

DENAIR UNIFIED SCHOOL DISTRICT
DENAIR CHARTER ACADEMY
CHARTER SCHOOL



*Where students are family
and learning comes to life!*

RENEWAL PETITION BOARD APPROVED
(Renewal Term July 1, 2021 – June 30, 2023)
Automatically Extended to June 30, 2025

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DENAIR UNIFIED SCHOOL DISTRICT
DENAIR CHARTER ACADEMY
CHARTER SCHOOL RENEWAL PETITION

INTRODUCTION

Petitioners hereby submit the following petition to the Denair Unified School District Board of Trustees for the renewal of the Denair Charter Academy (“DCA” or “Charter School”), a California charter school operated and governed by the Denair Unified School District (“District” or "DUSD").

This renewal shall take effect upon approval of the District's Board for a term of two (2) school years, commencing July 1, 2021, and continuing through June 30, 2023.

It is the intent of this Denair Charter Academy renewal petition to continue to allow the District to offer alternative programs under the provisions of the California Charter School Act. DCA employs educational strategies that include, but are not limited to, Home Schooling, Independent Study, and Distance Learning programs, as well a small group setting options. DCA enrollment includes students from Denair Unified School District and other school districts in Stanislaus and adjacent counties.

Additionally, it is important to note that the population of students served at Denair Charter Academy come from all walks of life, many who are facing adversity at unimaginable degrees. Our goal is to provide all students with a meaningful education that paves the way to successful post-secondary college and/or career opportunities. Our school community is built on its ability to form positive relationships and provide every student with an individualized educational program rich in development of soft skills, social and emotional well-being, and academic success. The culture at DCA is propelled by each individual teacher’s compassion and drive to make a positive impact on the lives of all students. With this, students are provided with following opportunities: attend college

workshops, field-trips, district-wide activities such as the Turlock Christmas Parade, DCA Family Nights, our DCA Senior BBQ, Senior and 8th grade Trip, Prom, Graduation Night with Denair High School, on-site classes, Back-to-School Night, Parenting Group, Girls Group, individual counseling, tutoring services, Reading and Math Intervention, and opportunity to work 1:1 and in small group settings to access their curriculum. Enriching culture in this way provides purpose and action in the successful advancement of the school, and gives students the opportunities to participate in activities comparable to those at comprehensive school sites.

DCA is based on the belief that each student can succeed and deserves an education that is rigorous and well-defined. Denair Charter Academy provides personalized instruction through individual learning plans so students can receive meaningful, individual attention. The Academy's approach to teaching and learning is to seek and match each student's educational experiences to his or her identified abilities, interests, motivation, learning styles and demonstrated achievement. The DCA educational program is designed to provide each student with optimum educational strategies needed for successful learning and preparation for postsecondary education and career opportunities. A standards-based curriculum and strategies that maximize each use of each student's learning modalities form the basis for the educational program described in the student's *Individual Learning Plan*.

Under this Charter renewal, DCA will continue to promote and enhance student success by:

- completing academic assessments
- design of a meaningful educational program to meet each student's individual needs
- development and maintenance of an Individual Learning Plan to record and monitor student progress and adjust the educational program to identified abilities, interests, motivation, learning styles, and demonstrated achievement
- scheduling of program hours during the day and evening (as needed), Monday through Friday
- understanding of learning styles and employment of learning strategies based on principles of multiple intelligences and differentiated instruction
- ensuring positive reinforcement strategies are built into everyday learning
- implementing Positive Behavioral Intervention Services (PBIS) and Multi-Tiered System of Supports (MTSS model)

- understanding and addressing academic and social-emotional needs by providing counseling and intervention programs
- ensuring that parents and/or guardians can adequately facilitate learning through independent study or home schooling.

The goal of the DCA program is to provide expanded choices for students and parents in the types of educational opportunities that are available within the public-school system. The DCA program is based on a belief that each student can succeed and deserves an education that is rigorous and well-defined. At the same time, DCA recognizes that each individual is unique and, therefore, is entitled to an education that is meaningful and sensitive to his or her varied and often changing needs. This is especially true for at-risk students who may not respond to traditional teaching and evaluation methods, as well as highly gifted students whose educational abilities and needs may surpass or differ from their counterparts in a traditional public-school program.

In recognition of these important concepts, the DCA charter renewal petition is being submitted to the Denair Unified School District to continue operation of DCA in order to serve the needs of grades K-12 students within the District and other school districts in Stanislaus County and adjacent counties. DCA may also serve any student in need of an alternative approach including students referred by the School Attendance Review Board (SARB), Student Study Team, Probation Department, expulsion process, or an alternative placement committee.

DCA implements a flexible educational program designed to meet the needs of all students.

This flexible program may include a combination of independent study, classroom learning, home schooling, and “school-to career” programs.

The program provides students with one on one orientations at the time of enrollment, and personalized instruction through *individual learning plans* so students can receive meaningful individual attention. Given the social and emotional factors that may impede learning for at-risk students, these personalized interactions and instructional strategies allow for school counselors and teachers to identify and address student trauma that may hinder a student's ability to learn and/or

complete schoolwork. Students and parents are encouraged to be involved in the planning and implementation of a collaboratively designed educational program. Within the framework of State Standards and course requirements, students are able to select the educational pathway of their choice, providing them with the opportunity to select courses that are relevant and interesting to them, engendering, as a result, an interest in the process of learning while meeting graduation or promotion requirements commensurate with State and District standards. In addition, the program is designed so that students work within the educational methodology through which they learn best. Students are given assignments matched to individual needs and interests that can be completed in a reasonable amount of time. Students receive immediate feedback and continual encouragement that builds success and leads to greater self-confidence in the student's abilities. The academic and behavioral standards to which the students are held develop discipline and productive work habits. Furthermore, DCA staff continue to develop professionally and work collaboratively to understand and address how students learn, as well as how to differentiate instruction in order to meet the needs of each student.

DCA's approach to teaching and learning is to align a student's educational experiences to his or her identified abilities, interests, motivation, learning styles and demonstrated achievement. Learning plans are adjusted to match the student's level and pace of learning through a variety of instructional practices. To that end, DCA may utilize any modality that will produce the best educational outcomes in a manner consistent with charter school laws.

