

# DIXON MONTESSORI CHARTER SCHOOL

California Charter #667

## Petition for Charter Renewal

Charter Renewal Term: July 1, 2019 – June 30, 2024

Submitted to Dixon Unified School District

October 5<sup>th</sup>, 2018

### Co-Petitioners

Ben Ernest, DMCS Executive Director

And DMCS Governing Board

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## AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Ben Ernest, hereby certify that the information submitted in this renewal petition for Dixon Montessori Charter School (“DMCS” or the “Charter School”), a California public charter school located within the boundaries of the Dixon Unified School District (“DUSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if the charter is renewed, the Charter School:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall admit all pupils who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the 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 report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
  - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
  - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
  - The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
  - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
  - The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Success Act.
  - The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]



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Ben Ernest, Executive Director  
Dixon Montessori Charter School

October 5<sup>th</sup>, 2018

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Date

## INTRODUCTION

### A. Philosophy, Culture, and Results

In 2005, a small community of parents and educators, founded DMCS with the goal of making a Montessori education available to the students of Dixon. Since that time, DMCS has demonstrated continued growth and success by relying on the passions and experiences of that expanded community.

DMCS's educational philosophy is based upon the methodology of Maria Montessori. We believe that students learn best when their innate curiosity is engaged. A student who is presented with questions and tasks individualized to their current abilities, and then given the freedom and support to solve and explore the challenges, will gain and retain more knowledge. Therefore, DMCS provides a supportive environment where students can learn, explore, and become lifelong seekers of knowledge. Our educators evaluate each student as an individual and guide them to appropriate learning opportunities for their abilities and interests that will advance them to mastery of current state standards.

This philosophy is a cornerstone that has supported the Charter School through its history and will persist into the future. DMCS began with an enrollment of 38 students. Thirteen years later, after overcoming challenges including an economic downturn, a one-year closure of the school, updates to state standards and testing, and changes to school staff and leadership, DMCS remains a strong alternative to traditional public education. Our enrollment has been over 400 students in each of the past 4 years. Our financials are stable. Our staff is engaged and innovative. Most importantly, our students are learning.

Dixon Montessori Charter School continues to provide students with a positive and successful learning experience. We respectfully request that our petition for renewal of the Charter be accepted.

### B. SCHOOL LEADERSHIP

DMCS's governance and leadership teams demonstrate the necessary background in the following areas:

- ✓ Curriculum, instruction and assessment;
- ✓ Finance, facilities and business management; and
- ✓ Organization, governance and administration.

#### DMCS Board of Directors:

The school is governed by a 7-member board comprised of parents and community members and allows for a representative of the charter authorizer. The Board meets each month and adheres to the open meeting requirements of the Brown Act.

The DMCS Board of Directors maintains a constant communication loop within the school community, Dixon, and larger public education circles. There is constant discussion and

refinement of the school's work in ensuring that students will be prepared as citizens and for post-secondary work and careers. Because the Charter School has a direct pipeline into state, national, and international movements in education, there is a constant quest to explore new ways of ensuring that students are provided with the support they will need to succeed.

#### **DMCS Administration:**

The school administration consists of an Executive Director, Dean of Students, and the Business Services Administrator. The administration and staff work together to create the best learning environment for the students. The Charter School has a professional support program for its staff. All teachers are California credentialed teachers. The Charter School provides for staff two forms of ongoing professional support. There is a lifetime \$5000 grant for teachers to use—with the board's specific approval—for training that supports the mission of the school. Teachers have used funds from these grants to spend the summer involved in Montessori training, attending content-specific conferences, and also to attend conferences and workshops.

#### **Fiscal Responsibility:**

The Executive Director and Delta Managed Solutions, ("DMS"), work in collaboration in regards to fiscal responsibility. DMS provides comprehensive back office services to Dixon Montessori Charter School, including accounting, payroll, purchasing, accounts payable, compliance, reporting, and budget development and planning assistance. DMS has worked with Dixon Montessori Charter School since 2010-2011.

#### **Legal Counsel:**

Young, Minney & Corr, LLP ("YM&C") Sacramento, CA

Young, Minney & Corr, LLP is California's most experienced, knowledgeable and respected firm working in the unique area of charter school law.

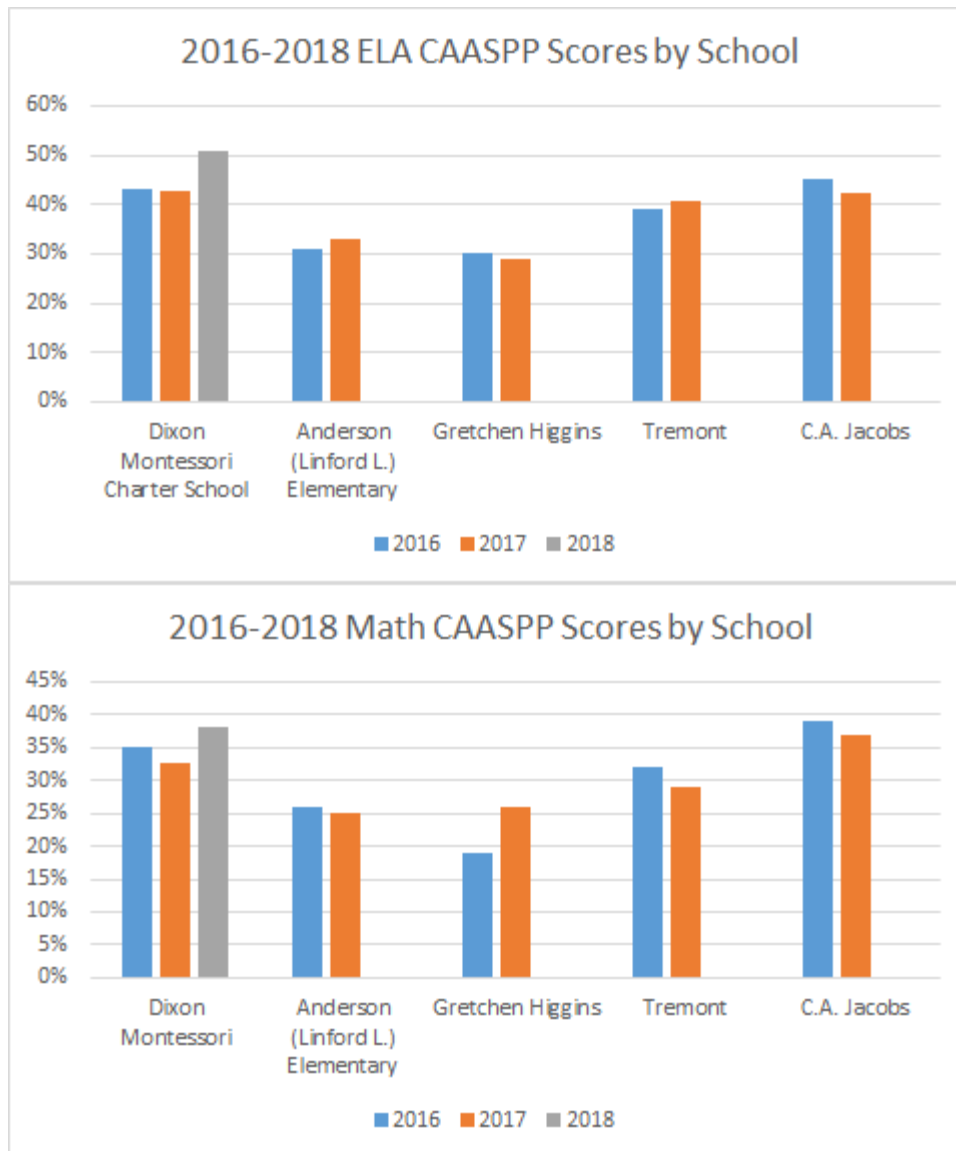
As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation including charter petitions and negotiations, MOUs, non-profit incorporation, board governance, facilities, student issues, policy development and more. YM&C is a leader in charter school law, with experience representing over half of all charter schools throughout the state.

### **C. Success of Dixon Montessori Charter School Over the Prior Charter Term**

DMCS is proud of the incredible community that it has become that includes students, staff, families, and the entire Dixon Community. This great sense of community allows for our students to thrive in a collaborative, warm and safe learning environment. Thus, the reason for continued academic success in our classrooms.

DMCS students are performing at the same or higher level than their peers at the schools they would otherwise attend, as shown in the charts below and the tables provided in the academic threshold criteria for renewal section.





As a safe environment is key to Montessori learning, DMCS utilizes Positive Behavior Interventions and Supports. A Dean of Students position was created in 2016 to implement and support this program. DMCS has used Kickboard to track student behavior over the past two years. During that time, DMCS showed a positivity ratio of 93.9% in the 2016/17 school year and a positivity ratio of 89.8% for the 2017/18 school year. 301,152 positive behaviors have been tracked by teachers, paraeducators, lunch duty staff, and administrators over the past two years. The national positivity ratio average for Kickboard schools is 75%.

DMCS has been able to provide its students with numerous enrichment options. General music, band, technology, and a school garden expand student learning opportunities. Additionally, as DMCS utilizes Project Based Learning at the higher grade levels, our students and teachers are regularly exploring new and unique learning opportunities. In the past years, such projects have included overnight stays in full period dress at Sutter's Fort for the 4th grade, an American Revolution musical performance by the 5th grade, a multicultural day event spanning all grade levels, a living wax museum event, a Washington DC Trip, math nights, art fairs, and science fairs.

DMCS actively reaches out to the school community. DMCS has a robust PTO and hosts presentations, book fairs, spirit enrichment events, director coffee hours, and holds regular Charter Advisory Committee meetings. A new addition this year will be our Comité de Padres (Parents Committee). This group will be a bilingual parent group that will be our driving force in connecting with our Hispanic families. This group will meet once a month and will allow us to connect with Spanish speaking families to communicate upcoming school events and PTO activities. It also gives our Hispanic parents a place to voice their opinions and concerns, get support, and get questions answered related to their child's education.

The breadth and variety of these events and learning opportunities would not be possible without the dedication of the community of teachers, families, and volunteers: the successors of our founders. The Charter School will continue to rely on these stakeholders as we pursue our goals for continued improvement and address the inevitable challenges the future will bring.

DMCS has earned the Western Association of Schools and Colleges in 2015. At this time, we are implementing our Expected School-wide Learning Results (“ESLRs”). The ESLR’s guide the entire school and set high expectations for all. The following is our ESLR statement:

*Dixon Montessori students will achieve academic excellence in exceeding California’s Common Core State Standards so they will become:*

- Motivated Learners
  - Effective Communicators
  - Respectful Citizens
  - Innovative Thinkers
  - Technologically Skilled
- ❖ *We have MERIT!*

Another achievement that DMCS has achieved is the implementation of a Response to Intervention process (“RtI”). Staff took part in several days of professional development and will continue to do so in order to refine the best system for RtI and our students. This process helps staff to identify quickly students and their individual needs. Staff collaboratively designs and implements groups and lessons in order to best reach each student. Parent communication is built in and all work as a team for the benefit of the child.

#### D. Charter Renewal Criteria

##### I. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (“API”) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that DMCS exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4) (Also see Appendix A: CAASPP)

#### Analysis of Comparison Schools Data

DMCS California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2016-18: Percentage of Students Meeting or Exceeding Standards

#### Comparison Schools

School	Schoolwide Assessment	2016	2017	2018
Dixon Montessori Charter School	ELA	43%	42.8%	50.7%
	Math	35%	32.61%	38.24%
Anderson (Linford L.) Elementary	ELA	31%	32.95%	N/A
	Math	26%	25.19%	N/A
Gretchen Higgins	ELA	30%	29.12%	N/A
	Math	19%	26.04%	N/A
Tremont	ELA	39%	40.55%	N/A
	Math	32%	28.96%	N/A
C.A. Jacobs	ELA	45%	42.14%	N/A
	Math	39%	36.78%	N/A

Comparison Schools includes both schools the DMCS students would otherwise be required to attend and schools in the district that are demographically comparable.

## 2. Additional Justification for Charter Renewal

### Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

Demographic	Assessment	2016	2017	2018
White	ELA	50%	53.51%	51.48%
	Math	42%	40.35%	48.51%
Hispanic or Latino	ELA	31%	28.74%	41.48%
	Math	26%	21.59%	26.88%
Economically Disadvantaged	ELA	24%	27.42%	37.87%
	Math	17%	20.63%	33.33%
Students with Disabilities	ELA	3%	6.66%	12.12%
	Math	6%	9.87%	12.12%
Two or more races	ELA	54%	42.85%	
	Math	41%	33.79%	
English Learners	ELA	12%	18.52	
	Math	8%	14.81	

Accordingly, DMCS has exceeded the academic threshold requirements for renewal.

## ELEMENT I. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: 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 21<sup>st</sup> 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. Education Code Section 47605 (b)(5)(A)(i).

Governing Law: 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. Education Code Section 47605(b)(5)(A)(ii).

### A. MISSION STATEMENT

DMCS strives to be an intimate learning community that realizes globally-competitive student learning and achievement. DMCS’ mission statement adopted by the DMCS Board of Directors is:

DMCS emphasizes academic excellence and discovery within an environment that nurtures each student to achieve their individual greatest potential.

### B. EDUCATIONAL PHILOSOPHY

#### Whom the School is Attempting to Educate

DMCS is a California public school, enrolling students in grades Transitional Kindergarten through 8. It is a site based school program, serving students Monday through Friday under the Dixon Unified School District calendar.

