnership, with 84% of parents strongly agreeing that the school effectively engages them in their child's education.

Key survey results highlight that parents feel:

- The school keeps them informed about activities and important updates through multiple communication channels.
- They are welcomed and encouraged to participate in school events and initiatives.
- The school includes them in important decisions regarding their child's education.
- Dixie Canyon actively recruits and organizes parent volunteers to support the school community.

Parent engagement is evident in the 327 approved LAUSD parent volunteers for the 2023-2024 school year. These volunteers play an essential role in supporting classroom instruction, supervising enrichment activities, organizing school-wide events, and contributing to parent-led committees. Dixie Canyon ensures all volunteers complete the LAUSD approval process, which includes fingerprinting and safety training, to maintain a secure and supportive environment for students.

To support meaningful collaboration and meet state accountability requirements, Dixie Canyon Community Charter School consults with its stakeholders — including parents, teachers, staff, administrators, and students — in the development of its Local Control and Accountability Plan (LCAP) and annual updates.

This process includes survey distribution, School Experience Survey analysis, dedicated agenda items at Governance Council and Local School Leadership Council meetings, and opportunities for input through public comment at posted stakeholder meetings. The school also uses its website and Blackboard messaging system to share drafts and updates with the community.

**Stakeholder engagement at Dixie Canyon is strengthened through:**

- Ongoing parent workshops that provide families with resources on academic strategies, social-emotional learning, and school navigation.
- A Community Representative dedicated to fostering communication and ensuring families have the support they need.
- Elected parent representation on both the Governance Council and the Local School Leadership Council (LSLC), ensuring that families have a direct voice in school decision-making.
- Open Governance Council and LSLC meetings, allowing all parents to observe discussions and stay informed about key school initiatives.
- Regular collaboration between school administration and the PTA, ensuring that parent feedback is actively incorporated into the school plan, shaping policies, programs, and enrichment opportunities.

Dixie Canyon also offers various parent-led committees, providing additional opportunities for families to engage and contribute to the school's success. These include:

- Diversity, Equity, and Inclusion (DEI) Committee – Fostering an inclusive school culture through awareness and advocacy.
- Safety Committee – Supporting campus safety initiatives and emergency preparedness.
- Green Team – Promoting sustainability and environmental awareness within the school.
- Performing Arts Committee – Supporting the school's robust drama and arts programs.
- STEAM Committee – Enhancing opportunities in science, technology, engineering, arts, and mathematics.
- Community Outreach Committee – Strengthening connections with local organizations and partners.

At Dixie Canyon, stakeholder engagement is embedded in the school's culture, ensuring that every parent has the opportunity to participate, contribute, and make a meaningful impact on their child's educational experience. Through open communication, transparency, and collaboration, the school fosters a dynamic partnership with families to support student success.

## **TITLE IX, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 (“Section 504” and “Section 508”), 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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

### **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 charter school.” (Ed. Code § 47605(b)(5)(E).)*

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity in accordance with all applicable legal and District requirements. 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 but not limited to 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, 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 or designee.

### **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 and assignment 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 or when an administrative transfer is necessary as determined by the Region administrator (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 merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment 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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

## ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, 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 allegations of employee-to-student sexual abuse.

### HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated 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 Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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., as well as applicable District policy, 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 students 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 students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, 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 students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

## **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Education Code section 234 *et seq.* and related District policies and procedures.

## **SUICIDE PREVENTION**

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

## **ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

## ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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 Charter 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/guardian 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 their school of residence in accordance with District policy and applicable law. 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.

### Student Recruitment

Dixie Canyon Community Charter School is committed to ensuring access, equity, and inclusion in its enrollment practices. We actively recruit and support students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities by employing a multifaceted outreach strategy that prioritizes clear communication, relationship-building, and transparency. Outreach Activities: Dixie Canyon participates in LAUSD-sponsored enrollment events, including Choices Fairs and Region

North information sessions. These events provide opportunities to connect with families from throughout the greater Los Angeles area and to highlight our academic supports, inclusive practices, and comprehensive programs. On campus, we offer school tours and host multiple open house events, including sessions designed to spotlight intervention services, language support programs, and special education offerings. We also extend outreach into the broader community by distributing multilingual recruitment materials through local preschools, daycare centers, libraries, and community-based organizations that serve families in Sherman Oaks, Van Nuys, and neighboring areas. These materials reflect the school's commitment to supporting students of all backgrounds and learning needs. Inclusive Communication and Support: All recruitment materials are available in both English and Spanish. The school uses its website and Blackboard Connect messaging system to share timely updates, and leverages over 200 active parent volunteers to serve as informal ambassadors during school events and tours. In the 2024–2025 school year, Dixie Canyon established a Community Representative position to strengthen outreach to families who may face language, cultural, or logistical barriers. This staff member supports recruitment efforts, assists with translation and interpretation at events, and connects families to school programs and resources throughout the year.