DCA provides opportunities for teachers, parents, students and community members to accomplish the following:

- increased learning opportunities for all students (with a special emphasis on expanded learning experiences for students who are identified as academically low achieving);
- increased social-emotional support and interventions for students;
- improved student learning and personal academic achievement;
- innovations in teaching methods;
- professional development opportunities for teachers (including the opportunity to be responsible for the learning program at the school site);
- expanded choices for students and parents in the types of educational opportunities that are available within the public-school system;

- accountability for meeting measurable student outcomes;
 - Integrate 21st Century skills into the curriculum through the use of technology;
 - Career technical pathways (CTE) focused on postsecondary job placement;
 - Concurrent enrollment in college level courses for all secondary level students.
-

AFFIRMATIONS/ASSURANCES

Denair Charter Academy (also referred to herein as “DCA” and “Charter School”) shall:

- Meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Educ. Code Section 47605(d)(l)]
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Educ. Code Section 47605I(l)]
- Not charge tuition. [Ref. Educ. Code Section 47605I(l)]
- Admit all students who wish to attend DCA, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. [Ref. Educ. Code Section 47605I(2)(A)-(B)]
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. [Ref. Educ. Code Section 47605I(l)]
- Adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignments [Ref. Educ. Code Section 47605(l)]
- Offer at a minimum, the number of minutes of instruction per grade level as required by Educ. 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 a transcript of grades or report card and health information. [Ref. Educ. Code Section 476051(3)]

- Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- Shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- Shall comply with any jurisdictional limitations to locations of its facilities.
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- Shall comply with all applicable portions of the Every Student Succeeds Act ("ESSA").
- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.

ELEMENT 1: Description of the Educational Program

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

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

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements.” Educ. Code Section 47605I(5)(A)(iii).

1.1 PRINCIPLE GOALS AND OBJECTIVES OF THE CHARTER SCHOOL PROGRAM

The principle goals of the DCA program are: (i) to provide expanded choices for pupils and parents in the types of educational opportunities that are available within the public-school system, (ii) to offer a comprehensive learning experience to DCA students, and (iii) to provide intervention support/s and other educational services to these students in order to:

- reintegrate and/or reinstate students into a District or other comprehensive site;
- offer students the opportunity to pursue independent study, homeschooling and extended classroom learning for academic credit; and
- enable students to become self-motivated, competent, and life-long learners.

To achieve these goals, students will demonstrate learning progress documented in:

- State required tests as applicable;

- Districtwide assessments;
- Teacher-made tests, independently completed homework assignments, portfolios, and teacher observations;
- Learning progress in all subjects is monitored within the Individual Learning Plan (ILP).

1.2 THE CHARTER SCHOOL EDUCATIONAL PROGRAM OVERVIEW

To meet the principle goals of DCA, the program is designed, among other things, to identify individual student needs, adopt learning modalities that address how learning best serves each student and provide students with lifelong skills to be successful in their post-secondary pursuits.

A. Program Requirements

An Educational Master Agreement (“Master Agreement”) must be signed by each student and his/her parent(s) or primary caregiver. The Master Agreement will outline student expectations and the conditions and requirements for participation in the DCA educational program.

DCA will identify the particular needs of each student by providing diagnostic testing in content areas to determine an individual student's knowledge and skill base. Working with the teacher, students and parents develop an Individual Learning Plan (the ILP) to help students maximize their goals. DCA recognizes that individual students have varied and often changing needs, and teachers will adjust the ILP to meet these needs, while maintaining strict adherence to a well-defined set of content standards. Students are provided a balance between structure and flexibility in their learning process.

B. Individual Learning Plans (ILP)

DCA will actively pursue the following objectives when developing the ILP for each student:

- examine the expectations for the individual student;
- develop the ILP based on the student's knowledge base;
- identify and understand the cause of any discrepancy between the expectations and the student's knowledge base;
- assess the academic strengths and areas for improvement of students through both formal and informal assessments;
- locate available resources and services so that an appropriate match can be achieved; and
- design an ILP that is flexible, modifiable and includes an evaluation procedure to determine if desired outcomes have been achieved.

Individual Learning Plans may include independent study, homeschooling programs, online courses, and/or classroom time that will allow students to organize their learning around existing family schedules.

In a *homeschooling program model* in which the parent or another caregiver is the primary facilitator, the students are required to attend one (1) full day of instruction per week and parents are required to attend monthly scheduled learning sessions with the teacher to review and record student work, to provide academic counseling, to create individualized learning plans pursuant to the parents' request, student needs, and State Standards, and provide parents with teaching instruction to help them instruct their children.

In an *independent study model*, the student meets with his/her assigned teacher at least one (1) time per week for a minimum one (1) hour session each week. It may be necessary for students to attend longer sessions and/or additional sessions per week depending on the individual

student needs. Additional instruction may be provided via the telephone, video conferencing or by scheduling additional appointments as needed. Teachers provide students with one-on-one instruction, guidance counseling, and personal encouragement. Parents of both homeschooled and independent study students receive a weekly lesson plan including the required number of minutes to be spent on each subject area. In addition to the minimum weekly teacher meeting, students may be required to come to DCA on other times/days during the school week to take tests, for computer assignments, tutoring, or to correct school work.

A copy of the DCA Student/Parent Handbook outlining DCA student assignment and meeting requirements will be available on the DCA's website and a copy will be provided to each student annually at the beginning of the school year, or upon a student's initial enrollment.

C. Curriculum

Curriculum offerings include courses in English Language Arts, Mathematics, Science, Social Science, Physical Education, Health Education, Art, Music, Computer Literacy, Agriculture, Business, Foreign Languages, Industrial Technology, and other career-oriented courses. Online courses provide college preparatory English, Mathematics, Science, Social Science, Foreign Languages and a wide variation of elective courses.

The curriculum focuses on courses covering core knowledge in each of the subject areas. This ensures that students receive a strong foundation of basic skills. Advanced, elective and credit recovery courses are available for students based on individual need and ability. Course offerings may be provided virtually depending on the best educational plan for the student.

Reading and analytical skills are emphasized across the curriculum. When possible, teachers integrate a topic within multiple subject areas. While using one topic within multiple subject areas it allows students to see how standards in different disciplines are connected.

The curriculum covers foundational knowledge but is flexible enough to take advantage of new materials, innovations and improvements. The curriculum, to the extent possible, draws on local community resources to expand students' educational experiences. This may take the

form of interaction with representatives of a particular business or agency specializing in an area of the student's interest. Additionally, the curriculum allows students to apply their knowledge in situations that take advantage of a particular student's background. This may involve students' learning about their own ethnic, cultural or socioeconomic history.

In accordance with the intent of the state legislature, DCA also utilizes alternate, standards-based, curriculum materials. A team of credentialed teachers with curriculum experience, reviews new textbooks and other instructional materials prior to their use in the program.