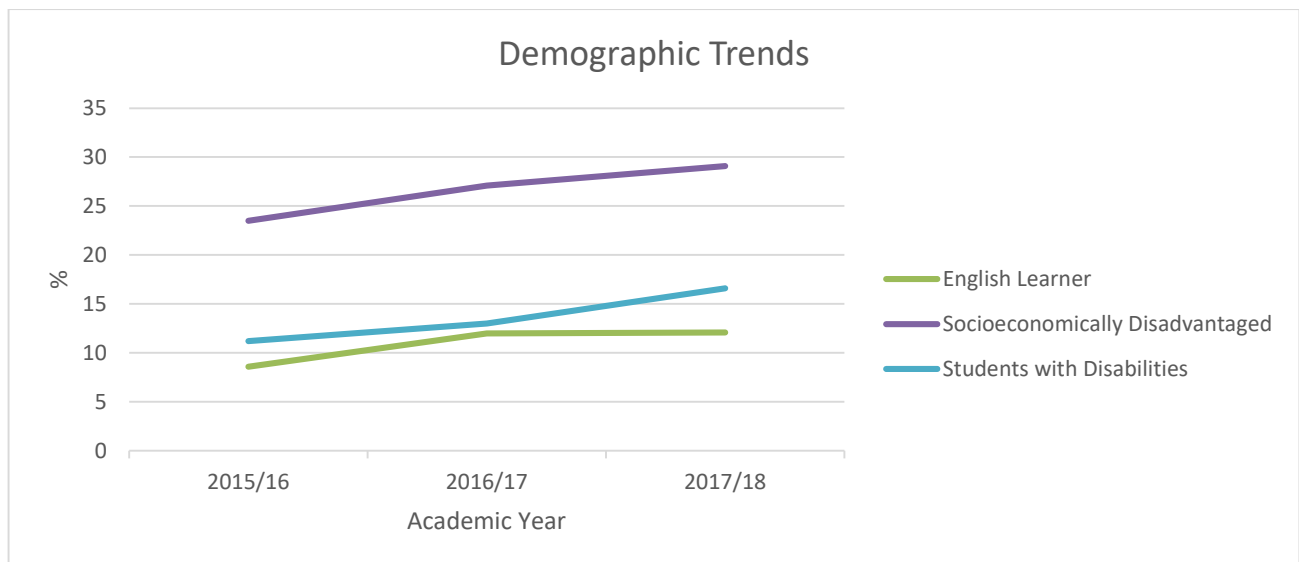
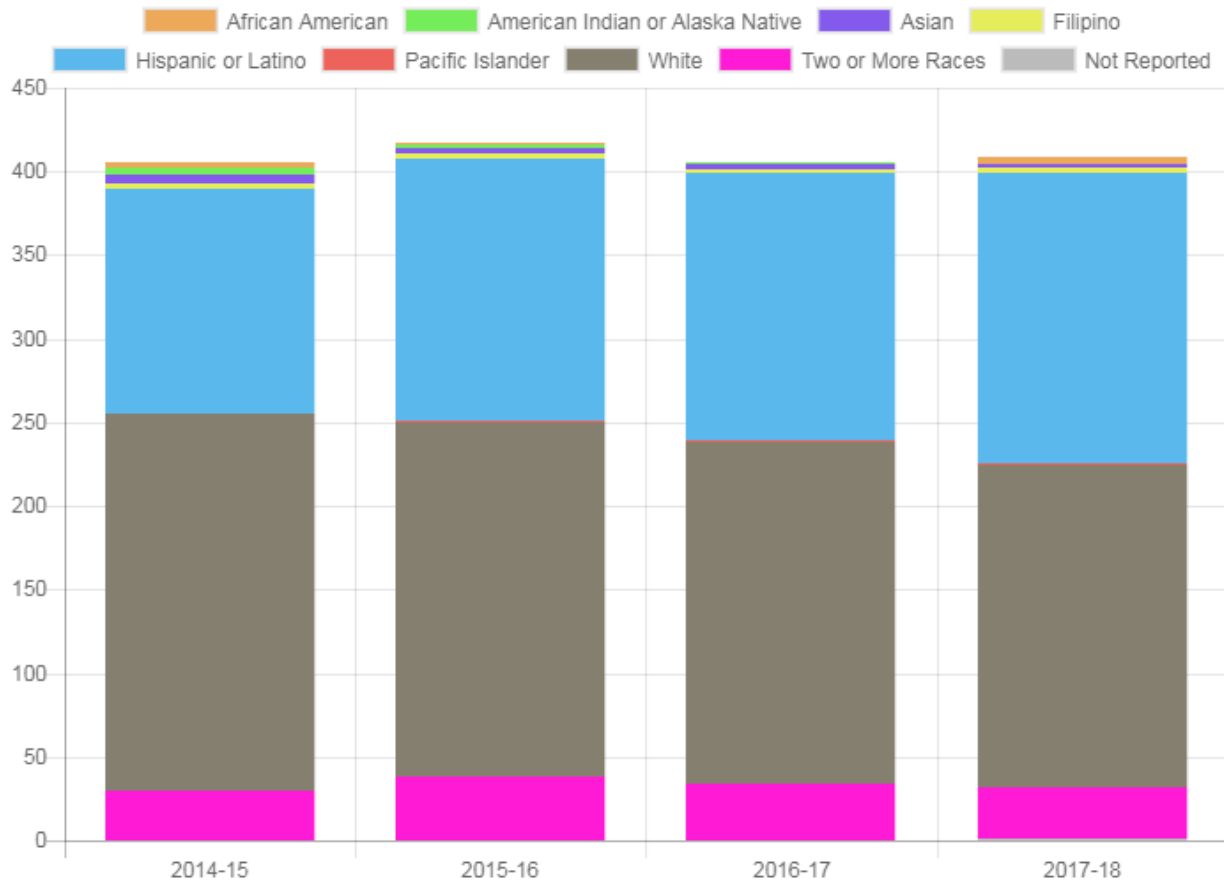
In serving Dixon and the surrounding communities, the school’s target student population reflects that of California as a whole. DMCS has enrolled a diverse student population of Caucasian, Latino, African American, and Asian student subgroups, as well as a substantial number of English Learners, students living in poverty, and students within the foster care system. Students with disabilities also are encouraged to enroll at DMCS; in conjunction with the El Dorado County Office of Education Charter SELPA, DMCS provide the range of necessary education services for these students.

DMCS's 2017-2018 student demographic data is presented in the following table:

<b>DMCS Student Demographics 2017-2018*</b>		
	<b>Enrollment</b>	<b>% of Total</b>
<b>White</b>	193	47.2%
<b>Hispanic or Latino</b>	173	42.3%
<b>Two or More Races</b>	31	7.6%
<b>African American</b>	4	1.0%
<b>Asian</b>	2	0.5%
<b>Filipino</b>	3	0.7%
<b>English Learners</b>	50	8.18%
<b>Socioeconomically Disadvantaged</b>	119	29.1%
<b>Students with Disabilities</b>	53 IEP, 15 504	16.6%
<b>TOTAL</b>	<b>409</b>	
Source: California Longitudinal Pupil Achievement Data System ("CALPADS"),		

## DMCS Student Demographic Trends

### Enrollment by Ethnicity



DMCS has occupied the Silveyville campus since 2010 according to Proposition 39 statute and regulations. DMCS works collaboratively with DUSD in all facility needs.

## DMCS as an Education Choice in Dixon

DMCS was founded on the ideal that parents and students in Dixon and surrounding communities would support a school that offered:

1. an education alternative in a small town setting
2. an education program with a view that students must connect to their communities and the world
3. a small engaged school community
4. a program founded on and built from parent and family support and involvement
5. a program that fostered individual student development in a structured education setting that, at the same time, recognized that each student is an individual with singular learning styles, needs, and pace

A Montessori-based school, DMCS welcomes students who enter the Charter School with or without prior Montessori experience. DMCS' commitment to enrolling a broad array of students from many backgrounds results in the Charter School providing a curriculum that is based in Montessori but integrates instructional resources that respond to each student's needs. Consequently, DMCS is seen by parents in Dixon, and by interested families in surrounding communities, as an alternative education opportunity that is student-centered, has high parent participation, and is a small learning community. These elements are key reasons why parents and students choose to be a part of DMCS. Over time, as parents and families experience the Montessori approach, they also value the student-centered philosophy that guides learning at the school.

As a school community, DMCS, like others, seeks to be reflective on its progress and status. Therefore, the following is what makes DMCS different from the surrounding educational community:

At DMCS we blend core components of the Montessori philosophy thru 6<sup>th</sup>) with a Projects-Based Learning Style to create a dynamic, "hands-on" learning approach. All Montessori and Project-Based curriculum is aligned to the Common Core State Standards, the Next Generation Science Standards ("NGSS") and gives the students a well-rounded exposure to the many ways of learning. In brief, both Montessori and Project-Based Learning have the following core components:

- small class size
- differentiated learning
- hands-on approach and student guided discovery
- academic rigor
- preparation for 21<sup>st</sup> century skills
- high Depth of Knowledge and Bloom's Taxonomy levels



### C. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY

DMCS believes an educated person in the 21<sup>st</sup> century has a solid foundation in all core academic subjects and 21<sup>st</sup> century learning skills; and mastery of 21<sup>st</sup> century tools. DMCS will prepare self-motivated, competent, life-long learners for the 21<sup>st</sup> century. DMCS employs a blend of Montessori methods, project-based learning and direct instruction for remediation to ensure all students gain the knowledge and skills that are valued in the modern world and necessary for future success. The use of Montessori methods will ensure that students in the program develop the ability to learn, not just the ability to memorize a group of facts or dates.

### D. HOW LEARNING BEST OCCURS

DMCS prioritizes its attention and resources on offering small class sizes to create a safe and nurturing environment. DMCS offers instruction in traditional, permanent classroom facilities. Classrooms are equipped with typical public school equipment, and all students and teachers have up to date technological equipment readily available to them. In many other classrooms, additional technology resources are available to students. Class sizes remain at 26 students or lower with a single credentialed teacher. Paraprofessionals or instructional assistants assist in the classrooms as needed in regard to student needs. DMC students receive a well-rounded education that includes Music, technology, and physical activity are included in every level to create a well-rounded education for each child.

Each year, the staff reviews and recommends to the DMCS Board of Directors a grade/class configuration for the next year. This review is done with extreme consideration given to student needs, enrollment by grade, and parent input. Generally, DMCS offers multi-grade classrooms in grades K to 3.

DMCS expects enrollment to be consistent at 412

The school offers an Extended Day Program (“EDP”) that also operates during the summer as a full-time program. EDP is a self-sufficient operation, and the program’s director and aide are considered part of the DMCS staff. Students participating in EDP have a structured (mandatory) homework period (with the staff available to provide assistance), and then structured physical activity periods to ensure that students stay active. Healthy snacks are offered; student attendance is monitored through daily check-in/out sheets. During the summer, students are able to go on local field trips, do extended study and special projects, and have organized physical activities.

### Family Participation

Family participation is a cornerstone of DMCS’ education program. Each family is encouraged to volunteer 20-40 hours per year in various school activities. Parents are frequently in the classrooms serving as additional support for teachers. In the lower grades, parents often help with small group reading and math lessons; in upper elementary grades, parents more frequently assist with special projects and field trips. Families also have been the backbone of expanding the school’s facilities as needed, organizing the school’s move in 2008, and leading fundraising, and site beautification.

Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

## Student Learning

DMCS begins with a basic philosophical foundation derived from Maria Montessori. Maria Montessori's exploration of student learning in Italy at the beginning of the 20<sup>th</sup> century resulted in a learning method rooted in observation of how students learn. Montessori education was built by observing how students in abject poverty learned. It is, therefore, not surprising, that Montessori education programs are seen as a way to reach students who do not respond successfully in other learning environments. DMCS particularly welcomes students and their families who arrive at the Charter School in need of an education alternative.

DMCS places a high value on providing students a context to explore and understand their individual responsibilities and place in the world. Therefore, students are exposed to a most comprehensive curriculum that often exceeds California academic standards. In addition to core academic work in language arts and math, DMCS provides a rich experience in creative arts, the social sciences, science, physical education, and career education (practical life). Students in grade 4 participate in the Sutter's Fort authentic overnight experience for California history and 5<sup>th</sup> graders also participate in an environmental education program.

## The Learning Environment

DMCS is organized by several core beliefs about student learning. These include:

- Student learning is consistent with the Common Core State Standards
- School and the lessons students engage in must have meaning and relevance
- School must connect students to their community
- Students must gain independence and responsibility by directing their work and projects and completing their assigned work plan provided by their teacher
- Students work is performed individually and in groups
- Each students' work becomes increasingly complex
- Students are supported by teachers, aides, and parents
- Students learn from and help each other
- DMCS strives to provide a safe physical, and emotional learning environment

DMCS has established specific classroom structures to facilitate student learning. These include:

- A combination of single and multi-age grade classrooms; interdisciplinary, hands on Montessori based learning; and project-based learning
- Individual work plans
- Low student/teacher ratio

Learning is an iterative process that requires inputs, assessments, analysis, and adjustments. At DMCS, the Charter School institutionalizes these steps throughout the school year. DMCS

employs an annual cycle for student learning that begins with an initial benchmark assessment of where students begin the year. Individual portfolio of work for each student are provided, culminating in a first term report. DMCS uses a standards-based report card as a tool for both student and teacher interim evaluations. Both Montessori and supplemental instructional materials are constantly evaluated as well. Finally, DMCS is committed to the transparent objective that each student will, minimally, make a year's progress in each of the core areas each academic year

### Well Qualified and Supported Teachers

The faculty consists of well-prepared and certified teachers. All core teachers, in accordance with Education Code Section 47605(l), meet the state requirements for certificated teachers. Professional development and teacher collaboration are scheduled on a regular and ongoing basis to support teachers throughout their career. In establishing a professional teaching environment, DMCS ensures collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, and deepen their understanding of concepts and the Charter School at higher levels. Attendance Guidelines

DMCS offers at least the minimum number of required annual instructional minutes as set forth in Education Code 47612.5(a) and operates for at least 175 school days annually. DMCS maintains written contemporaneous records that document all pupil attendance and makes these records available for audit and inspection. DMCS's calendar and sample daily schedule is attached in Appendix B.

### E. THE DMCS CURRICULUM AND INSTRUCTIONAL PROGRAM

#### The DMCS Approach to Instruction

It is appropriate in this charter for DMCS to make clear that its instructional program is a reflection of all that the Charter School has learned in its years of operating as a Montessori public charter school. DMCS recognizes that student mastery of the Common Core State Standards is the school's objective. To the extent that various aspects of Montessori education help students achieve that goal, DMCS emphasizes these aspects. However, it also is DMCS' experience that a hybridized curriculum benefits student in other aspects. DMCS, therefore, has studied and worked to extract the optimal benefits of the Montessori education program; to ensure that students are provided a standards-based curriculum, DMCS also uses standards-based supplemental materials.

DMCS staff has created and can communicate with precision, justification, and coherence the overall curriculum provided to students in each grade. The curriculum is an integration of a core level Montessori program with standards-based supplemental materials. DMCS staff approaches each academic year working collaboratively within and across their grade-spans to build pacing guides for the entire school year and to ensure complete coverage of each grade/year's academic content standards. DMCS emphasizes standards-based report cards rather than a Montessori report card so that parents have a clear, transparent understanding of their student's standing and progress.