Support for Students with Diverse Needs: - Academic Interventions: Through a robust Response to Intervention (RTI) model, we provide tiered academic support in literacy and math to students with low academic performance, including small-group instruction and personalized intervention plans. - English Learner Supports: English Learners receive designated and integrated English Language Development (ELD) instruction aligned with LAUSD's Master Plan, with built-in progress monitoring and scaffolds to ensure access to the full curriculum. - Special Education Programs: Dixie Canyon offers a full continuum of special education services, including: - A Resource Specialist Program (RSP) that provides both push-in and pull-out academic support. - A Special Day Class (SDC) for students who benefit from a smaller, structured classroom environment with a modified curriculum. - An Autism Core (AUT Core) program for students with moderate to severe autism, offering a highly structured setting with low student-to-adult ratios, visual supports, communication tools, sensory integration, and individualized instruction. Students participate in general education settings as appropriate. Students also receive related services such as speech/language therapy, counseling, occupational therapy, and adapted physical education as outlined in their IEPs. Through these comprehensive efforts, Dixie Canyon ensures that all students—regardless of background or need—are actively welcomed, supported, and provided with the opportunity to thrive in a nurturing, high-achieving public school environment.

## **Application Procedures**

### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll.

Prospective students who reside within the former attendance area (boundaries<sup>1</sup>) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

### Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

### Lottery Preferences and Procedures

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

- **LAUSD Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- Other LAUSD Students

- All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

- **California Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

- Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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<sup>1</sup> For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (**boundaries**)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. 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.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the Dixie Canyon Community Charter conducts its admissions lottery in a transparent and equitable manner, adhering to LAUSD guidelines for affiliated charter schools. The lottery is held in the parent center on the school campus. Interested parties and members of the public may attend, but attendance is not required to participate in the lottery. In addition to the in-person option, Dixie Canyon offers a virtual attendance option via Zoom for families who prefer or need remote access.

Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery.

At the designated place, date, and time of the lottery, Dixie Canyon will conduct the lottery in accordance with LAUSD Open Meeting guidelines. The lottery begins with a brief introduction that explains the process to all attendees, both in-person and virtual.

#### Online Randomization:

All eligible applications are entered into an online randomizer tool.

The randomizer is activated to assign lottery positions to each application.

#### Result Processing:

As the randomizer generates results, school officials enter the status of each application into the LAUSD eChoices portal.

#### Transparency:

The randomization process is displayed on a screen visible to all in-person attendees and shared via screen-sharing for virtual participants.

#### Result Posting:

After the lottery, results are posted on the school's website using application ID numbers to maintain applicant privacy.

#### Waitlist Creation:

Applicants not selected are placed on a waitlist in the order determined by the random drawing. This process ensures that Dixie Canyon's admissions lottery is conducted fairly



and transparently, with equal access for all interested families, whether they choose to attend in person or virtually.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

### **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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

### **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/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws 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/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, immigration 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, including immigration status, 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, Section 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

## **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 (i.e., District application portal) 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(c)(5)(l).)***

As a District Affiliated Charter School, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(c)(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, suspension, and expulsion.

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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Section 504 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 Section 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 SCHOOL ZONE ACT**

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

## 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(c)(5)(K).)***

District employees working at or assigned to 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 provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), 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(c)(5)(L).)***

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in a Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending the Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

***“The rights of an 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(c)(5)(M).)***

As a District Affiliated Charter School, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall 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(c)(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 appropriate Region 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 School  
c/o School Principal  
4220 Dixie Canyon Ave,  
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 5:00 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.

- 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 – CHARTER SCHOOL CLOSURE PROCEDURES

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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(c)(5)(O).)

### 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 non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

### REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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 (2013), 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(g) 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, or otherwise 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. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

## **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

## **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 or its duly authorized designee. If and 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 non-charter District 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 student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Region Superintendent and Charter School's assigned Charter Schools Division administrator.

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 Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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 comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### **FISCAL MATTERS**

As a District Affiliated Charter School, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

### **LOCAL CONTROL AND ACCOUNTABILITY PLAN**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

# ADDENDUM

## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Dixie Canyon Community Charter School (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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils 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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason,

including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

## **ELEMENT 1 – THE EDUCATIONAL PROGRAM**

*“The educational program of the charter school, designed, among other things, to identify those whom the charter 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(c)(5)(A)(i).)*

*“The annual goals for the charter school 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(c)(5)(A)(ii).)*

*“If the proposed charter 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(c)(5)(A)(iii).)*

### **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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

### **Curriculum and Instruction**

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

### **Transitional Kindergarten**

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

## **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, including but not limited to provisions related to work year, academic calendars, and schedules.