D. Accelerated Learning Strategies

DCA's curriculum introduces instruction in higher order thinking skills (Depth of Knowledge) as early as possible in the student's Individual Learning Plan (ILP), and offers engaging and challenging curricula that allow students to progress as quickly as their capabilities permit. The program promotes students' ability to use the knowledge they are accumulating in novel situations, and solve problems differing from the ones they may have practiced in textbooks. A philosophy of DCA is that the true test of learning is not the accumulation of facts, but the ability to make connections between real-life experiences and what is learned within the curriculum. Thus, assessments include such activities as using language skills to draw inferences from reading materials or employing novel problem-solving tasks to mathematical equations.

E. Systematic Monitoring of Attendance and Student Intervention

Every effort is made to encourage students to fulfill their Individual Learning Plan (ILP). As part of this effort, the teacher determines whether there are logistical problems or personal issues that hinder the student from completing his/her course work. The personalized interaction between the teacher and the student makes it possible for such issues to be discovered at the early stages of the relationship. The teacher quickly identifies absenteeism or the failure to complete course work at the learning sessions.

Pursuant to DCA policies discussed in more detail in the Student/Parent Handbook, teachers and/or office staff will notify parents of all students if they fail to complete course work or fail to keep appointments during any school week. Teachers, staff and administrators make every reasonable effort to identify the reasons for student absenteeism and to encourage students to continue with the program. Often, the student has been or is currently experiencing unusual economic or personal hardship. In these cases, DCA staff may consult with local governmental, health and charitable agencies to try to ensure that the individual receives the help he/she needs. Therefore, the process is designed so that no student simply becomes unsuccessful. If necessary, the student, parent, teacher and site administrator will meet to discuss the possibility of placing the student on an attendance contract.

Failure to complete course work or to meet performance standards may also be due to the student's difficulty in comprehending the academic material being studied. This is discovered as soon as possible in the learning session with the teacher. In such cases, additional time may be scheduled for review and practice of the subject matter with academic support in the learning center, through intervention classes, daily student support or with our credentialed intervention teacher. If the student has a pressing personal issue, the student may limit or reduce the number of courses that he or she is taking. Due to the flexible nature of the DCA program, DCA may alter individual student course-load to enable them to concentrate on the number of courses in which they are able to succeed. This may include a reduction in courses or supplemental courses for advancement. This alleviates the problem that students sometimes face in conventional public school where the sheer number of courses itself leads to failure. In addition, it enables the students to maintain a connection with a schooling program. Such a connection, once broken, may be difficult to restore. Denair Charter Academy is committed to ensuring student success by individualizing student learning goals to create a path that will lead to the achievement of a high school diploma and preparation for the future.

F. Partnerships with Local Schools and the Community

DCA staff works with community-based organizations to identify and recruit students and to keep students in school. DCA continually seeks community-based organizations, matches the

organization's capabilities with the needs of the students, and promotes awareness of DCA's activities. DCA also forms partnerships with local businesses to ensure students have employer contacts when they graduate from DCA. Furthermore, DCA seeks businesses that are willing to lend their expertise and experience in their particular areas of specialty. DCA allows students to gain real world experiences and skills through community service, work experience, and pursuit of school-to-career programs. DCA continues to foster partnerships with our local community colleges, providing students with opportunities to learn more about the programs offered onsite through in person field trips, career fairs and apprenticeship expos.

DCA and District staff also work with personnel from the Community Services Agency, Health Services Agency, the juvenile justice system and probation departments to confirm that students who are receiving services from these agencies are enrolled full-time in the DCA program and attending on a regular basis. To address the special needs of students, DCA and District personnel may also call upon the services of these agencies if the staff determines that such intervention may help resolve personal issues so that the student can continue with his or her educational program. The teachers may also direct students to available public services and services available on site, such as programs for teen parents, counseling and restorative justice based on individual situations, social and emotional support groups, and other applicable programs.

DCA maintains a close, informal relationship with the District's elementary, middle and high schools. This relationship is critical to the success of DCA and also serves as an essential source of information to the District. As requested by other districts from which students come, DCA personnel inform school principals, teachers and counselors about program developments and the progress of individual students. DCA continues these partnerships with other districts to ensure that all those inside and outside the traditional public-school system are aware of the services offered by DCA.

G. School Organization and Culture

Students are scheduled at DCA for assessments, individualized instruction, independent work, small group or classroom instruction. At DCA, students have the opportunity to work in many learning modalities. For example, students may ask each other for assistance and feedback on their particular project. This teaches the value of collaboration, communication and respect and exposes students to other topics and course work they may find interesting. In addition, students may obtain support from other students who are similarly situated.

Students are exposed to an environment comparable to the one they will face when they enter the real world of work. As a result, students may encounter professionals on a regular basis. This will provide many of the students with their very first experience of what occurs in the adult world of work. In this setting, students see models of responsible and productive citizens and may be motivated to aspire to similar positions. At a minimum, the students will be expected to exhibit the same professional behavior as the adults whose environment they are sharing.

DCA's administrator is responsible for the academic operation and for developing the staff, parents and community into a Professional Learning Community (PLC) team. Although each teacher is responsible for a specific group of students, teachers may interact with all students. As a result, all students will be known by, and will be accountable to, the entire staff.

H. Promotion/Graduation Requirements

DCA is authorized to award high school diplomas to DCA students who successfully complete the credit and academic requirements established by the Denair Unified School District. Students attending DCA may have the option of completing an alternate credit pathway to earn their diploma. The alternate credit pathway is based on their current individual situation and/or credits they have earned after the completion of eleventh grade. Credits awarded by DCA are transferable to other high schools. DCA is accredited by the Western Association of Schools and Colleges for grades 9-12.

1.3 ANNUAL PROGRAM GOALS FOR ALL PUPILS AND FOR ALL PUPIL SUBGROUPS

The Charter School and District will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, the LCAP will be updated annually, including the goals and annual actions identified below. The District shall submit DCA’s LCAP to the Stanislaus County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. The charter school shall prominently post on the homepage of the internet website of the charter school any local control and accountability plan adopted by the governing body of the charter school, and any updates or revisions to a local control and accountability plan approved by the governing body of the charter school.

The Charter School will comply with all requirements pursuant to Education Code Section 47605(c)(5)(A)(ii), including developing annual goals, for all pupils schoolwide and for each subgroup of pupils as identified in California Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060. Please refer to the table in Element 2: Measurable Pupil Outcomes, for the school wide goals for relevant sub-groups and corresponding assessments. In order to reduce redundancy, the table in Element 2 incorporates goals, actions, measurable outcomes and method of measurement in a single table.