The Middle School consists of 7<sup>th</sup> and 8<sup>th</sup> grades and prepares the students for high school reflecting the Montessori philosophy, the DMCS core mission and the commitment to mastery of the California Common Core State Standards. Our commitment to this philosophy is underscored by the use of inquiry and project based instruction.

All Middle School students participate in a cooperative group Project Based Learning (“PBL”) unit each trimester which has strong emphasis on real world applications of academic content and the 21<sup>st</sup> century skills of conflict resolution, problem solving and effective oral and written communication. PBL also encourages students to contribute to the community in the sharing of their efforts.

It is expected that all student’s individual needs will be recognized and supported in each class. Individual goals for both academic and character growth are the guidelines for instruction throughout the school. The Charter School requires a minimum of one year measured progress in each

academic subject with the goal being grade level and beyond.

Curriculum review can be made available upon request in the front office.

## Electives

*Physical Education:* All students take Physical Education classes several days each week. In addition to supporting mastery of the standards in this area, this is an extension of one of the core philosophical tenets of Montessori education: the need and importance for movement for learning. Seventh graders participate in the President’s Fitness Program (required for all MS students).

*Technology:* Technology standards are followed with a clear scope and sequence. Keyboarding and Power Point are taught as support for core subject learning and preparation of high school and beyond. Students become familiar with the many collaborative tools using Google’s cloud based technology in order to create a small business model. Additionally, the topics of cyberbullying, Internet Security and etiquette are discussed to prepare students as positive and contributing members of the internet community (required for all MS students).

*Music:* The fundamentals of music theory, history and multicultural music are taught as part of the curriculum. Instrumental Music (Band) allows students to improve their instrumental music production. All students not enrolled in Band learn how to play and compose music for the recorder. Every student performs in at least two evening music performances.

*Intervention/Study Skills:* Students who show a deficit in skills, as evidenced by assessment, receive focused and specific instruction to meet declared goals. Study Skills are taught to assist organizational and retention of learning.

## Extracurricular Activities

Extracurricular activities change year to year depending on student, staff, and community interest.

## F. ANNUAL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element II of the charter for a description of DMCS’ annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

## G. STUDENTS WITH SPECIAL NEEDS: STUDENTS PERFORMING BELOW GRADE-LEVEL, ABOVE GRADE-LEVEL, ENGLISH LEARNERS, AND STUDENTS WITH DISABILITIES

### Plan for Students Performing Below Grade-level

Students who are determined to be performing below grade level and who have been identified through the Response to Intervention Process (“RTI”) – teacher observation, classroom assignments and assessments, CAASPP testing, benchmark testing and other criteria – are provided targeted support and intervention.

Students working below grade-level have many intensive strategies available to them and their families. These include and are assigned in accordance to the students’ needs:

1. Targeted individual and small group instruction with DMCS teachers, aides, and intervention specialists.
2. DMCS emphasizes the flexibility of instructional programs and curriculum content so that students have access to a range of materials and methodologies that are consistent with improving their learning.
3. Students can be and are grouped for assistance which also can be in a pull-out session from the regular classroom.

### Plan for Students Performing Above Grade-level

The multi-age, cross grade level collaboration, and multi-grade classrooms at DMCS lend themselves extraordinarily well to providing appropriate challenges for students working above grade level. As with all other students, course work is tailored to each student’s progress. Additionally, DMCS offers students working above grade-level:

1. Opportunities for deeper inquiry and research, including investigation and inquiry; presentations to classmates and schoolmates through research projects.
2. Work and coordinated placement in advanced classrooms as an opportunity to work on more complex content and with older, more advanced students
3. Opportunities to use their advanced academic standing to build confidence by teaching other students at the school, often by leading lessons to small groups of students.

### Plan for English Learners

#### Overview

DMCS meets all applicable legal requirements for English Learners (“EL”), including long-

term/emergent English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. DMCS implements strategies for serving English Learners which are research-based, supported by adequate resources, and evaluated annually for effectiveness.

### Home Language Survey

DMCS administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

### English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper-pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### **English Learner Instructional Strategies and Curriculum**

Students identified as English Learners benefit from access to positive features of DMCS, including:

1. Teachers who have EL certifications
2. Continuous EL professional development aligned with the ELD CCSS
3. A focus on instructional tools to bring students access to conversational and academic language
4. Peer assistance
5. DMCS teachers set aside specific instructional time and support for English learners during the day—as part of their work plan and when doing individual and small group lessons—to focus on English language acquisition.
6. Classroom and school assessment instruments, along with teacher observation and assessments monitor and report progress.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the

participation of parents or guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

## Plan for Serving Students with Disabilities

### Overview

DMCS complies with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the Individuals with Disabilities Education Improvement Act ("IDEA").

DMCS is an independent local educational agency ("LEA") member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a).

DMCS complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

DMCS may request related services as needed thru a student's IEP. DMCS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

DMCS is solely responsible for its compliance with Section 504 and the ADA. DMCS's facilities shall be accessible for all students with disabilities.

### Services for Students under the IDEA

DMCS provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

DMCS provides services for special education students enrolled in DMCS. DMCS follows SELPA policies and procedures and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

DMCS agrees to promptly respond to all SELPA inquiries, to comply with SELPA directives, and to allow the SELPA access to DMCS students, staff, facilities, equipment and records as required to fulfill all obligations under this charter or imposed by law.



### Staffing for Special Education

All special education services at DMCS are delivered by individuals or agencies qualified to provide special education services as required by California Education Code and the IDEA. DMCS staff participate in training relating to special education.

DMCS is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource. DMCS ensures that all special education staff hired by DMCS is qualified pursuant to SELPA policies, as well as meets all legal requirements. DMCS is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to DMCS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### Notification and Coordination

DMCS follows SELPA policies as they apply to implementation of special education services. DMCS adopts and implements policies relating to all special education issues and referrals.

### Identification and Referral

DMCS has the responsibility to identify, refer, and work cooperatively in locating DMCS students who have or may have exceptional needs that qualify them to receive special education services. DMCS implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

DMCS follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. DMCS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. DMCS shall work to obtain parent/guardian consent to assess DMCS students as necessary.

### IEP Meetings

DMCS shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. DMCS is responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the DMCS designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general

education teacher if the student is or may be in a regular education classroom; the student's parent/guardian the student, if appropriate; and other DMCS representatives who are knowledgeable about the regular education program at DMCS and/or about the student. DMCS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

### IEP Development

DMCS understands that decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible DMCS students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### IEP Implementation

DMCS is responsible for all school site implementation of the IEP. As part of this responsibility, DMCS shall provide the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. DMCS shall also provide all home-school coordination and information exchange. DMCS is also responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

### Interim and Initial Placements of New Charter School Students

DMCS shall comply with Education Code Section 56325 with regard to students transferring into DMCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in DMCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, DMCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time DMCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into DMCS from a district operated program under the same special education local plan area of DMCS within the same academic year, DMCS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and DMCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to DMCS with an IEP from outside of California during the same academic year, DMCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until DMCS conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by

DMCS, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

DMCS is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

#### Non-discrimination

It is understood and agreed that all children will have access to DMCS and no student shall be denied admission nor counseled out of DMCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

#### Parent/Guardian Concerns and Complaints

DMCS maintains and implements policies as they apply for responding to parental concerns or complaints related to special education services. DMCS shall receive any concerns raised by parents/guardians regarding related services and rights.

DMCS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

#### Due Process Hearings

DMCS may initiate a due process hearing or request for mediation with respect to a student enrolled in DMCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, DMCS shall defend the case.

#### SELPA Representation

DMCS represents itself at all SELPA meetings.

#### Funding

DMCS is subject to the allocation plan of the SELPA.

#### *Section 504 of the Rehabilitation Act*

DMCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any DMCS program. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the DMCS Executive Director and shall include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

## ELEMENT II. MEASURABLE STUDENT OUTCOMES

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.-- Education Code Section 47605(b)(5)(B)*

### DMCS and Academic Achievement

DMCS recognizes that as a public charter school, DMCS’s students, parents, the Dixon community, and the State of California expect that students enrolled at DMCS will benefit academically. The sections that follow provide details on how DMCS measures student outcomes, methods of assessment, and DMCS’s established performance targets on the CAASPP and the California School Dashboard.

DMCS participates in all state-mandated pupil assessments pursuant to Education Code Section 60605(c)(1) and all other assessments and accountability measures required of charter schools. The cornerstone of DMCS’ academic preparation is to gauge performance on the CAASPP assessment system. DMCS believes this assessment provides an objective means of measuring student progress that is consistent with desired student learning outcomes.

For 2018, DMCS student performance by subgroups see D2 on Page 12.

### Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), DMCS’ annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in DMCS’ Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending DMCS, including our numerically significant student subgroups. (See Page 12) The metrics associated with these goals help DMCS ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

**STATE PRIORITY #1— BASIC SERVICES**

*The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*

**SUBPRIORITY A – TEACHERS**

<p><b>GOAL TO ACHIEVE SUBPRIORITY</b></p>	<ul style="list-style-type: none"> <li>➤ 100% of DMCS teachers are appropriately credentialed pursuant to Education Code Section 47605(l)</li> <li>➤ While 100% of DMCS teachers are appropriately credentialed pursuant to Education Code Section 47605(l), some teachers do not hold a clear credential. It is the goal of DMCS to have 100% of teachers with clear credentials. Beginning in the 2019/20 school year, DMCS will increase the rate of clear credentials held by teachers by at least 5%/year until 100% is reached, keeping in mind that Induction is a two-year program for most teachers.</li> <li>➤ Maintain 90% clear credentialed teachers (Conditional, dependent on teacher retention of current staff.)</li> </ul>
<p><b>ACTIONS TO ACHIEVE GOAL</b></p>	<ul style="list-style-type: none"> <li>➤ DMCS will fund and support Induction training for all teachers in need of clearing their credentials.</li> <li>➤ Provide focused, differentiated professional development to support implementation of Common Core State Standards as well as application of the Montessori method.</li> </ul>
<p><b>MEASURABLE OUTCOME</b></p>	<p>By the 2021/22 school year at least 90% of core teachers will hold a valid California Teaching Credential with appropriate English learner authorization as defined by the Commission on Teaching Credentialing, and will be appropriately assigned</p>
<p><b>BASELINE PERFORMANCE LEVEL</b></p>	<ul style="list-style-type: none"> <li>➤ In 2018, 72% of core teachers held valid clear Teaching Credentials with 78% holding appropriate English learner authorization.</li> <li>➤ In 2018, 16% of core teachers held a preliminary Teaching Credential.</li> <li>➤ In 2018, 12% of core teachers held a waiver or intern credential.</li> </ul>
<p><b>METHODS OF MEASUREMENT</b></p>	<ul style="list-style-type: none"> <li>➤ Dixon Montessori Charter School will measure the percentage of fully credentialed teachers who are appropriately placed at the beginning of each school year.</li> <li>➤ Initial and annual verification of core teacher credential as reported by the Commission on Teacher Credentialing; CALPADS Report; Annual publication of School Accountability Report Card</li> </ul>

Teachers	2018-2019	2019-2020	2020-2021	2021-2022
<p><b>Rate of Teachers Appropriately Assigned and Fully Credentialed (Williams) Defined as % Teacher with credential matching assignment</b></p>	<p>Goal met: 100%</p>	<p>Goal: 100%</p>	<p>Goal: 100%</p>	<p>Goal: 100%</p>

<b>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of DMCS pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>➤ All instructional materials purchased will be aligned to Common Core State Standards and/or aligned with our charter petition.</li> <li>➤ During the 2018/19 school year, DMCS will begin an adoption process for new English Language Arts (“ELA”) curriculum in grades K-8</li> </ul>
<b>MEASURABLE OUTCOME</b>	By the 2019/20 school year 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
<b>BASELINE PERFORMANCE LEVEL</b>	In 2017 all curriculum was aligned with the Common Core State Standards with the exception the Treasures curriculum for grade 2-6 ELA. 2-6 ELA had access to iReady and teacher created, standards aligned ELA lessons. In 2018 a school wide curriculum adoption process has begun for ELA and Math.
<b>METHODS OF MEASUREMENT</b>	Textbook inventory, Charter School Advisory Committee Meeting minutes where public discussions have taken place to adopt appropriate materials, invoices of purchases, and staff surveys

<b>School Accountability Report Card (“SARC”)</b>			
<b>Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)</b>			
Year and month in which the data were collected: January 2017			
<b>Subject</b>	<b>Textbooks and Instructional Materials/ year of Adoption</b>	<b>From Most Recent Adoption</b>	<b>Percent Student Lacking Own Assigned Copy</b>
Reading/Language Arts	<ul style="list-style-type: none"> <li>➤ Glencoe CA Treasures (2nd-6th), adopted/updated 2014</li> <li>➤ Glencoe Literature (7th-8th), adopted 2012</li> <li>➤ Curriculum Associates Ready Common Core Reading (K8th), adopted 2013</li> <li>➤ Daily Language Review (K/1 and 6th-8th), adopted/updated 2015</li> <li>➤ Go Phonics (K-1st), adopted 2013</li> <li>➤ Curriculum Associates CARS and STARS, adopted 2015</li> <li>➤ Thinking Maps, adopted 2016</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>➤ Montessori Math Materials (K-1st)</li> <li>➤ Pearson Envision Math (2nd-6th), adopted CC aligned 2015</li> <li>➤ GoMath (6th-8th), adopted 2016</li> <li>➤ Curriculum Associates - Ready Common CC Math (K8th), adopted 2014</li> </ul>	Yes	0.0%
Science	<ul style="list-style-type: none"> <li>➤ FOSS Science Next Generation (K-5th), adopted 2016</li> <li>➤ Prentice Hall - Earth, Life, Physical Science (6th-8th), adopted 2012</li> </ul>	Yes	0.0%
History-Social Science	<ul style="list-style-type: none"> <li>➤ TCI (K-8th), adopted 2010</li> </ul>	Yes	0.0%
Foreign Language	N/A	N/A	0.0%
Health	N/A	N/A	0.0%
Visual and Performing Arts	<ul style="list-style-type: none"> <li>➤ Quaver Music (K-5th), adopted 2016</li> <li>➤ Smart Music (K-5th), adopted 2016</li> <li>➤ Standard of Excellence - Band (6th-8th), adopted 2013</li> </ul>	Yes	50.0%
Science Lab Equipment (Grades9-12)	N/A	N/A	0.0%
Note: Cells with N/A values do not require data.			