## **Mathematics Placement Act**

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

## **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

## **MEETING THE NEEDS OF ALL STUDENTS**

### **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

### **Gifted and Talented Students and Students Achieving Above Grade Level**

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

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

### **Conversion Affiliated Charter**

#### **2. District Affiliated Charter School's Special Education Responsibilities**

##### **e. 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, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All employees shall 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. 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.

**f. 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.

**g. Assessments**

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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.

#### **h. 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.

#### **f. 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. Inclusion**

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

#### **g. 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 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.

#### **h. Student Discipline**

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 as 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.

### **2. Procedural Safeguards/Due Process Hearings**

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

## **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 subdivision (a) of Section 52052. 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(c)(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(c)(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 in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they 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 and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

## **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.

## **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 charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(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 be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, 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).

If the charter school has a separate charter school Governing Council, the Dixie Canyon Community Charter Governance Council is composed of the following voting members:

- Principal (1) — non-voting in most matters except to break ties
- Certificated Staff/Teachers (5)
  - Four (4) elected by credentialed teachers
  - One (1) UTLA Chapter Chair or designee
- Classified Staff Representative (1) — elected by classified employees
- Parent/Community Members (5) — elected according to bylaws

This composition is consistent with Article XXVII of the LAUSD-UTLA Collective Bargaining Agreement and ensures that certificated staff members constitute approximately 50% of the voting members, excluding the principal. The council also includes alternates per stakeholder group and adheres to LAUSD charter policy and Brown Act requirements.

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School's 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 Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), 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 Governing Council.

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and local 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, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), 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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

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### **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 charter school.” (Ed. Code § 47605(b)(5)(E).)*

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity in accordance with all applicable legal and District requirements. 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 but not limited to 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, 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 or designee.

### **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 and assignment 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 or when an administrative transfer is necessary as determined by the Region administrator (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 merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment 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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

## ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, 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 allegations of employee-to-student sexual abuse.

### HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated 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 Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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., as well as applicable District policy, 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 students 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 students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, 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 students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

## **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Education Code section 234 *et seq.* and related District policies and procedures.

## **SUICIDE PREVENTION**

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

## **ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

## ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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 Charter 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/guardian 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 their school of residence in accordance with District policy and applicable law. 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.

## **Application Procedures**

### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries<sup>2</sup>) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

### **Non-Resident Boundary Students**

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

## **Lottery Preferences and Procedures**

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

- **LAUSD Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

- All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

- **California Students**

- **Siblings**

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<sup>2</sup> For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (**boundaries**)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. 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.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the parent center on the school campus, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, Dixie Canyon Community Charter conducts its admissions lottery in a transparent and equitable manner, adhering to LAUSD guidelines for affiliated charter schools. Interested parties and members of the public may attend, but attendance is not required to participate in the lottery. In addition to the in-person option, Dixie Canyon offers a virtual attendance option via Zoom for families who prefer or need remote access.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.



## **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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

## **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/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws 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/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, immigration 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, including immigration status, 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, Section 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

## **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 (i.e., District application portal) 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(c)(5)(I).)*

As a District Affiliated Charter School, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(c)(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, suspension, and expulsion.

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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 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 will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. Was the misconduct a direct result of the Charter School's failure to implement Section 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 SCHOOL ZONE ACT**

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

## **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(c)(5)(K).)***

District employees working at or assigned to 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 provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), 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(c)(5)(L).)*

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in a Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending the Charter School may attend a public school within the student's school district of residence in accordance with applicable law and that school district's policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school's charter.

## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

*“The rights of an 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(c)(5)(M).)*

As a District Affiliated Charter School, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall 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(c)(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 appropriate Region and the Charter Schools Division in accordance with the procedures set forth below:

- 4) 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 School  
c/o School Principal  
4220 Dixie Canyon Ave,  
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

- 5) 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 5:00 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.
- 6) 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 – CHARTER SCHOOL CLOSURE PROCEDURES

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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(c)(5)(O).)

### 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 non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

### REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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 (2013), 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(g) 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, or otherwise 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. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

### **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 or its duly authorized designee. If and 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 non-charter District 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 student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Region Superintendent and Charter School's assigned Charter Schools Division administrator.



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 Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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 comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### **FISCAL MATTERS**

As a District Affiliated Charter School, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

### **LOCAL CONTROL AND ACCOUNTABILITY PLAN**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)