A. Disabled and Special Needs Students

DCA shall not be deemed a local educational agency (LEA) for purposes of compliance with the Individuals with Disabilities Education Act (IDEA), but will function as a “public school of the District” for purposes of Education Code section 47646 during the term of this charter. As such, DCA and the District understand and agree that the District shall, in partnership with DCA, ensure that all students with exceptional needs who attend DCA are provided with a free and appropriate public education (FAPE) in compliance with the IDEA.

The District shall determine how the special education and related services are to be provided. DCA will comply with District policy and practice with respect to the provision of special education and related services.

DCA agrees to adhere to the policies, procedures and requirements of the Special Education Local Plan Area (SELPA) for special education in which the District operates for special education purposes as a public school of the District.

DCA will comply with all applicable state and federal laws in serving students with disabilities, including but not limited to section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the IDEA.

B. English Language Learners

DCA will meet all applicable legal requirements for English Learners (ELs) as it pertains to annual notification to parents, student identification, assessment, program options, EL and core content instruction, teacher qualifications, training, re-classification, monitoring and evaluating program effectiveness, and state testing requirements.

C. Academically Low Achieving Students

Given DCA's target population includes students with a history of low academic achievement, DCA's personalized learning instructional methodology, as described herein, is designed to meet the needs of low achieving students. To directly support low achieving students, DCA believes that the teacher, parents, and student must collaborate to design the optimal personalized learning plan. The structure of DCA's flexible learning environment will be set-up to help academically low achieving students succeed through use of assessment data, active learning methods that engage students with different needs, including but not limited to, our supportive school structure, accessibility to teachers for additional support when needed, and regularly scheduled times for the teacher and student to meet and address individual learning needs. The curriculum will be monitored and adjusted, and students will

be given time and resources necessary to achieve the essential academic standards for each grade level.

All students will be assessed upon admission. Teachers will use various curriculum resources to create a personalized learning plan for each student based upon assessment results. With the creation of the student's learning plan, which includes the initial assessment and the student's learning style and interests, the success rate for the low academic achiever will be enhanced. DCA believes that both the confidence and motivation to learn begins by meeting the student at their current level of academic proficiency with adjustments to the pace and rigor of learning to challenge and engage the student's full potential. Students will be assessed regularly by the teachers to document progress and make necessary adjustments to the student's learning plan.

D. Academically High Achieving Students

DCA creates a high achieving learning environment for all students, where advanced curricular and instructional techniques combine to support learning. In our high-achieving learning environment, we engage students in complex problem-solving and exploring ideas and issues, and learning activities that draw on students' cultures, experiences and knowledge. At-risk students, in particular, benefit from this type of environment that engages them in authentic tasks and offers them significant opportunities to develop knowledge.

Students gain practical experience and training by taking Career Technical Education (CTE) courses through an online educational platform or at our neighboring high school. The CTE Pathway courses provide students with hands-on job skill experiences, and provides opportunities for employment after high school. Some students accelerate and graduate early. These students accelerate by taking courses through dual enrollment at one of the local colleges, while also enrolled at DCA or through taking courses at DCA. In addition, students enrolled at DCA have the opportunity to complete courses through an online educational platform, allowing them to not only to accelerate, but also meet A-G requirements.

E. Calendar

DCA may have a year-round, multi-track, staggered start calendar or, as necessary, any other calendar that would improve the delivery of instruction to DCA students, provided that such calendar complies with applicable law. The calendar shall be established annually by the District/DCA in collaboration with DUTA and CSEA collective bargaining units, as required.

F. WASC Accreditation

DCA is accredited by the Western Association of Schools and Colleges for grades 9-12. Students may earn credits by completing course work based on District standards.

ELEMENT 2: Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Educ. Code Section 47605(c)(5)(B).

2.1 EVALUATION - MEASURABLE STUDENT OUTCOMES

To ensure continued quality and compliance of the program, the District external auditor (See Appendix Item B) and DCA staff annually analyze student outcomes. The results of the evaluation and the evaluator’s recommendations are used to update curriculum and instructional materials and modify or expand existing programs and instructional strategies.

Assessment, both formal and informal, is an essential component of DCA’s approach to its operation. Appropriately selected and administered assessment instruments provide information that is critical in order to:

- establish a meaningful placement;
- refer students for RTI intervention(s);
- document student growth through pre-testing and post-testing;
- assist teachers in making effective decisions about instructional content and pacing for individual students; and
- evaluate overall program effectiveness.

Student assessment results are only one indicator of a student's abilities and knowledge. Assessments are selected in context with other information about the student and only after careful consideration of the best test to use and a full understanding of the individual student being tested.

To that end, the DCA staff uses multiple measures to accurately determine student achievement. These include such factors as attendance records, the degree of participation by the student in the DCA Program, teacher input and academic performance.

A. Student Assessments

DCA administers a district approved series of assessments in mathematics, reading, writing and vocabulary to enrolled students so they can be placed in course work at their skill level. The assessments are used to establish each student's educational plan, as well as identify each student's individual needs. Post-assessments are administered after a predetermined period of enrollment at DCA. The pre-assessment and post-assessment process allow teachers to maintain focus on an individual student's growth in specific content areas as well as providing data that can be used to modify the instructional approach if necessary.

B. Expected Student Outcomes

The specific expected outcomes for DCA students (home schooled and independent study) are the following:

- a. All students enrolled in the DCA Program for twelve months or longer will achieve measurable gains in mathematics achievement. Measurable progress will be determined by the student's academic ability and noted in the learning objectives of the Individual Learning Plan (ILP).
- b. All students enrolled in the DCA Program for twelve months or longer will achieve measurable growth in reading comprehension and language proficiency. Measurable progress will be determined by the student's academic ability and noted in learning objectives of the Individual Learning Plan (ILP).

C. Measuring Student Progress:

DCA shall be responsible for providing an assessment procedure to examine all aspects of the school's effectiveness. DCA will rely on internal and external evaluations to provide an accurate and objective assessment of DCA's educational process, policies and effectiveness. DCA makes every reasonable effort to address any problem areas that are identified in these evaluations. The evaluations utilize both

quantitative and qualitative analyses. The quantitative aspect of the evaluation involves collection of data relating to:

- baseline and growth student profiles that record the following test results: curriculum assessments, chapter, and unit tests;
- enrollment, academic and attendance records of DCA students;
- educational and community agency services rendered to DCA students
- districtwide assessments.