<b>SUBPRIORITY C – FACILITIES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain a clean and safe school facility in partnership with DUSD, which serves as our facility lessor
<b>ACTIONS TO ACHIEVE GOAL</b>	Daily general cleaning by custodial staff will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards
<b>MEASURABLE OUTCOME</b>	Annually, 75-89% of all items on the Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
<b>BASELINE PERFORMANCE LEVEL</b>	The Facility Inspection Tool (“FIT”) provided by DUSD in January 2018 describes the facility as, “Fair.” 83.60% of FIT category totals are described as being in good repair.
<b>METHODS OF MEASUREMENT</b>	Annual Facility Inspection Reports using the FIT prepared by the District, monthly facility inspections by the Executive Director.
<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b> <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>SUBPRIORITY A – CCSS Engagement and Academic Growth</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of teachers will participate in annual professional development to broaden and sustain their understanding of Common Core State Standards (“CCSS”) and up to date pedagogy, including strategies for differentiation to enable English learners and students with special needs to access the appropriate grade level standards, while providing students with academic rigor.
<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS administration and staff will identify and participate in intensive professional development and trainings on CCSS aligned ELA, math, and science (NGSS). Dixon Montessori will bring expert trainers to our campus for staff training, and will send staff to outside professional development.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of teachers will participate in at least ten hours of Professional Development and trainings in CCSS in Teaching and Learning professional development
<b>BASELINE PERFORMANCE LEVEL</b>	Since August of 2017, 100% of staff has been trained on requirements produced by the state in CCSS professional development
<b>METHODS OF MEASUREMENT</b>	Professional Development calendar and rosters will evidence participation by teachers in professional development activities, invoices for trainings, letters of verification, college and university units/transcripts.
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of EL students will receive instructional support, and gain academic content knowledge.

<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>➤ EL students participate in English Language Arts/Literacy instruction with appropriate instructional support</li> <li>➤ Schoolwide GLAD training and implementation</li> <li>➤ ELD resource room program restructure</li> <li>➤ 2018-2019 hired ELL Specialist</li> <li>➤ MTSS Data Team meetings combine SPED teachers, ELL Specialist, Behaviorist, RTI Specialist, Councilor, and Admin.</li> <li>➤ Any adopted ELA curriculum will have ELD embedded.</li> </ul>
<b>MEASURABLE OUTCOME</b>	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS, GLAD strategies, ELD resource room, and ELD.
<b>BASELINE PERFORMANCE LEVEL</b>	Since August 2017, 100% of EL students have had access to content knowledge through the implementation of CCSS.
<b>METHODS OF MEASUREMENT</b>	EL student performance on the CAASPP statewide assessments; ELPAC Assessments; ILP folder; teacher assessments; annual report cards.

**SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Percent of English learner pupils who make progress towards English proficiency as measured by ELPAC increase by 2% annually until 100% is reached.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>➤ Add a 1.0 FTE ELD teacher to support the implementation of high quality ELD in leveled groups. The ELD teacher will help DMCS better target the needs of English learners and will also coordinate the grouping of EL students and the implementation of the ELD program.</li> <li>➤ Services to English learners will be increased and improved by providing timely EL/RFEP Data and by freeing up certificated staff on using the data to utilize appropriate EL strategies to meet student needs at different levels.</li> </ul>
<b>MEASURABLE OUTCOME</b>	Proficiency as measured by ELPAC, or any other state measurement system.
<b>BASELINE PERFORMANCE LEVEL</b>	Baseline proficiency to be established with full implementation of ELPAC in 2018/2019 school year.
<b>METHODS OF MEASUREMENT</b>	EL student performance on the CAASPP statewide assessments; ELPAC Assessments; Individualized Learning Plan (“ILP”) folder; teacher assessments; annual report cards.

**STATE PRIORITY #3— PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation, including in programs for unduplicated pupils and individuals with exceptional needs*

<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will maintain parent representation on the DMCS Board of Directors.
<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS will proactively inform the parent community of anticipated or current vacancies on the DMCS Board via school email, newsletter, school website, Facebook postings, or other forms of mass communication.
<b>MEASURABLE OUTCOME</b>	Annually, the Governing Board will have, at minimum, two parent members.
<b>BASELINE PERFORMANCE LEVEL</b>	<ul style="list-style-type: none"> <li>➤ In the calendar year 2016, the DMCS Board included 4 parents.</li> <li>➤ In the calendar year 2017, the DMCS Board included 4 parents.</li> <li>➤ In the calendar year 2018, the DMCS Board included 6 parents.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	Annual Board membership, Governing Board meeting agendas, and minutes identify Parent Members
<b>SUBPRIORITY B – ENGAGED PARENT ORGANIZATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will receive input and support from parent organizations.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>➤ DMCS will foster relationships with Parent Organizations, including the Parent Teacher Organization (“PTO”) and Comité de Aprendizices de Ingles/English Learner Advisory Committee (“ELAC”), as well as Parent Advisory Committees, including the Charter Advisory Committee and other committees.</li> <li>➤ DMCS will provide staff representatives to organizations.</li> <li>➤ DMCS will promote organizations and committees through email, newsletter, school website, Facebook postings, or other forms of communication.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>➤ The PTO and ELAC shall meet 10 times annually and will be attended by 10% of the parent school population and EL Families.</li> <li>➤ The Charter Advisory Committee shall meet 3 times annually.</li> </ul>
<b>BASELINE PERFORMANCE LEVEL</b>	Establish tri-annual Charter Advisory Committee meetings and monthly ELAC and PTO meetings to engage and empower parents in the school governance process.
<b>METHODS OF MEASUREMENT</b>	Meeting Attendance records
<b>SUBPRIORITY C – PARENTAL SURVEYS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will conduct satisfaction surveys in order to give parents an avenue to provide feedback to the Charter School.

<b>ACTIONS TO ACHIEVE GOAL</b>	At least twice annually, DMCS will conduct Campus Community surveys to evaluate performance levels in the areas of culture, safety, communication, and program satisfaction. DMCS will use these surveys to help identify areas in need of improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and action.
<b>MEASURABLE OUTCOME</b>	Campus Community surveys will generate a response rate of 20% or higher
<b>BASELINE PERFORMANCE LEVEL</b>	<ul style="list-style-type: none"> <li>➤ In the academic year ending in 2016, 3 surveys were performed with a response rate of 17.1%.</li> <li>➤ In the academic year ending in 2017, 4 surveys were performed with a response rate of 8.2%.</li> <li>➤ In the academic year ending in 2018, 3 surveys were performed with a response rate of 8.6%.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	Survey tools and records of responses.
<b>SUBPRIORITY D – COMMUNITY EVENTS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will host or participate in community events to nurture community on campus and within the larger Dixon community.
<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS Executive Director will meet with staff and leadership of PTO and ELAC in order to identify opportunities and events to create and nurture community on campus and within the larger Dixon community.
<b>MEASURABLE OUTCOME</b>	DMCS shall host or participate in at least five community events throughout the academic year.
<b>BASELINE PERFORMANCE LEVEL</b>	<p>More than eight community events were held in 2017/2018</p> <ul style="list-style-type: none"> <li>➤ Spring Sing</li> <li>➤ Winter Sing</li> <li>➤ Talent Show</li> <li>➤ Fall Festival</li> <li>➤ Math night</li> <li>➤ Science night</li> <li>➤ Dragonfly dinner</li> <li>➤ Lego night</li> </ul>
<b>METHODS OF MEASUREMENT</b>	The DMCS calendar of school events outlines events such as Meet and Greet, Back to School Night, Winter Sing, Sharing Night, Dragonfly Dinner and Auction, Spring Sing, Field Day and Parent Information Nights among others

**STATE PRIORITY #4— STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*

- A. *CAASPP statewide assessment*
- B. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- C. *Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC*
- D. *EL reclassification rate*
- E. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- F. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (Education Code Section 99300 et seq.) or any subsequent assessment of college preparedness.*

**SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS**

<p><b>GOAL TO ACHIEVE SUBPRIORITY</b></p>	<ul style="list-style-type: none"> <li>➤ Within five years, 48.56% of DMCS students will move toward a “Standard Met” level or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy.</li> <li>➤ Within five years 37.56% of DMCS students will move toward a “Standard Met” level or higher on the CAASPP statewide assessment in the area of Mathematics</li> </ul>
<p><b>ACTIONS TO ACHIEVE GOAL</b></p>	<ul style="list-style-type: none"> <li>➤ Continue to adopt appropriate CCSS aligned instructional materials</li> <li>➤ Broaden our Response to Intervention (RTI) program to assist at-risk students</li> <li>➤ Use instructional technology in the area of mathematics</li> <li>➤ Teacher assistants in early elementary classrooms to support instruction and student learning</li> <li>➤ Study hall class option for middle school students</li> <li>➤ Classroom instruction conducive to student learning</li> <li>➤ Adequate learning environments</li> <li>➤ Continue and refine PBIS initiative to positively impact school culture and learning environment</li> </ul>
<p><b>MEASURABLE OUTCOME</b></p>	<p>Annually, at least 95% participation rate in the CAASPP statewide assessments; on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics</p>
<p><b>BASELINE PERFORMANCE LEVEL</b></p>	<ul style="list-style-type: none"> <li>➤ In 2017, 42.8% of students in grades 3rd through 8th, were at the “Standard Met” level or higher on the CAASPP Test for English Language Arts</li> <li>➤ In 2017, 32.61% of students in grades 3rd through 8th, were at the “Standard Met” level or higher on the CAASPP test for Mathematics</li> </ul>
<p><b>METHODS OF MEASUREMENT</b></p>	<p>CAASPP reports; evidence of student learning as demonstrated on Individualized Learning Plans; iReady benchmarks; Teacher observations; Unit Assessments; RTI Monitoring; Assignment &amp; Project Rubrics</p>

1.1 SUBGROUP- WHITE				
<b>ELA</b>	<b>Baseline</b>	<b>Goal</b>		<b>Measurable Actions and Outcomes</b>
	2017 ELA CAASPP “Standard Met” level: 53.51% “Standard Met” level or higher	2019/2020	+2.5%	Increase by 2.5% per year until 2021/2022. ➤ Implementation of GLAD strategies, Staff wide GLAD Training, grade level common planning time (CPT), Multi-Tiered Systems of Supports Data Team identifies students in need of RTI, ongoing adoption process of new ELA curriculum.
	2020/2021	+2.5%		
	2021/2022	+2.5%		
<b>MATHEMATICS</b>	<b>Baseline</b>	<b>Goal</b>		<b>Measurable Actions and Outcomes</b>
	2017 Mathematics CAASPP “Standard Met” level: 40.35% “Standard Met” level or higher	2019/2020	+2.5%	Increase by 2.5% per year until 2021/2022. ➤ Implementation of Pacing guides and vertical articulations strategies with UC Davis Math Project. ➤ Consistent review of training and curriculum. ➤ Inhouse Montessori training connecting Common Core State Standards to Montessori materials and methodology. ➤ Multi-Tiered Systems of Supports Data Team identifies students in need of RTI.
	2020/2021	+2.5%		
	2021/2022	+2.5%		
<b>SCIENCE</b>	<b>Baseline</b>	<b>Goal</b>		<b>Measurable Actions and Outcomes</b>
	N/A	Will be based on baseline CAST proficiency levels, as defined by the CAST		Will be based on baseline CAST proficiency levels, as defined by the CAST
1.2 SUBGROUP- HISPANIC or LATINO				

	Baseline	Goal	Measurable Actions and Outcomes
<b>ELA</b>	2017 ELA CAASPP “Standard Met” level rate: 28.09% “Standard Met” level or higher	2019/2020    +2.5%	Increase by 2.5% per year until 2021/2022.  ➤ Implementation of GLAD strategies, Staff wide GLAD Training, grade level common planning time (CPT), Multi-Tiered Systems of Supports Data Team identifies students in need of RTI, ongoing adoption process of new ELA curriculum.
		2020/2021    +2.5%	
2021/2022    +2.5%			
	Baseline	Goal	Measurable Actions and Outcomes
<b>MATHEMATICS</b>	2017 Mathematics CAASPP “Standard Met” level rate: 21.59% “Standard Met” level t or higher	2019/2020    +2.5%	Increase by 2.5% per year until 2021/2022.  ➤ Implementation of Pacing guides and vertical articulations strategies with UC Davis Math Project. ➤ Consistent review of training and curriculum. ➤ Inhouse Montessori training connecting Common Core State Standards to Montessori materials and methodology. ➤ Multi-Tiered Systems of Supports Data Team identifies students in need of RTI.
		2020/2021    +2.5%	
2021/2022    +2.5%			
	Baseline	Goal	Measurable Actions and Outcomes
<b>SCIENCE</b>	N/A	Will be based on baseline CAST proficiency levels, as defined by the CAST	Will be based on baseline CAST proficiency levels, as defined by the CAST
	<b>1.3 SUBGROUP- TWO OR MORE RACES</b>		

	Baseline	Goal	Measurable Actions and Outcomes
<b>ELA</b>	2017 ELA CAASPP “Standard Met” level rate: 42.86% “Standard Met” level or higher	2019/2020    +2.5%	Increase by 2.5% per year until 2021/2022.  ➤ Implementation of GLAD strategies, Staff wide GLAD Training, grade level common planning time (CPT), Multi-Tiered Systems of Supports Data Team identifies students in need of RTI, ongoing adoption process of new ELA curriculum.
		2020/2021    +2.5%	
2021/2022    +2.5%			
	Baseline	Goal	Measurable Actions and Outcomes
<b>MATHEMATICS</b>	2017 Mathematics CAASPP “Standard Met” level rate: 33.33%	2019/2020    +2.5%	Increase by 2.5% per year until 2021/2022.  ➤ Implementation of Pacing guides and vertical articulations strategies with UC Davis Math Project. ➤ Consistent review of training and curriculum. ➤ Inhouse Montessori training connecting Common Core State Standards to Montessori materials and methodology. ➤ Multi-Tiered Systems of Supports Data Team identifies students in need of RTI.
		2020/2021    +2.5%	
2021/2022    +2.5%			
	Baseline	Goal	Measurable Actions and Outcomes
<b>SCIENCE</b>	N/A	Will be based on baseline CAST proficiency levels, as defined by the CAST	Will be based on baseline CAST proficiency levels, as defined by the CAST
	<b>1.4 SUBGROUP- SOCIOECONOMICALLY DISADVANTAGED</b>		



ELA	Baseline	Goal	Measurable Actions and Outcomes					
	2017 ELA CAASPP “Standard Met” level rate: 27.42% “Standard Met” level or higher	<table border="1"> <tr> <td>2019/2020</td> <td>+2.5%</td> </tr> <tr> <td>2020/2021</td> <td>+2.5%</td> </tr> <tr> <td>2021/2022</td> <td>+2.5%</td> </tr> </table>	2019/2020	+2.5%	2020/2021	+2.5%	2021/2022	+2.5%
2019/2020	+2.5%							
2020/2021	+2.5%							
2021/2022	+2.5%							
MATHEMATICS	Baseline	Goal	Measurable Actions and Outcomes					
	2017 Mathematics CAASPP “Standard Met” level rate: 20.63% “Standard Met” level or higher	<table border="1"> <tr> <td>2019/2020</td> <td>+2.5%</td> </tr> <tr> <td>2020/2021</td> <td>+2.5%</td> </tr> <tr> <td>2021/2022</td> <td>+2.5%</td> </tr> </table>	2019/2020	+2.5%	2020/2021	+2.5%	2021/2022	+2.5%
2019/2020	+2.5%							
2020/2021	+2.5%							
2021/2022	+2.5%							
SCIENCE	Baseline	Goal	Measurable Actions and Outcomes					
	N/A	Will be based on baseline CAST proficiency levels, as defined by the CAST	Will be based on baseline CAST proficiency levels, as defined by the CAST					
<b>1.5 SUBGROUP- STUDENTS WITH DISABILITIES</b>								

	Baseline	Goal	Measurable Actions and Outcomes
<b>ELA</b>	2017 ELA CAASPP “Standard Met” level rate: 9.83%	2019/2020   +2.5%	Increase by 2.5% per year until 2021/2022.  ➤ Implementation of GLAD strategies, Staff wide GLAD Training, grade level common planning time (CPT), Multi-Tiered Systems of Supports Data Team identifies students in need of RTI, ongoing adoption process of new ELA curriculum, Educator training.
		2020/2021   +2.5%	
		2021/2022   +2.5%	
	Baseline	Goal	Measurable Actions and Outcomes
<b>MATHEMATICS</b>	2017 Mathematics CAASPP “Standard Met” level rate: “Standard Met” level 12.12% or higher	2019/2020   +2.5%	Increase by 2.5% per year until 2021/2022.  ➤ Implementation of Pacing guides and vertical articulations strategies with UC Davis Math Project. ➤ Consistent review of training and curriculum. ➤ Inhouse Montessori training connecting Common Core State Standards to Montessori materials and methodology. ➤ Multi-Tiered Systems of Supports Data Team identifies students in need of RTI, Educator training.
		2020/2021   +2.5%	
		2021/2022   +2.5%	
	Baseline	Goal	Measurable Actions and Outcomes
<b>SCIENCE</b>	N/A	Will be based on baseline CAST proficiency levels, as defined by the CAST	Will be based on baseline CAST proficiency levels, as defined by the CAST
<b>1.6 SUBGROUP- EL</b>			

	Baseline	Goal	Measurable Actions and Outcomes
<b>ELA</b>	2017 ELACAASPP “Standard Met” level rate: 21.62% proficient or higher	2019/2020   +2.5%	Increase by 2.5% per year until 2021/2022.  ➤ Implementation of GLAD strategies, Staff wide GLAD Training, grade level common planning time (CPT), Multi-Tiered Systems of Supports Data Team identifies students in need of RTI, ongoing adoption process of new ELA curriculum. ➤ 2018/2019 school year new hire; ELD Specialist. ➤ Restructuring of the Multi-Tiered Support System for English Learners
		2020/2021   +2.5%	
		2021/2022   +2.5%	
	Baseline	Goal	Measurable Actions and Outcomes
<b>MATHEMATICS</b>	2017 Mathematics CAASPP “Standard Met” level rate: 13.51%	2019/2020   +2.5%	Increase by 2.5% per year until 2021/2022.  ➤ Implementation of Pacing guides and vertical articulations strategies with UC Davis Math Project. ➤ Consistent review of training and curriculum. ➤ Inhouse Montessori training connecting Common Core State Standards to Montessori materials and methodology. ➤ Multi-Tiered Systems of Supports Data Team identifies students in need of RTI.
		2020/2021   +2.5%	
		2021/2022   +2.5%	
	Baseline	Goal	Measurable Actions and Outcomes
<b>SCIENCE</b>	N/A	Will be based on baseline CAST proficiency levels, as defined by the CAST	Will be based on baseline CAST proficiency levels, as defined by the CAST
<b>SUBPRIORITY B- THE ACADEMIC PERFORMANCE INDEX (API)</b>			
<b>GOAL</b>	<b>NOT APPLICABLE</b>		

<b>METHOD OF MEASUREMENT</b>	<b>NO FURTHER MEASUREMENT</b>
<b>SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)</b>	
<b>GRADE LEVELS NOT APPLICABLE TO K-8 SETTING</b>	
<b>SUBPRIORITY D – EL PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Percent of English learner reclassification rate will increase by 3% each year as measured by ELPAC until 100% is reached.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>➤ Add a 1.0 FTE ELD teacher to support the implementation of high quality ELD in leveled groups. The ELD teacher will help DMCS better target the needs of English learners and will also coordinate the grouping of EL students and the implementation of the ELD program. <ul style="list-style-type: none"> <li>○ Organizes and complies with English Learner identification procedures to properly process paperwork and enter data in the student data and information systems.</li> <li>○ Coordinates the school-wide identification of English Learners via the ELPAC</li> <li>○ Coordinates Spanish-language (IPT) Testing.</li> <li>○ Provides assistance to site principals and staff in addressing all mandated English Language Advisory Committee (ELAC/DELAC) topics and maintaining compliant ELAC documentation.</li> <li>○ Works as a liaison for DMCS to heighten the parental involvement of English Learner (i.e. coordinates EL parent notifications, oversees EL parent waiver process, etc.).</li> <li>○ Runs and distributes pertinent student academic performance reports to assist sites in the design and delivery of timely academic interventions for target populations.</li> <li>○ Coordinates reclassification of English Learners.</li> <li>○ Provides teachers with the necessary curricula and materials for professional development.</li> <li>○ Assists with state and federal reporting and self-assessment processes (i.e. English Learner Subgroup Self-Assessment (ELSSA), R-30 Language Census, etc.).</li> <li>○ Collaborates with and supports site personnel designated to coordinate English Learner programs and services.</li> </ul> </li> <li>➤ Services to English learners will be increased and improved by providing timely EL/RFEP Data and by freeing up certificated staff on using the data to utilize appropriate EL strategies to meet student needs at different levels.</li> </ul>
<b>MEASURABLE OUTCOME</b>	Proficiency as measured by ELPAC, or any other State measurement system.

<b>BASELINE PERFORMANCE LEVEL</b>	According to the California School Dashboard Fall release, EL students scored “Very Low (no color associated) 54.1% and declined significantly”
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>➤ California School Dashboard</li> <li>➤ ELPAC</li> </ul>
<b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will strive to reclassify at least 10% of students identified as English Learners as well developed as measured on the ELPAC assessment.
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>➤ EL Specialist on site using small group EL strategies including Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition and Development (GLAD).</li> <li>➤ Teacher training to increase proficiency rates.</li> <li>➤ Data Team created to analyze students at multiple levels including SEL, 504, RTI, and behavior (as each of these in addition to learning English may contribute to lower performance levels). This analysis will help determine the correct placement of students.</li> <li>➤ Move toward a GLAD trained school with full GLAD implementation in core classes.</li> </ul>
<b>MEASURABLE OUTCOME</b>	50% of EL students will advance at least one performance level per the ELPAC each academic year
<b>BASELINE PERFORMANCE LEVEL</b>	On the 2017 CELDT, 13% scored early advanced, 25% scored Intermediate, 38% scored Early intermediate, and 25% scored Beginning. Information retrieved from CTC DataQuest 9/2018.
<b>METHODS OF MEASUREMENT</b>	English proficiency as measured by the ELPAC.
<b>SUBPRIORITY F – AP EXAM PASSAGE RATE</b>	
<b>GRADE LEVELS NOT APPLICABLE TO K-8 SETTING</b>	
<b>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
<b>GRADE LEVELS NOT APPLICABLE TO K-8 SETTING</b>	
<b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. School attendance rates	
B. Chronic absenteeism rates	
C. Middle school dropout rates (EC §52052.1(a)(3))	
D. High school dropout rates	
E. High school graduation rates	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE</b>	DMCS will maintain a 95% ADA rate

<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled, Attendance Clerk to make daily calls to monitor daily attendance.															
<b>MEASURABLE OUTCOME</b>	Annual ADA will be at least 95%															
<b>BASELINE PERFORMANCE LEVEL</b>	Over the past four years our attendance rates have ranged between 95% and 96%. <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5"><b>ADA SUMMARY</b></th> </tr> <tr> <th></th> <th><b>2017-2018</b></th> <th><b>2016-2017</b></th> <th><b>2015-2016</b></th> <th><b>2014-2015</b></th> </tr> </thead> <tbody> <tr> <td><b>YTD%</b></td> <td>95.45%</td> <td>95.61%</td> <td>96.05%</td> <td>95.82%</td> </tr> </tbody> </table>	<b>ADA SUMMARY</b>						<b>2017-2018</b>	<b>2016-2017</b>	<b>2015-2016</b>	<b>2014-2015</b>	<b>YTD%</b>	95.45%	95.61%	96.05%	95.82%
<b>ADA SUMMARY</b>																
	<b>2017-2018</b>	<b>2016-2017</b>	<b>2015-2016</b>	<b>2014-2015</b>												
<b>YTD%</b>	95.45%	95.61%	96.05%	95.82%												
<b>METHODS OF MEASUREMENT</b>	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success															
<b>SUBPRIORITY B – STUDENT CHRONIC ABSENTEEISM RATES</b>																
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Fewer than 5% of students will be chronically absent during the course of the school year.															
<b>ACTIONS TO ACHIEVE GOAL</b>	Attendance awards presented at school assemblies or in classrooms; Engaging classes; Parents will be informed of chronic absences as specified in the Attendance & Truancy Policy in the Student Handbook															
<b>MEASURABLE OUTCOME</b>	Fewer than 5% of students will be chronically absent during the course of the school year.															
<b>BASELINE PERFORMANCE LEVEL</b>	In the 2017/2018 schoolyear DMCS had a Chronic Absenteeism Rate of 8.4% according to attendance reports published on DataQuest by the CDE															
<b>METHODS OF MEASUREMENT</b>	End of term absence and tardy reports from our student information system; Annual reports from the CDE/DataQuest.															
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE</b>																
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will maintain a 0% middle school dropout rate															
<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS will offer an academically engaging learning environment for all its students, including members of all subgroups															
<b>MEASURABLE OUTCOME</b>	DMCS will maintain a 0% middle school dropout rate															
<b>BASELINE PERFORMANCE LEVEL</b>	According to CALPADS, DMCS has maintained a 0% middle school dropout rate for the past three years															
<b>METHODS OF MEASUREMENT</b>	Student re-enrollment documentation, as verified by our student information system, hard copies, record requests, and CALPADS															

**SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES**

**GRADE LEVELS NOT APPLICABLE TO K-8 SETTING**

**SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES**

**GRADE LEVELS NOT APPLICABLE TO K-8 SETTING**

**STATE PRIORITY #6— SCHOOL CLIMATE**

*School climate, as measured by all of the following, as applicable:*

- A. *Pupil suspension rates*
- B. *Pupil expulsion rates*
- C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

**SUBPRIORITY A – PUPIL SUSPENSION RATES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will maintain an annual suspension rate of less than 5%
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers are trained and follow the Positive Behavior Intervention System which outlines our classroom management and behavior school-wide approach. Executive Director and the Dean of Students work with teachers and families to manage student behavior issues and concerns. SEL training will be provided based on student need.
<b>MEASURABLE OUTCOME</b>	DMCS will maintain an annual suspension rate of less than 5% as measured by CALPADS suspensions.
<b>BASELINE PERFORMANCE LEVEL</b>	According to 2017 SARC data, DMCS has maintained a suspension rate of less than 6% over the past three years
<b>METHODS OF MEASUREMENT</b>	Discipline incidents will be used as evidence and can be found in Section C. Engagement, under State Priority: School Climate of the School Accountability Report Card & Annual Report and CALPADS Report 7.1

**SUBPRIORITY B – PUPIL EXPULSION RATES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will maintain an annual expulsion rate of less than 1%
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained and follow the Positive Behavior Intervention and Support system which outlines our classroom management and behavior approach. Executive Director and the Dean of Students work with teachers and families to manage student behavior issues and concerns; SEL training provided based on student need.
<b>MEASURABLE OUTCOME</b>	Annually, 1% or fewer of enrolled students will be expelled
<b>BASELINE PERFORMANCE LEVEL</b>	In reviewing prior SARC data, Charter School has maintained an expulsion rate of less than 1% over the past three years

<b>METHODS OF MEASUREMENT</b>	Discipline incidents will be used as evidence and can be found in Section C. Engagement, under State Priority: School Climate of the School Accountability Report Card & CALPADS Report 7.1
<b>SUBPRIORITY C – AP EXAM PASSAGE RATE</b>	
<b>GRADE LEVELS NOT APPLICABLE TO K-8 SETTING</b>	
<b>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
<b>GRADE LEVELS NOT APPLICABLE TO K-8 SETTING</b>	
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School students and staff will adhere to the School Safety Plan
<b>ACTIONS TO ACHIEVE GOAL</b>	Annually, all Charter School employees are trained on the elements of the School Safety Plan. Students will participate in Fire, Earthquake, and safety drills Annually, all school employees are trained on the elements of the School Safety Plan. Students will participate in Fire, Earthquake, and safety drills
<b>MEASURABLE OUTCOME</b>	100% of staff will participate in at least four hours of Safe School training; Students will participate in at least eight fire, earthquake or safety drills annually
<b>BASELINE PERFORMANCE LEVEL</b>	In 2018, 100% of Charter School staff participated in Safe School First Aid & CPR training. In 2017, ten fire, earthquake or safety drills were conducted
<b>METHODS OF MEASUREMENT</b>	Professional Development agenda and annual drill calendars
<b>SUBPRIORITY D – COMMUNITY OUTREACH [OPTIONAL]</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS staff and parents host various community building events and activities throughout the year
<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS will host at least 5 community events annually in conjunction with the Parent Teacher Organization
<b>MEASURABLE OUTCOME</b>	At least 5 campus community events will be held throughout the academic year
<b>BASELINE PERFORMANCE LEVEL</b>	In 2017 DMCS hosted 6 community events including the Dragonfly Dinner and Auction, Dixon Chamber of Commerce Mixer, Spring Sing, Winter Sing, Lego Night, and Field Day.
<b>METHODS OF MEASUREMENT</b>	The DMCS Master Events Calendar
<b>SUBPRIORITY E – SENSE OF COMMUNITY [OPTIONAL]</b>	