DCA has an organized system for administering California Assessment of Student Performance and Progress (CAASPP) and other mandatory assessments, including a calendar listing dates of all key assessments.

The qualitative component consists of structured and unstructured interviews and questionnaires with DCA staff, community agency personnel and DCA students and parents. Students enrolled in DCA are expected to achieve at a minimum the same academic achievement levels as their counterparts in the regular public schools.

DCA shall meet all Denair Unified School District adopted standards, and conduct the student assessments required pursuant to Section 60605 of the Education Code, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

D. Academic Progress and School Performance

Based on its Dashboard indicators, Denair Charter Academy has been categorized by the state as a “low-performing” charter school pursuant to Ed. Code 47607.2. (See Charter School Performance Category Data File published by the CDE on July 1, 2020.) Despite this categorization, the Charter School has satisfied the following requirements allowing for renewal of its charter.

1. Meaningful Steps to Address Low Performance

Meaningful steps to address underlying causes of low performance are being taken, and those steps are reflected in our written school plan submitted with the petition as Appendix A. (See Appendix A for School Plan).

2. Measurable Increases in Academic Achievement

A charter school classified by the state as Low Performing may present verified data showing the charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school. Pursuant to Education Code Section 47607.2(c)(1), “verified data” means data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. The State Board of Education adopted an approved list of verified data that can be used to measure increases in academic achievement. The list approved by the SBE on November 4, 2020, includes Northwest Evaluation Association Measures of Academic Progress (NWEA - MAP).

Based on NWEA - MAP assessment data, DCA achieved measurable increases in academic achievement as defined by at least one year’s progress for each year in school for specific grade levels as shown below. Please note, some grade level data is unavailable based on the number of students who completed the assessments and/or the number of students who were enrolled in a specific cohort during the assessment window.

Winter 2019-Winter 2020

Denair Charter Academy

Math: Math K-12

| Grade (Winter 2020) | Growth Count | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
|---------------------|--------------|--------------------|------|------------|-------------|------|------------|-----------------|--------------------|--------------------------|------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|
| | | Winter 2019 | | | Winter 2020 | | | Observed Growth | Observed Growth SE | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | | | | | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection |
| K | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 1 | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 2 | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 3 | 2 | * | | | * | | | * | | | | | * | | | |
| 4 | 2 | * | | | * | | | * | | | | | * | | | |
| 5 | 2 | * | | | * | | | * | | | | | * | | | |
| 6 | 3 | * | | | * | | | * | | | | | * | | | |
| 7 | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 8 | 1 | * | | | * | | | * | | | | | * | | | |
| 9 | 7 | * | | | * | | | * | | | | | * | | | |
| 10 | 15 | 217.7 | 15.5 | 14 | 222.0 | 11.0 | 19 | 4 | 2.2 | 2.3 | 1.23 | 89 | 15 | 9 | 60 | 54 |
| 11 | 29 | 217.8 | 16.3 | 10 | 220.5 | 14.3 | 11 | 3 | 1.8 | 2.2 | 0.33 | 63 | 29 | 17 | 59 | 63 |
| 12 | 13 | 218.9 | 10.0 | 8 | 222.2 | 9.1 | 16 | 3 | 2.4 | 0.9 | 0.87 | 81 | 13 | 8 | 62 | 58 |

Denair Charter Academy

Language Arts: Reading

| Grade (Winter 2020) | Growth Count† | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|--|
| | | Winter 2019 | | | Winter 2020 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile | |
| K | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 1 | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 2 | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 3 | 1 | * | | | * | | | * | | | | | * | | | | |
| 4 | 2 | * | | | * | | | * | | | | | * | | | | |
| 5 | 2 | * | | | * | | | * | | | | | * | | | | |
| 6 | 3 | * | | | * | | | * | | | | | * | | | | |
| 7 | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 8 | 1 | * | | | * | | | * | | | | | * | | | | |
| 9 | 8 | * | | | * | | | * | | | | | * | | | | |
| 10 | 17 | 217.0 | 11.5 | 35 | 218.8 | 10.0 | 31 | 2 | 2.5 | 3.0 | -0.81 | 21 | 17 | 8 | 47 | 50 | |
| 11 | 27 | 216.9 | 15.6 | 24 | 223.7 | 10.8 | 45 | 7 | 1.9 | 2.6 | 2.84 | 99 | 27 | 17 | 63 | 56 | |
| 12 | 14 | 218.6 | 12.4 | 23 | 219.4 | 17.3 | 32 | 1 | 2.5 | -0.0 | 0.28 | 61 | 14 | 8 | 57 | 61 | |

As demonstrated by above Winter 2019-Winter 2020 assessment results, DCA’s School Conditional Growth Index (CGI) data demonstrates one year of growth with the exception of the results reflected for the ELA-Reading MAP assessment for 10th grade students. Based on the most recent MAP data, trends show students have made academic progress by increasing the overall conditional growth index from Fall 2017 to Winter 2020.

Winter 2018-Winter 2019

Denair Charter Academy

Math: Math K-12

| Grade (Winter 2019) | Growth Count† | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|--|
| | | Winter 2018 | | | Winter 2019 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile | |
| K | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 1 | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 2 | 1 | * | | | * | | | * | | | | | * | | | | |
| 3 | 2 | * | | | * | | | * | | | | | * | | | | |
| 4 | 2 | * | | | * | | | * | | | | | * | | | | |
| 5 | 4 | * | | | * | | | * | | | | | * | | | | |
| 6 | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 7 | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 8 | 8 | * | | | * | | | * | | | | | * | | | | |
| 9 | 4 | * | | | * | | | * | | | | | * | | | | |
| 10 | 17 | 221.0 | 11.3 | 23 | 223.0 | 9.6 | 21 | 2 | 2.0 | 2.6 | -0.39 | 35 | 17 | 8 | 47 | 45 | |
| 11 | 27 | 217.9 | 10.6 | 10 | 219.9 | 10.9 | 10 | 2 | 1.3 | 2.4 | -0.23 | 41 | 27 | 13 | 48 | 35 | |
| 12 | 30 | 214.7 | 12.7 | 4 | 214.8 | 10.4 | 5 | 0 | 1.4 | 1.1 | -0.36 | 36 | 30 | 15 | 50 | 48 | |