<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS understands and encourages the link between children’s emotional development and their ability to learn at an optimal rate. To support the development of social skills, emotional intelligence, and academic wellbeing DMCS uses PBIS to enhance the classroom and school community. DMCS will strive to make each classroom, the campus, and the broader parent/teacher/family community a place that is welcoming, safe, and academically enriching.
<b>ACTIONS TO ACHIEVE GOAL</b>	Follow the Montessori philosophy in grades TK-3. Use PBL teaching strategies for 4-8th grade. The Charter School understands the importance of SEL, and attempts to create social and emotional intelligence in students through lessons and modeling. The Dean of Students will focus on building character of individuals and the school through programs like the Great Kindness Challenge, Project Wisdom, MERIT Rallies, and PBIS. The Charter School will continue to support staff by providing a caring environment to work and learn in. DMCS will continue to build community with parents and guardians by creating and hosting community events and meetings
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>➤ PBIS Data</li> <li>➤ Number of community event</li> <li>➤ Meeting participation data</li> </ul>
<b>BASELINE PERFORMANCE LEVEL</b>	Montessori Combination classes, Buddy Bench, 3rd year of Great Kindness Challenge, Project Wisdom, assemblies and rallies to celebrate character, multi-age projects, reading buddies, morning circle, cross country team, leadership music in morning, small school, pot lucks, community events, PTO and ELAC
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>➤ PBIS Discipline Data Base positivity ratio</li> <li>➤ Student turnover</li> <li>➤ Teacher retention</li> <li>➤ ADA</li> </ul>
<b>STATE PRIORITY #7— COURSE ACCESS</b> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
<b>SUBPRIORITY A – CORE PROGRAMS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in core academic and education programs, as outlined in the Charter School’s charter
<b>ACTIONS TO ACHIEVE GOAL</b>	All core academic content areas will be available to all students, including student subgroups, at all grade levels.

<b>MEASURABLE OUTCOME</b>	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to enroll in all core subject content areas available.
<b>BASELINE PERFORMANCE LEVEL</b>	In the academic years ending in 2016, 2017, and 2018, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, were enrolled in the core academic programs, as outlined in the Charter School's charter.
<b>METHODS OF MEASUREMENT</b>	CALPADS, students, teacher, course, and grade level schedules; Student Information System and report cards
<b>SUBPRIORITY B – K-6 ELECTIVES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will supplement core academic programs with elective programs in the K-6 grades. All students will have access to elective courses, including at least two additional courses, such as Music, Technology, or other electives, as determined by current needs and staffing availability.
<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS will annually determine electives to be offered to grades K-8 and will staff and schedule accordingly. All elective programs will be available to all K-6 students, including student subgroups.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of 4-8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to be enrolled in 2 elective programs.
<b>BASELINE PERFORMANCE LEVEL</b>	In the academic years ending in 2016, 2017, and 2018, 100% of K-6 students, including all student subgroups, unduplicated students, and students with exceptional needs, were enrolled in the elective programs of Physical Education, Music, and Technology.
<b>METHODS OF MEASUREMENT</b>	Students, teacher, course, and grade level schedules. CALPADS. Report cards.
<b>SUBPRIORITY C – 7-8 ELECTIVES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will supplement core academic programs with elective programs in the 7-8 grades. All students will have access to elective courses, including Technology and at least two additional courses, such as Music, Honors Choir, Leadership/School Service, Garden, Ready Set Create, or other programs, as determined by current needs and staffing availability.
<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS will annually determine electives to be offered to grades 7-8 and will staff and schedule accordingly. All elective programs will be available to all 7-8 students, including student subgroups.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of 7-8 students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to an enroll in at least 1 additional elective course.
<b>BASELINE PERFORMANCE LEVEL</b>	In the academic years ending in 2016, 2017, and 2018, 100% of 7-8 students, including all student subgroups, were enrolled in the elective programs of at least 1 additional elective.

<b>METHODS OF MEASUREMENT</b>	CALPADS, students, teacher, course, and grade level schedules. Student Information Systems records and report cards.
<b>STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN</b> <i>In addition to the Pupil Achievement goals outlined in State Priority 7.</i>	
<b>SUBPRIORITY A – READING LEVEL</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Given the correlation between reading ability in Grade 3 and lifetime academic performance, DMCS will emphasize development of reading proficiency by Grade 3.
<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS will assess all students, including subgroups, for their reading ability in grades K-3. DMCS will provide interventions for struggling readers.
<b>MEASURABLE OUTCOME</b>	65% of DMCS students will read at or near grade level by Grade 3. This will increase by 5% a year to 80% as measured by CAASPP scores or iReady.
<b>BASELINE PERFORMANCE LEVEL</b>	According to 2017 CAASPP scores 56% of students were near standard and 10% of students were above standard in Grade 3.
<b>METHODS OF MEASUREMENT</b>	All students in grades K-3 will be assessed using CAASPP, iReady, in class assessments, and RTI assessments.
<b>SUBPRIORITY B – MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Within five years 37.56% of DMCS students will move toward a “Standard Met” level or higher on the CAASPP statewide assessment in the area of Mathematics
<b>ACTIONS TO ACHIEVE GOAL</b>	All students participate in Math instruction, through Individualized Work Plans and direct instruction, 5 days per week. Instructional strategies implemented include: focused and designed instruction; spiraling math curriculum; small group work, one-to one assistance, small group after- school tutorial; consultation with UC Davis Math Project and collaboration with colleagues to support student goals and learning. Continuous examination of curriculum and material by Administration and faculty.
<b>MEASURABLE OUTCOME</b>	Annually, DMCS strives to increase CAASP Mathematics test scores of “Standard Met” level or higher by 2%/ year until we meet or exceed State “Standard Met” level
<b>BASELINE PERFORMANCE LEVEL</b>	In 2017, 32.61% of students in grades 3rd through 8th, were at the “Standard Met” level or higher on the CAASPP test for Mathematics
<b>METHODS OF MEASUREMENT</b>	CAASPP Test Scores
<b>SUBPRIORITY C – TECHNOLOGICALLY SKILLED</b>	

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students will be provided with instruction in and exposure to technology to promote technological proficiency and to prepare them for the modern world.
<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS will provide students, including all subgroups, with access to appropriate technology and instruction.
<b>MEASURABLE OUTCOME</b>	DMCS will maintain a computer to student ratio that exceeds 1:2 for grade levels 2-8. 70% of DMCS students will demonstrate a satisfactory level of typing proficiency by grade 4. This will increase by 10% per year until 90% is reached.
<b>BASELINE PERFORMANCE LEVEL</b>	<ul style="list-style-type: none"> <li>➤ In 2017 Grade 2 and 3 students had a device ratio of 1:2 and an assigned technology class. Grade 4-6 students had a device ratio of 1:1 and an assigned technology class. Middle School students had a device ratio of 1:1 with access to a technology elective class.</li> <li>➤ No Baseline Performance data for typing proficiency by Grade 4.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	Device ratio will be calculated annually by DMCS administration. Grade 4 typing proficiency will be determined by speed (words per minute) and accuracy according to annual Keyboarding Without Tears assessments.
<b>SUBPRIORITY D – SOCIAL SCIENCES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through an integrated pedagogical approach including direct instruction, Montessori, and PBL students will study a blend of Social Sciences using the History-Social Science Content Standards or presently approved state standards and Common Core State Standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects and Montessori materials.
<b>MEASURABLE OUTCOME</b>	Annually, 60% of students, will demonstrate proficiency through classroom assessments.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2017, 61% of 8 <sup>th</sup> grade students scored proficient or advanced on the California Standards Test for History-Social Science. In the past year, Dixon Montessori Charter School 8 <sup>th</sup> grade students have performed reasonably equivalent to the overall state results in this area. During the 2017 History/Social Science adoption no Baseline performance is available.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency as measured by report cards.

<b>SUBPRIORITY E - SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	DMCS will continue to refine instructional materials aligned with the new Science Framework and Next Generation Science Standards (NGSS) and provide training to teachers on instructional materials and NGSS to prepare students for the CAST.
<b>ACTIONS TO ACHIEVE GOAL</b>	DMCS will pilot instructional materials aligned with the new Science Framework and NGSS. DMCS will provide at least 1 NGSS training per year.
<b>MEASURABLE OUTCOME</b>	DMCS will continue to refine and adopt NGSS aligned curriculum and by 2019-2020 school year, DMCS will provide K-6 teachers and Middle School Science teacher with professional development. In addition, DMCS will align classroom lessons with NGSS standards by 2019-2020.
<b>BASELINE PERFORMANCE LEVEL</b>	DMCS currently has all necessary instructional material. Supplemental have been purchased and will be purchased as new materials become available. CAST results are currently unavailable
<b>METHODS OF MEASUREMENT</b>	DMCS authentic creation of Individualized Work Plans is used to monitor and track student progress throughout the year. Assessments include, but are not limited to: Montessori observation, CAST, and any other state adopted formal evaluation.

<b>SUBPRIORITY F(1) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students will demonstrate an understanding of their actions, how these affect their surroundings and the ability to work with others.
<b>ACTIONS TO ACHIEVE GOAL</b>	All students participate in classroom dialogues and discussions, community activities, student government, and classroom decision making processes. By integrating literature and dialogue, students are able to engage in the development of classroom rules and expectations while participating in a democratic process.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of classrooms will have collaboratively devised rules and expectations; fewer than 5% of students will be suspended; fewer than 1% of students will be subject to expulsion.
<b>BASELINE PERFORMANCE LEVEL</b>	Since 2010, 100% of classrooms had posted rules and expectations; Student suspension rate was less than 4%; Student expulsion rate was 0%
<b>METHODS OF MEASUREMENT</b>	Classroom observation rubrics; Book titles in classroom libraries; Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence

<b>SUBPRIORITY F(2) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students will demonstrate social responsibility by working to improve their school and community environments.
<b>ACTIONS TO ACHIEVE GOAL</b>	Throughout the school year, student volunteers will engage in various community service activities such as Choir performance at Dixon Christmas Tree Decorating and Lighting, and participation in the Dixon May Fair. DMCS utilizes the on campus garden which serves as another vehicle whereby students are exposed to the concept of ecological responsibility and awareness.

<b>MEASURABLE OUTCOME</b>	Annually, 100% of classrooms work in their classroom garden box or participate in a community event.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2017, 100% of all classrooms actively participated in classroom garden boxes or a community event.
<b>METHODS OF MEASUREMENT</b>	Assemblies, rallies and newspaper articles showing participation in community events.
<b>SUBPRIORITY F(3) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will demonstrate an understanding in initiating and planning projects, following through on responsibilities, and managing goals relevant to their learning
<b>ACTIONS TO ACHIEVE GOAL</b>	Montessori individualized Work Plans (TK-3) and PBL (4-8) supports students working independently at their own learning level; classroom and PBL programs develop responsibility and goal management.
<b>MEASURABLE OUTCOME</b>	Each year 100% of students work with a form of an Individualized Work Plan 100% of students will complete at least one project each trimester in an academic content area
<b>BASELINE PERFORMANCE LEVEL</b>	Over the last four years, 100% of students at all grades participated in Individualized Work Plans; 100% of students completed at least one project each trimester in an academic content area.
<b>METHODS OF MEASUREMENT</b>	Individualized Work Plan folders, project rubric, presentation rubric, classroom grade books and report cards will demonstrate project participation
<b>SUBPRIORITY F(4) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will demonstrate the capacity to perceive social needs and global concerns and address these through leadership skills to make a positive contribution to their school and community.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will discuss current events and global social issues; Students will gain awareness of their community and surroundings through field trips. Students will develop community building and mentoring relationships through the Montessori environment and through PBL
<b>MEASURABLE OUTCOME</b>	100% of classrooms participate in at least one off-campus field trips annually; Annually, 100% of classrooms create a Montessori or PBL environment which is designed to build community and mentoring relationships
<b>BASELINE PERFORMANCE LEVEL</b>	Over the past four years, 100% of classrooms attended at least one off-campus field trips; all classrooms have created a Montessori or PBL learning environment.
<b>METHODS OF MEASUREMENT</b>	Field trip rosters and schedules show participation in field trips Our multiage Montessori classroom configurations facilitate cross-age collaboration among students within each classroom. Our 4-8 PBL classrooms facilitate collaboration among students

### ELEMENT III. METHODS OF ASSESSMENT AND OTHER USES OF DATA

*Governing Law: 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. –Education Code Section 47605(b)(5)(C)*

#### Overview and Assurances

As described in Section II of this charter, DMCS has established annual goals for student achievement, with specific attention to supporting English Learners and other targeted subgroups. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card as required by Education Code Section 47605(b)(5)(C). DMCS will comply with all applicable Local Control Funding Formula (“LCFF”) and LCAP related laws and compliance requirements.

DMCS shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. This includes but is not limited to the Smarter Balanced Assessments and the CAASPP assessment system, ELPAC, and PFT. The California School Dashboard (<http://www.caschooldashboard.org>) (the “Dashboard”) shows how school districts and schools, including charter schools, are performing on test scores, graduation rates and other measures of student success. The Dashboard is an online tool designed to help communities across the State access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of changes that have raised the bar for student learning, transformed testing, and increased the focus on equity. Six state indicators allow for comparisons across schools and districts based on information collected statewide:

- High School Graduation Rate
- Academic Performance
- Suspension Rate
- English Learner Progress
- Preparation for College/Career (CCI)
- Chronic Absenteeism

Results are presented for all districts, schools, and defined student groups (i.e. racial groups, low income, English learners, homeless, foster youth, students with disabilities).