Denair Charter Academy

Language Arts: Reading

| Grade (Winter 2019) | Growth Count† | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|--|
| | | Winter 2018 | | | Winter 2019 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile | |
| K | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 1 | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 2 | 1 | * | | | * | | | * | | | | | * | | | | |
| 3 | 2 | * | | | * | | | * | | | | | * | | | | |
| 4 | 2 | * | | | * | | | * | | | | | * | | | | |
| 5 | 4 | * | | | * | | | * | | | | | * | | | | |
| 6 | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 7 | 0 | ** | | | ** | | | ** | | | | | ** | | | | |
| 8 | 8 | * | | | * | | | * | | | | | * | | | | |
| 9 | 4 | * | | | * | | | * | | | | | * | | | | |
| 10 | 16 | 218.3 | 15.5 | 41 | 222.9 | 11.8 | 50 | 5 | 1.9 | 3.0 | 1.11 | 87 | 16 | 10 | 63 | 69 | |
| 11 | 26 | 215.0 | 12.4 | 18 | 218.3 | 16.7 | 22 | 3 | 2.4 | 2.8 | 0.31 | 62 | 26 | 19 | 73 | 65 | |
| 12 | 25 | 212.9 | 16.7 | 8 | 218.9 | 11.1 | 30 | 6 | 2.6 | -0.0 | 1.94 | 97 | 25 | 16 | 64 | 66 | |

As demonstrated by the above Winter 2018-Winter 2019 assessment results, DCA’s School Conditional Growth Index (CGI) data demonstrates one year of growth with the exception of results shown for the 10th-12th grade Mathematics MAP assessment.

Fall 2017-Winter 2018

Denair Charter Academy

Math: Math K-12

| Grade (Winter 2018) | Growth Count† | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|--|
| | | Fall 2017 | | | Winter 2018 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile | |
| 1 | 1 | * | | | * | | | * | | | | | * | | | | |
| 2 | 3 | * | | | * | | | * | | | | | * | | | | |
| 3 | 2 | * | | | * | | | * | | | | | * | | | | |
| 4 | 6 | * | | | * | | | * | | | | | * | | | | |
| 5 | 1 | * | | | * | | | * | | | | | * | | | | |
| 6 | 3 | * | | | * | | | * | | | | | * | | | | |
| 7 | 11 | 207.3 | 10.5 | 7 | 211.0 | 9.4 | 8 | 4 | 1.6 | 3.1 | 0.60 | 72 | 11 | 7 | 64 | 63 | |
| 8 | 11 | 214.6 | 11.7 | 14 | 215.2 | 12.1 | 10 | 1 | 3.1 | 2.7 | -1.77 | 4 | 11 | 6 | 55 | 51 | |
| 9 | 7 | * | | | * | | | * | | | | | * | | | | |
| 10 | 23 | 216.7 | 9.2 | 11 | 218.2 | 11.5 | 11 | 2 | 1.8 | 1.8 | -0.34 | 37 | 23 | 12 | 52 | 50 | |
| 11 | 41 | 215.8 | 12.4 | 6 | 216.7 | 15.2 | 6 | 1 | 1.0 | 1.6 | -0.65 | 26 | 41 | 20 | 49 | 44 | |
| 12 | 69 | 218.8 | 15.9 | 10 | 219.5 | 15.6 | 11 | 1 | 0.9 | 0.1 | 0.58 | 72 | 69 | 36 | 52 | 59 | |

Denair Charter Academy

Language Arts: Reading

| Grade (Winter 2018) | Growth Count† | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|--|
| | | Fall 2017 | | | Winter 2018 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile | |
| 1 | 1 | * | | | * | | | * | | | | | * | | | | |
| 2 | 3 | * | | | * | | | * | | | | | * | | | | |
| 3 | 2 | * | | | * | | | * | | | | | * | | | | |
| 4 | 6 | * | | | * | | | * | | | | | * | | | | |
| 5 | 1 | * | | | * | | | * | | | | | * | | | | |
| 6 | 3 | * | | | * | | | * | | | | | * | | | | |
| 7 | 10 | 205.5 | 22.1 | 12 | 203.5 | 23.2 | 3 | -2 | 2.5 | 2.8 | -5.46 | 1 | 10 | 3 | 30 | 16 | |
| 8 | 11 | 213.9 | 14.8 | 30 | 210.7 | 18.7 | 11 | -3 | 3.1 | 2.4 | -5.50 | 1 | 11 | 5 | 45 | 31 | |
| 9 | 6 | * | | | * | | | * | | | | | * | | | | |
| 10 | 22 | 212.3 | 12.5 | 14 | 212.8 | 13.5 | 12 | 1 | 1.5 | 1.5 | -1.18 | 12 | 22 | 8 | 36 | 38 | |
| 11 | 36 | 213.6 | 13.2 | 11 | 212.7 | 16.8 | 7 | -1 | 2.1 | 1.1 | -1.85 | 3 | 36 | 16 | 44 | 37 | |
| 12 | 60 | 216.3 | 17.5 | 21 | 217.5 | 15.8 | 26 | 1 | 1.1 | -0.2 | 1.24 | 89 | 60 | 28 | 47 | 53 | |

As demonstrated by the above Fall 2017-Winter 2018 assessment results, DCA’s School Conditional Growth Index (CGI) data demonstrates one year of growth in the area of Mathematics for 7th and 12th grade.

Winter 2016-Winter 2017

MAP assessment implementation began in 2017. 2016 data unavailable.

E. CHARTER SCHOOL GOALS & ACTIONS TO ACHIEVE THE STATE PRIORITIES:

Pursuant to Education Code Section 47605(c)(5)(B), the following is a table describing the Charter School's goals and actions to achieve the State priorities, and the measurable outcomes and methods of measuring those outcomes.

| <p>Goal 1: Provide all stakeholders the necessary resources to successfully implement and continually improve state standards in a personalized and safe learning environment.</p> <p>Student groups: All</p> <p><i>Priority 1: Basic Services (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 7: Course Access (Conditions of Learning)</i></p> | |
|---|---|
| Measurable Objectives <i>M = maintain, I = increase, D = decrease</i> | Actions |
| <p><u>Priorities 1 and 2</u></p> <ul style="list-style-type: none"> ● (M/I) percentage of staff highly qualified in their positions ● (M/I) number of staff retained each school year ● (M/I) rate of staff receiving professional development relevant to their positions ● (M) all facilities in good repair/ School Safety Inspection Checklist and Facility Inspection Tool ● (I) Master Facilities Plan ● (I) Master Equipment Plan ● (M/I) Participation in Wellness Committee ● (M/I) District Audit and Inventory of Instructional Materials ● (I) Number of students being reclassified. <p><u>Priority 4</u></p> <ul style="list-style-type: none"> ● (I) percentage of students scoring at Level 3-4 on CAASPP (ELA, Math, Science, Spanish) ● (I) number of students reclassified ● (M/I) Student participation in Fitness Exam ● (M/I) Student participation in California Science Test (CST) | <ul style="list-style-type: none"> ● Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position ● Students will have full access to ELA, Math, ELD, Science, Social Science, Physical Education, World Language, and Visual and Performing Arts instruction and state standards for each subject will be fully implemented ● Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement |

| | |
|--|---|
| <p>Priority 7</p> <ul style="list-style-type: none"> • (M) all students participate in World Language courses • (M/I) A-G course access | |
| <p>Goal 2: All students have the right to a safe and healthy environment to achieve social, emotional, and academic success and will engage their individual learning styles to acquire 21st Century Skills as they pursue higher education or Career Technical Pathways.</p> <p>Student groups: All (particularly Low Income, Foster Youth, English Learners)</p> <p><i>Priority 4: Pupil Achievement (Pupil Outcomes); Priority 6: School Climate (Engagement); Priority 8: Other Pupil Outcomes (Pupil Outcomes)</i></p> | |
| <p align="center">Measurable Objectives <i>M = maintain, I = increase, D = decrease</i></p> | <p align="center">Actions</p> |
| <p>Priority 4</p> <ul style="list-style-type: none"> • (M/I) Participation in intervention • (M/I) Percentage of students being tracked after reclassification • (M/I) Ratio of bilingual staff and EL learners <p>Priority 6</p> <ul style="list-style-type: none"> • (I) Student Average Daily Attendance • (D) Suspension rate • (M) Expulsions • (D) Chronic absenteeism • (I) Participation in clubs • (I) Participation in athletics • (I) California Healthy Kids Survey • (I) Participation in Child Nutrition Program <p>Priority 8</p> <ul style="list-style-type: none"> • (I) Students earning CTE certifications | <ul style="list-style-type: none"> • Increase intervention support for low income students and remedial support for foster youth and a two-year tracking process after English Learners are reclassified. • Continually improve services that promote physical, emotional and mental health while instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry • Develop and continually improve the process for students to become college and career ready including A-G courses and a CTE Plan. |

Goal 3: Expand opportunities to increase parental involvement, collaboration, and community partnerships while motivating all students to have the desire to attend Denair Charter Academy consistently.

Priority 3: Parental Involvement (Engagement); Priority 5: Pupil Engagement (Engagement); Priority 6: School Climate (Engagement)

| Measurable Objectives <i>M = maintain, I = increase, D = decrease</i> | Actions |
|--|---|
| <p>Priority 3:</p> <ul style="list-style-type: none"> ● (I) Student average daily attendance ● (M/I) Parent Volunteers ● (I) Participation in school events <p>Priority 5:</p> <ul style="list-style-type: none"> ● (I) Grants received ● (M/I) Partnerships established <p>Priority 6:</p> <ul style="list-style-type: none"> ● (D) Drop-out rates ● (M/I) Graduation rates ● (M/I) Participation in transition activities | <ul style="list-style-type: none"> ● Continually improve student, family and community involvement. ● Increase outreach partnerships to provide direct/indirect support to students, staff and community. ● Continually improve smooth transitions between grade levels, school sites and programs/services. |

ELEMENT 3: Method by Which Student Outcomes Will Be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured. 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(c)(5)(C).

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOME WILL BE MEASURED

DCA will meet all statewide standards and conduct all required state mandated student assessments as required by the Education Code Sections 60605. DCA students shall participate in state-mandated assessments in the same manner as other District students.

The table in Element 2 of this Charter describes the assessments DCA will utilize in its educational program, which are aligned to the Eight State priorities and demonstrate multiple measures for each subject area. The methods for measuring pupil outcomes for the Eight State Priorities, as described in Element 2, will be consistent with the way information is reported on a School Accountability Report Card (SARC) as required by Education Code section 47605(c)(5)(C).

A. TYPES OF ASSESSMENTS

Please refer to the information in Element 2 of this charter for a description of the assessments DCA will utilize in its educational program, which are aligned to the Eight State Priorities of the Local Control Accountability Plan and demonstrate multiple measures for each subject area.

DCA affirms that its methods for measuring pupil outcomes for the Eight State Priorities as described in Element 2 of this charter shall be consistent with the way information is reported on a School Accountability Report Card (SARC) as required by Education Code Section 47605(c)(5)(C)

ELEMENT 4: Governance

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Education Code Section 47605(c)(5)(D).

4.1 GOVERNANCE

DCA is a charter school operated by the Denair Unified School District (“District”). The District’s Board of Trustees (“Board”) is the governing body for all DCA operations and holder of the Charter.

The Charter School's Principal will have responsibility to oversee the day-to-day operations of DCA and to ensure that DCA is operated in accordance with the terms of this Charter and applicable District policies and procedures.

As the chartering authority, the District shall have supervisory oversight duties, including but not limited to, ensuring that the Charter School complies with all reports required of charter schools by law, and monitoring the fiscal condition of the Charter School.

A DCA Advisory Committee comprised of representation from parents and other stakeholders may be established. The purpose of this Advisory Committee will be to provide input and review policies and goals of the Charter School (subject to the approval of the District's Board of Trustees), monitor the school’s academic and operational performance, and help develop and implement family involvement strategies.

The District will provide all appropriate support services in order to contribute to the successful operation of the Charter School. In general, direct support costs of personnel, financial, legal, purchasing, and facility services shall be budgeted for and paid by revenue generated by student average daily attendance as reported by the Charter School and included in the overall budget of the District. The Charter School will be funded through the District as other non-charter District schools. It is within this support that the DCA staff can focus on teaching and learning.

4.2 PARENTAL AND TEACHER INVOLVEMENT

DCA will promote parent participation and involvement. Parents will be given the opportunity to convey their interests that moves the Charter School into a less traditional program toward an innovative and enriching environment for all students enrolled. One way by which parents will be given the opportunity to be involved is through voluntary participation on the DCA Program Advisory Committee.

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

It is essential that parents and teachers understand what is necessary to prepare students for life after high school. To achieve this goal, parents are required and/or highly encouraged to become involved in their child's program through regular and extensive communication with DCA staff and active participation in the DCA's operations. DCA shall, on a regular basis, consult with parents and teachers regarding DCA's Program.

Parents/Guardians of all students will be required to attend their child's initial enrollment orientation in the DCA office, and may assist in the development of their child's Individual Learning Plan (the ILP). The enrolling teacher, student and parent then discuss these documents, the student's ILP and ways in which the parent can actively support the student's learning process. These methods may include keeping the student accountable and providing the time and space needed to complete the coursework.