Schools and districts receive one of five color-coded performance levels on each of the six state indicators. Each performance level is represented by (1) a color, and (2) a number of shaded segments. The overall performance level is based on both the current performance (status) and change from the previous year (change).

The Charter School includes the current Dashboard in data discussions and planning for throughout each school year.

## Methods for Measuring Pupil Progress

DMCS uses a comprehensive array of tools to measure student progress. At the center of the data collection is CAASPP testing.

All teachers meet the students' families at the Meet and Greet event before the beginning of the school year.

Teachers administer an initial benchmark exam to gain an in-class overview of the student's academic standing and use that to establish the initial work plans.

Student progress on non-state mandated exams, including regular math and language quizzes, spelling tests, in-class observations, and student project presentations are used as interim assessments that guide continuous refinement of the student's instructional program.

Evidence of student progress is reported at two parent-teacher meetings. K-6 teachers are expected to present a standards-based report card format the student's status in meeting grade-level standards. Middle School Teachers are expected to present a letter-based report card

## Use and Reporting of Data

### Reporting of Achievement Data

DMCS has always had a commitment to transparency of information on student progress towards meeting academic standards. The DMCS Executive Director reports to the DMCS Board of Directors at an open meeting noticed to parents and interested parties at regularly scheduled board meeting:

- The Dashboard
- Annual State Testing
- Grade-level proficiency scores by content area in school benchmarks
- The school's progress towards meeting its in school benchmark and student proficiency targets
- Recommended activities to ensure success

Report cards are sent home three times a year. Parents receive achievement updates for their student at their required parent conferences. These conferences take place twice a year. In addition, teachers communicate openly with parents continuously throughout the year.

DMCS also produces a School Accountability Report Card ("SARC") and LCAP.

### Use of Achievement Data to Improve Upon Charter School Programs

Staff receives data on student achievement regularly and uses this data to help monitor and improve DMCS's education program. DMCS utilizes the assessment tools indicated above to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations.



## ELEMENT IV. GOVERNANCE STRUCTURE

*Governing Law: 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—California Education Code Section 47605(b)(5)(D)*

### **Non-Profit Public Benefit Corporation**

DMCS is operated by Dixon Montessori Charter School, Inc., a California Nonprofit Public Benefit Corporation.

DMCS shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and DMCS. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of DMCS, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by DMCS as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix C, please find the DMCS Articles of Incorporation, Bylaws, and Conflict of Interest Code.

### **Board of Directors**

DMCS is governed by the DMCS Board of Directors who are selected, serve, and govern DMCS in accordance with their adopted corporate bylaws, which are maintained to align with the terms of this charter and applicable law.

As further detailed in the bylaws, the number of directors shall be at least five (5) but no more than seven (7). The Board shall be composed of parents and community members, with a preference for members with expertise in education, law, finance, facilities, and marketing. Additionally, in accordance with Education Code Section 47604(b), the authorizing entity shall have the right to appoint a representative to the DMCS Board of Directors. If the charter authorizer designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Directors. Each director shall hold office for three (3) years. No director shall be elected to serve more than two consecutive terms. At no time may more than two members of the same family serve on the Board of Directors. Recommendation and appointment of new directors, to replace those whose terms have expired, shall take place on an annual basis. No Director shall be appointed to serve more than two consecutive terms. A Director who has served two consecutive terms may be eligible to serve as a Director after one year has passed since that person was last a Director.

## Board Duties

- The Board of Directors is responsible for the operation and fiscal affairs of DMCS, including, but not limited to, the following: Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing
- Negotiation and approval of a MOU or other contracts with the Dixon Unified School District (facilities and maintenance MOU)
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the charter to be submitted to the CDE as necessary in accordance with applicable law
- Long-term strategic planning
- Participation as necessary in dispute resolution
- Monitoring overall student performance
- Filling the position of Executive Director, as necessary
- Evaluation of the Executive Director
- Monitoring the performance of DMCS and taking necessary action to ensure that the Charter School remains true to its mission and charter
- Monitoring the fiscal solvency of DMCS
- Participation in the annual independent fiscal audit
- Participation in DMCS's performance report to the District
- Participation as necessary in student expulsion matters
- Increasing public awareness of DMCS
- Fundraising efforts

The DMCS Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

## Board Meetings

The DMCS Board of Directors will meet at least monthly (except for summer months) to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

The DMCS Board of Directors has adopted a Conflict of Interest Code, which complies with the Political Reform Act, Corporations Code conflicts of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix C. Notwithstanding any rule, regulation, provision, or Corporation Bylaw to the contrary, the DMCS' Board of Directors and the Charter School shall at all times and in all respects comply with all conflict of interests

laws generally applicable to the District's Board of Trustees, including but not limited to, Government Code section 1090 and the Political Reform Act.

The DMCS Board of Directors meetings are led by the Board Chair, who is elected annually amongst the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of those members present.

### Board Delegation of Duties

The DMCS Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of DMCS any of those duties with the exception of employment of the Executive Director, approval of Board policies, approval of the fiscal audit, approval of the budget or budget revisions or purchases over \$25,000. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

### Executive Director

The Executive Director is the leader of DMCS. The Executive Director ensures that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director reports directly to the DMCS Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in DMCS.

The Executive Director's duties include, but are not limited to, the following:

- Provide instructional leadership to DMCS
- Attend meetings with the charter authorizer
- Supervise all employees of DMCS; make recommendations to the DMCS Board of Directors regarding the hiring of all DMCS employees
- Provide performance evaluations of all DMCS employees at least once annually
- Prepare proposals of policies for adoption by the DMCS Board of Directors
- Provide comments and recommendations regarding policies presented by others to the DMCS Board of Directors
- Advise the DMCS Board of Directors and make written recommendations to the Board on programs, policies, budget and other school matters
- Communicate with DMCS's legal counsel
- Stay abreast of charter school laws and regulation

- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Write applications for grants
- Attend meetings with the back office services provider on fiscal oversight issues periodically upon request
- Provide all legally required financial reports to the District, Solano County Office of Education, and CDE, as appropriate
- Develop and administer the budget as approved by the DMCS Board of Directors in accordance with generally accepted accounting principles
- Present quarterly financial reports to the DMCS Board of Directors
- Provide assistance and coordination in the implementation of curriculum
- Oversee parent/student/teacher relations
- Attend IEP meetings as required by law
- Oversee student disciplinary matters
- Coordinate the administration of Standardized Testing
- Plan and coordinate student orientation
- Attend all DMCS Board of Directors meetings and attend as necessary District Board of Education meetings
- Site safety
- Foster an amicable relationship with the District
- Implement a Communication Model to facilitate communication among all the groups within DMCS, between DMCS and the District, and between DMCS and the community-at-large
- Graduation
- Develop the DMCS SARC and LCAP
- Present performance report to the DMCS Board of Directors
- Facilitate open house events

The above duties may be delegated or contracted to another DMCS employee or to an appropriate third-party provider as allowed by applicable law.

### **Parent Participation in Governance**

In addition to their ability to serve on the DMCS Board of Directors, DMCS ensures parents have an opportunity to participate in governance of DMCS through involvement in the DMCS Advisory Board. The DMCS Advisory Board is composed of parents, staff and students. The Advisory Board meets regularly and makes recommendations to the DMCS Board of Directors regarding all aspects of the school's operation. The Executive Director attends upon request to Advisory Board meetings and reports Advisory Board recommendations to the DMCS Board of Directors.

## ELEMENT V. EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605 (b)(5)(E)

In accordance with DMCS health and safety policies, described in Element VI of this charter, all employees shall be fingerprinted, background-checked, and receive background clearance and tuberculosis clearance prior to commencing employment with DMCS.

DMCS's key staff members will meet the following qualifications:

### Executive Director Qualifications

The Executive Director is the instructional leader at DMCS and is responsible for helping the Charter School and students achieve the outcomes outlined in this charter. The Executive Director will have the following qualifications:

Required knowledge, skills, and abilities:

- Understanding of Montessori methodology, measurement and implementation
- Understanding of teacher evaluation
- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in developing teachers
- Entrepreneurial passion
- Knowledge of school management

Required experience:

- Experience in performance assessment
- Experience in school management

Required minimum qualifications:

- Master's degree highly desirable or at least five years of experience in school management.

### Dean of Students Qualifications

The Dean of Students is primarily responsible for student conduct and discipline and implementation of PBIS throughout DMCS. The Dean of Students works directly with students and their families to promote and enforce good conduct and discipline. The Dean will work closely with the administration, teachers, and support staff.

Required knowledge, skills, and abilities:

- Holds high expectations for performance regardless of students' background and initial ability
- Passionately dedicated to DMCS's mission and vision and Charter philosophy
- Outstanding classroom teacher who has demonstrated quantifiable and objective student performance gains
- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Technological proficiency in Word, Excel, and PowerPoint with an exceptional understanding of data analysis especially as it relates to school climate and culture
- Experience in working with students with behavioral challenges
- Outstanding ability to communicate well with parents, and to help students modulate their own behavior.
- Ability to work both on broad-based strategy and everyday details and to exercise excellent judgment in decision-making
- Excellent verbal and written communication across diverse audiences including children and families from low-income communities
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ambitious nature interested in growing as an educator and reaching high standards professionally
- Committed to getting the job done well, no matter what the obstacles or how long it takes

Required Experience and Education:

- Teaching credential required; Advanced degree preferred

### Business Services Administrator Qualifications

The Business Services Administrator is responsible for submitting reports in align with the State and charter requirements, maintaining curriculum and assessments aligned with state standards and other administrative duties as assigned by the Executive Director. The Business Services Administrator will have the following qualifications:

Required knowledge, skills, and abilities:

- Understanding of school reporting
- Understanding of technology requirements for state assessments
- Understanding of state mandated requirements (Education Code/ Charter)
- High organizational and writing skills

Required Experience and Education:

- Experience with in an educational setting
- Experience in the field of technology

- Minimum of 2 years at DMCS

## Teacher Qualifications

### Required knowledge, skills, and abilities:

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching using Montessori methods
- Well Qualified under applicable state and federal law
- Technologically knowledgeable
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

### Required educational level / credentialing:

DMCS teachers are required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(1).

The Charter School will maintain auditable files of teacher credentials in compliance with applicable law.

## Teacher Recruitment

DMCS implements a comprehensive teacher recruitment process to attract well-qualified, credentialed teachers. DMCS's recruitment strategies for employing well qualified teachers include using established teacher credentialing services, such as EdJoin, and college employment fairs, among other generally acceptable strategies. Teachers with Montessori experience will be preferred.

## Professional Development

Professional development is provided on an ongoing basis and is built into the school calendar. Professional development workshop days include:

- Comprehensive monthly staff meeting.
- Regularly scheduled mini-professional development lessons targeted to the needs of the staff.
- Weekly collaboration time among grade levels including a structured meeting with recorded documentation of:
  - RtI (Response to Intervention) student discussion

- Assessment driven data goal discussed and ideas shared.
  - Review of data to choose new goal for next week
- Grade level housekeeping
- Other designated professional development days scheduled throughout the school year, including regularly scheduled staff meetings for purposes of professional development, collaboration time, and assessment analysis.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.



## ELEMENT VI. HEALTH AND SAFETY OF PUPILS AND STAFF

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school record summary as described in Section 44237—Education Code Section 47605(b)(5)(F)*

In order to provide safety for all students and staff, DMCS has adopted and implemented full health and safety procedures in consultation with its insurance carriers and risk management experts. These policies are incorporated into the Charter School's student and staff handbooks and are reviewed on an ongoing basis by the Executive Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. These documents are maintained at the DMCS school site and are available upon request.

The following is a summary of the health and safety policies of DMCS:

### **Procedures for Background Checks**

Employees and contractors of DMCS are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of DMCS shall monitor compliance with this policy and report to the DMCS Board of Directors on a regular basis. The DMCS Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and, for employees, at least once each four years thereafter, as required by Education Code Section 49406.

### **Immunizations**

All enrolled students and staff are required to provide records documenting immunizations as is

required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

### **Medication in School**

DMCS adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

### **Vision, Hearing, and Scoliosis**

Students are screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, *et seq.*, as applicable to the grade levels served by DMCS.

### **Diabetes**

DMCS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

### **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, if applicable to DMCS pursuant to Education Code Section 35292.6.

### **Emergency Preparedness**

DMCS adheres to a School Safety Plan/Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall. This

handbook includes, but is not limited to, the following responses: fire, flood, earthquake, lockdown, terrorist threats, and hostage situations. If utilizing facilities that were previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for DMCS. The School Safety Plan/Emergency Preparedness Handbook is available upon request.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

### **Blood-borne Pathogens**

DMCS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the work place. The DMCS Board of Directors maintains a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

### **Drug-, Alcohol-, and Smoke-Free Environment**

DMCS functions as a drug-, alcohol- and smoke-free environment.

### **Facility Safety**

DMCS complies with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or the California Building Standards Code. DMCS tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. DMCS conducts fire drills as required under Education Code Section 32001.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

DMCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. DMCS has adopted a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the DMCS anti-discrimination and harassment policies.

## ELEMENT VII. RACIAL AND ETHNIC BALANCE

*Governing Law: The means by which the charter school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. —Education Code Section 47605(b)(5)(G)*

DMCS implements a student outreach and recruitment plan that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District, including English and Spanish.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District.
- Outreach meetings that include prospective students and parents of all racial and ethnic backgrounds.
- Establishing a bilingual parent group to connect with our Hispanic families to communicate upcoming school events, PTO activities, coordinate outreach efforts, and give our Hispanic parents a place to voice their opinions and concerns, get support, and get questions answered related to their child's education.

The Charter School will meet with the District Superintendent or designee at least annually during the summer break, after the close of the current school year but no later than August 1 of the following school year prior to commencing instruction, to review the outreach and recruitment plan provided above. The Charter School and District will update the outreach and recruitment plan, if necessary, based upon the success and/or failures of the prior year in achieving a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.

## ELEMENT VIII. ADMISSION POLICIES AND PROCEDURES

*Governing Law: Admissions policies and procedures, consistent with [Education Code Section 47605] subdivision (d). –Education Code Section 47605(b)(5)(H)*

DMCS is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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, or association with an individual who has any of the aforementioned characteristics). DMCS shall comply with all applicable legally required minimum and maximum age requirements.

All pupils who wish to attend DMCS shall be admitted, subject only to the school's capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into DMCS. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

### Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend DMCS exceeds the school's capacity, admission, except for existing students of DMCS, shall be determined by a public random drawing. In the case of a public random drawing, admission preference will be given in the following order:

1. Currently enrolled DMCS students
2. Children of DMCS employees
3. Siblings of students admitted to or attending DMCS
4. Students residing within the boundaries of the Dixon Unified School District
5. All other California residents

DMCS and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference

categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a “wait” list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated to parents and students in the application form and on the DMCS website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. DMCS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process through the DMCS Website at least two weeks prior to the lottery date.

### **Enrollment and Registration**

Upon admission to DMCS, the registration process is comprised of the following:

- Completion of a student registration packet
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum and maximum age requirements

Volunteering at DMCS is not mandatory and is not a condition of admission or continued enrollment at DMCS. Attendance at orientations and submission of pupil documents will be requested only after the pupil has been admitted to DMCS.

## ELEMENT IX. ANNUAL INDEPENDENT FINANCIAL AUDITS

*Governing Law: The manner in which an annual, independent financial audit 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—Education Code Section 47605 (b)(5)(I)*

An annual independent fiscal audit of the books and records of DMCS will be conducted as required by Education Code sections 47605(b)(5)(I) and 47605(m). The books and records of DMCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

An audit committee of the DMCS Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be approved by the State Controller's Office on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the audit will be forwarded to the District, the Solano County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the DMCS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of DMCS is a public record to be provided to the public upon request.

## ELEMENT X. PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) *For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*

(ii) *For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

(I) *Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

(II) *Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

(iii) *Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). —Education Code Section 47605*

*(b)(5)(j)*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at DMCS. In creating this policy, DMCS has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* DMCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as DMCS's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures clearly describes discipline expectations, and it is printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The DMCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.



Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom DMCS has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. DMCS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom DMCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students and shall notify the District of the same.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at DMCS or at any other school, or 3) a DMCS sponsored event. A student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

1. while on school grounds;
2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus; or
4. during, going to, or coming from a school-sponsored activity.

## B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
  - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers

and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or

- has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
  - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
    - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
  - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - n) Committed or attempted to commit a sexual assault as defined in Penal Code

Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases., or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the

actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.



- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    - iii. An act of cyber sexual bullying.
      - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivisions (3)(a)-(b).
  - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United

States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the

date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial DMCS Board of Directors following a hearing before it or by the DMCS Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the DMCS Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

## E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the

Charter School Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences**

DMCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the DMCS Board of Directors, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the

introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

## **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the DMCS Board of Directors or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the DMCS Board of Directors who will make a final determination regarding the expulsion. The final decision by the DMCS Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the DMCS Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

## **I. Written Notice to Expel**

The Executive Director or designee following a decision of the DMCS Board of Directors to expel shall send written notice of the decision to expel, including the DMCS Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with DMCS.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

#### **J. Disciplinary Records**

DMCS shall maintain records of all student suspensions and expulsions at DMCS. Such records shall be made available to the District upon request.

#### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from DMCS as the DMCS Board of Directors' decision to expel shall be final.

#### **L. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. DMCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **M. Rehabilitation Plans**

Students who are expelled from DMCS shall be given a rehabilitation plan upon expulsion as developed by the DMCS Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to DMCS for readmission.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the DMCS Board of Directors following a meeting with the Executive Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the DMCS Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the DMCS's capacity at the time the student seeks readmission.

## O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

### 1. Notification of SELPA

DMCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who DMCS or the SELPA would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, DMCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the DMCS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If DMCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that DMCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;



- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and DMCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If DMCS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then DMCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or DMCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or DMCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent and DMCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

DMCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
  - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
  - c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated DMCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if DMCS had knowledge that the student was disabled before the behavior occurred.

DMCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to DMCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other DMCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director or a director designee.

If DMCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If DMCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. DMCS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by DMCS pending the results of the evaluation.

DMCS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**ELEMENT XI. EMPLOYEE RETIREMENT SYSTEMS**

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. —Education Code Section 47605 (b)(5)(K)*

DMCS structures its employee compensation plan in a manner that will attract candidates with the necessary skills and experience.

DMCS certificated employees participate in the State Teachers' Retirement System ("STRS") and classified employees participate in the Public Employees' Retirement System ("PERS"). All employees, except for those participating in STRS, participate in the Social Security system. DMCS shall seek reporting services from the District or County pursuant to Education Code Section 47611.3, in exchange for the actual costs of such services.

The Executive Director shall coordinate and ensure appropriate participation in applicable retirement programs for all employees.

## ELEMENT XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —California Education Code Section 47605 (b)(5)(L)*

No student may be required to attend DMCS. Students who reside within the District who choose not to attend DMCS may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in DMCS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in DMCS, except to the extent that such a right is extended by the local education agency.

### ELEMENT XIII. EMPLOYEE RETURN RIGHTS

*Governing Law: 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. —Education Code Section 47605 (b)(5)(M)*

No public school district employee shall be required to work at DMCS. Employees of the District who resign from District employment to work at DMCS and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment and will have no automatic rights of return to the District after employment by DMCS unless specifically granted by the District through a leave of absence or other agreement. DMCS shall not have any authority to confer any rights to return on District employees. DMCS employees shall have any right upon leaving the District to work in DMCS that the District may specify, any rights of return to employment in a school district after employment in DMCS that the District may specify, and any other rights upon leaving employment to work in DMCS that the District determines to be reasonable and not in conflict with any law.

Persons employed by DMCS are considered the exclusive employees of DMCS and not of the District for any purpose whatsoever, unless otherwise mutually agreed in writing. Sick or vacation leave at the District or any other school district will not be transferred to DMCS. Employment by the DMCS provides no rights of employment at any other entity, including any rights in the case of closure of DMCS.

## ELEMENT XIV. DISPUTE RESOLUTION

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter—Education Code Section 47605 (b)(5)(N)*

DMCS and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between DMCS and the District, DMCS staff, employees and Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and DMCS Executive Director or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, DMCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The DMCS Executive Director and District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director, or their respective designees and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within 60 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and DMCS. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and DMCS.

### Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## ELEMENT XV. CLOSURE PROCEDURES

*Governing Law: 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. — Education Code Section 47605(b)(5)(O)*

Closure of DMCS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The DMCS Board of Directors will promptly notify parents and students of DMCS, the District, the Solano County Office of Education, DMCS's SELPA, the retirement systems in which DMCS's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of DMCS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close DMCS.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, DMCS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. DMCS will ask the District to store original records of DMCS students. All DMCS student records shall be transferred to the District upon closure. If the District will not or cannot store the records, DMCS shall work with the Solano County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, DMCS will prepare final financial records. DMCS will also have an independent audit completed within six months after closure. DMCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit



findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

DMCS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of DMCS, all assets of DMCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by in-district students attending DMCS shall revert to the District. All other assets shall remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof

Any assets acquired from the District or District property will be promptly returned upon DMCS closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, DMCS shall remain solely responsible for all liabilities arising from the operation of the School.

As DMCS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of DMCS, the DMCS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

DMCS will utilize its reserve fund to undertake any expenses associated with the closure procedures identified above.

## ELEMENT XVI. MISCELLANEOUS CHARTER ELEMENTS

### A. Budgets and Financial Reporting

*Governing Law:* The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. –Education Code Section 47605(g)

Attached, as Appendix D, please find DMCS’s budget and financial statements, including cash flow and projections for the next three years. These documents are based on the best available data available to DMCS at this time, including Local Control Funding Formula calculations.

DMCS shall provide the following reports to the District as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

DMCS shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

DMCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, DMCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

## B. Insurance

The Charter School shall take out and maintain, during the term of the Charter, such public liability and property damage insurance as shall protect the District, its officers, agents, servants, representatives and employees from all claims for personal injury, including accidental death, to any person, as well as from all claims for property damage arising from operations under this Charter, in minimum amounts as follows:

General liability, including automobile liability: \$5,000,000 combined single limit per occurrence.

The Charter School's insurance policies shall include the following:

(1) a clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice stating the date of cancellation or reduction has been mailed to the Dixon Unified School District by DMCS. Date of cancellation or reduction may not be less than thirty (30) calendar days after date of mailing notice;"

(2) language stating in particular who is insured, extent of insurance, locations and operations to which insurance applies, expiration date, to whom cancellation or reduction notice will be sent; and (3) a statement that the District and its officers, employees and agents are named as additional insured by way of endorsement to the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by the District. Each insurance company shall be an insurer admitted to do business in California with a "VIII" or better rating according to the current edition of Best's Insurance Reports.

The foregoing requirements as to the types and limits of insurance coverage to be maintained by the Charter School, and any approval of said insurance by the District, or its insurance consultant(s), are not intended to and shall not in any manner limit or qualify the liabilities and obligations otherwise assumed by the Charter School pursuant to this Charter, including but not limited to, the provisions concerning indemnification.

The Charter School shall be solely responsible for maintaining, during the term of the Charter, a workers' compensation policy written in accordance with the laws of the State of California and providing coverage for any and all employees of the Charter School. This policy shall provide coverage for workers' compensation as required under California law and within statutory limits. At a minimum, this policy shall provide coverage of \$1,000,000 per occurrence for Employers' Liability.

The Charter School shall take out and maintain, during the term of the Charter, all insurance policies provided for in the Charter, including directors' and officers' insurance, and employment practices insurance, and shall name the District as additional insured.

The Charter School shall provide the District copies of certificates of insurance, as provided herein, upon request of the District.

### C. Administrative Services

*Governing Law: The manner in which administrative services of the school are to be provided. –Education Code Section 47605(g)*

The Executive Director assumes the lead responsibility for administering DMCS under the policies adopted by the DMCS Board of Directors. DMCS currently contracts with a third-party management solutions firm for comprehensive back office services including accounting, payroll, purchasing, accounts payable, compliance, reporting, and budget development and planning assistance. DMCS will provide the District with a copy of its agreement with the management solutions firm, and any renewal, no later than July 1 of each school year during the term of this Charter.

DMCS is interested in discussing the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between DMCS and the District and subject to District availability and willingness to provide such services.

### D. Facilities

*Governing Law: The facilities to be utilized by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. – California Education Code Section 47605(g)*

DMCS is currently located at 355 North Almond Street in Dixon, California. The facilities consist of 21 classrooms, multipurpose room with kitchen, bathrooms, office, nurses' office, storage rooms, computer lab, 3 playground areas and a garden. This can be altered depending on the needs of the current student population. The parties' 2018-19 Facility Use Agreement is attached hereto as Appendix E.

DMCS shall maintain facilities assigned to the Charter School by the District under Proposition 39 or another facility within the boundaries of the District. It shall utilize California Building Standards Code or Field Act compliant facilities in accordance with Education Code Section 47610.

### E. Transportation

No transportation to and from school will be provided for students by DMCS except as required by law.

### F. Potential Civil Liability Effects

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. – Education Code Section 47605(g)*

## **Intent**

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of DMCS on the District.

## **Civil Liability**

DMCS is operated by Dixon Montessori Charter School, Inc., a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, et seq.

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. DMCS shall work diligently to assist the Dixon Unified School District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol.

Further, DMCS intends to enter into a memorandum of understanding with the District, wherein DMCS shall indemnify the District for the actions of DMCS under this charter.

The corporate bylaws of DMCS provide for indemnification of the DMCS Board of Directors, officers, agents, and employees, and DMCS maintains general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of DMCS's insurance company for schools of similar size, location, and student population. The Dixon Unified School District shall be named an additional insured on the general liability insurance of DMCS.

The Board of Directors of Dixon Montessori Charter School institutes appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **G. Funding and Oversight Fee**

The Charter School elects to receive state apportionment funds as a direct funded Charter School pursuant to Education Code section 47651(a)(1) and all such funds shall be deposited into an account established solely for the "Dixon Montessori Charter School." The District shall transfer to the school funding in lieu of property taxes in accordance with Education Code section 47635. The Charter School recognizes that the District shall have no responsibilities for funding the Charter School beyond the actual funding received for the Charter School.

The Charter School agrees that all funding received for the Charter School, from any and all sources, including but not limited to all funding sources set forth in this Charter, or other

agreement with the District, shall be used exclusively to operate the Charter School, and shall not be used, either directly or indirectly, or by loan or gift, to fund, assist, pay for the debts of, or towards the operation of, any other school or establishment managed, controlled, or operated by the Charter School, or operated by its members, officers, agents, servants, and employers, or for any other purpose whatsoever, unless mutually agreed by the parties.

In consideration for the actual costs of supervisory oversight by the District, the Charter School shall pay an amount not to exceed one percent (1%) of the revenue of the Charter School (hereinafter, the "Oversight Fee") pursuant to Education Code section 47613. "Supervisory oversight" for purposes of this section shall be limited to those duties listed in Education Code section 47604.32(a) through (e), only. "Revenue" for purposes of this calculation is defined pursuant to Education Code section 47613(f) in the current fiscal year from the local control funding formula calculated pursuant to Education Code sections 42238.02 and 42238.03. "Revenue" for purposes of this calculation shall not include Charter School fund-raising activities, private donations, other public grants, or any other source of income developed by the Charter School.

#### **H. Payment Schedule**

The Charter School shall pay the supervisory oversight fee and any other fees in quarterly installments for each school year covered as set forth in the Charter. The District shall invoice the Charter School for fees due as of September 30, December 31, March 31, and June 30, with invoices to be prepared and submitted by the District to the Charter School within thirty (30) calendar days during the year and by September 15 (when the books are closed) at the end of the year. The Charter School shall pay all invoices within thirty (30) business days of their issuance by the District. In the event payment is not received within five (5) business days following the payment due date, the Charter School authorizes the District to deduct any such fees from the funds deposited in its account with the County Office of Education and/or District. Alternatively, the District may elect to offset and deduct any such fees from the District in-lieu property tax revenues next payable to the Charter School, in which case the District shall provide the Charter School with a detailed statement showing the amount of any such offset.

## ELEMENT XVII. CONCLUSION

By approving this renewal charter, the Dixon Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Dixon Montessori Charter School pledges to work cooperatively with the District to answer any concerns over this document. Dixon Montessori Charter School shall be considered renewed as of the date of charter renewal approval. The term of the charter shall commence July 1, 2019 and expire on June 30, 2024. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607, and their implementing regulations, as applicable.