ELEMENT 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Education Code Section 47605 (c)(E).

The qualifications and duties of the certificated and classified staff employed by the District to work at DCA shall be determined by the District. As the employer, the District shall have decision making authority with respect to hiring, evaluating, disciplining, and releasing of employees working at DCA.

DCA and district recognize that the qualifications and abilities of a professional staff can directly affect the quality of the education and the student outcomes. Therefore, it is the responsibility of the DCA’s administration and the district to recruit and employ the best candidates in order to meet DCA’s educational needs. DCA is committed to retaining highly qualified and experienced personnel to ensure the continued delivery of quality educational programs.

A. Teaching Staff

All teachers at DCA shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file by the District.

Existing District certificated employees voluntarily assigned to work at DCA are expected to fulfill the same hourly obligations as other District certificated employees who are part of the DUTA collective bargaining unit. Full-time teachers will be expected to work a 35-hour week with flexibility necessary to meet the needs of the student population. Each teacher’s schedule will be individually approved by the DCA Principal subject to later modification by the Principal to meet student needs. DCA teachers will be required to participate in collaborative days for professional development and are expected to remain on duty at the DCA school site during minimum days. Teachers at DCA will need to adjust their independent study schedule with students to accommodate for adjustments of time that may result from a minimum day or collaborative day as determined by

the DCA Principal upon review of the District's calendar.

In the spring preceding the start of each school year, the Principal will meet with DCA teaching staff to prepare a list of all adjunct duties that are required to meet the unique educational needs of the students served by DCA. All adjunct duties will be approved by the DCA Principal and district Superintendent or designee. At the Principal's discretion, the list of approved adjunct duties shall be subject to revision by the Principal after the start of each new school year in order to meet student needs.

All certificated employees hired by the District to work directly at DCA on an annual or other contract basis shall be evaluated in accordance with DCA policy. All other certificated District employees assigned to work at DCA will be evaluated pursuant to the collective bargaining agreement between the District and Denair Unified Teachers Association (DUTA). In addition, all employees are subject to the requirements regarding criminal record checks as specified in Element 6 herein below.

DCA is committed to maintaining a discrimination-free work place and to retaining qualified and experienced personnel to ensure the continued delivery of quality educational program.

B. Classified/Non-instructional staff

All classified/non-instructional district staff working at DCA will possess experience and expertise appropriate for their position at DCA and will be required to meet the same standards as other district classified/non-instructional employees.

All classified district employees who are employed by the district to perform work for the DCA shall be evaluated in accordance the collective bargaining agreement between the district and CSEA, Denair Chapter No. 113.

ELEMENT 6: Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff.” Education Code Section 47605 (b)(5)(F).

As a District operated “dependent” charter school of the District, DCA shall follow all applicable health and safety policies of the District including:

Safety Plan

To ensure the health and safety of its students and staff, DCA will continue to follow the comprehensive safety and disaster plans developed and approved by the District and, where applicable, the health and safety policies and procedures contained within the District Board Policies and Administrative Regulations.

Criminal Background Checks

All employees working at DCA will be required to furnish the District with a criminal record summary as described in Section 44237 of the California Education Code.

Tuberculosis Testing

All employees working at the DCA shall be required to provide proof of tuberculosis testing as specified in Education Code Section 49406 prior to commencing employment.

Immunizations

All students of DCA will be required to provide proof of immunization as a condition of attendance to the same extent as would apply if the students attended a non-charter public school.

Vision/Hearing/Scoliosis Screening

DCA will provide for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school.

Role of Staff as Mandated Child Abuse Reporters

As with the District's other schools, the Charter School staff shall comply with the Child Abuse and Neglect Reporting Act (California Penal Code section 11164 et seq.).

Medication in School

The Charter School shall adhere to Education Code Section 49423 and District policies and procedures regarding administration of medication in school and to Education Code section 49414 regarding epinephrine auto-injectors and training requirements.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, as necessary, update its policy.

Prevention of Human Trafficking Resources

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of Charter School students of human-trafficking prevention resources. (Education Code section 49381.

Feminine Hygiene Products

The Charter School shall comply with the requirements pursuant to Education Code Section 35292.6 as applicable.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, and grades 9-12 at least once, pursuant to the California Healthy Youth Act (Education Code section 51930, et seq.

ELEMENT 7: Racial and Ethical Balance

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learning pupils, including re-designate fluent English proficient pupils, as defined by evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. 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 (5)(G).

DCA maintains a policy of non-discrimination in all areas of its operations. DCA endeavors to achieve a balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District. This balance will be maintained by recruitment in various representative areas of the community and by targeting under-represented students, if any. DCA may also work with community-based organizations to accomplish this balance. The District Superintendent or designee is responsible for monitoring DCA’s efforts to receive a balance of pupils within the Program.

The cumulative enrollment for each school year of the charter school’s term is shown below. Cumulative enrollment is defined as the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled in school at any time during the school year. The data reflects a wide-variation in enrollments and is reflective of the District.

| Academic Year | RA (Asian) | RB (African American) | RD (Not Reported) | RH (Hispanic or Latino) | RI (American Indian or Alaska Native) | RT (Two or more races) | RW (White) |
|----------------------|-------------------|------------------------------|--------------------------|--------------------------------|--|-------------------------------|-------------------|
| 2016-2017 | - | - | 13 | 183 | - | - | 167 |
| 2017-2018 | - | - | - | 180 | - | - | 160 |
| 2018-2019 | 2 | 6 | - | 178 | 7 | 2 | 191 |
| 2019-2020 | 1 | 5 | 3 | 173 | 16 | - | 176 |

ELEMENT 8: Admission Policies and Procedures

“Admission policies and procedures.” Education Code Section 47605 (c)(5)(H).

DCA shall be non-sectarian in its programs, admission policies, employment practices and all other operations. DCA shall not charge students tuition and shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. Admission to DCA will be open to any student who resides within Stanislaus County or any of its adjacent counties.

It is the intent of DCA to serve any students who are not in existing public schools including individuals expelled from school, at risk of dropping out of school, and other those students referred to DCA. Target students may include, among others, students referred by Student Attendance Review Board (SARB), Probation, or the District’s alternative placement procedures. Special emphasis is placed on providing a comprehensive learning experience to pupils identified as academically low achieving (a description that may include highly gifted students). DCA’s recruitment effort focuses on these populations. To that end, the DCA staff works to identify target students through a variety of channels, principally:

- counselor and administrator referral/student study teams;
- court, probation and judicial system referrals;
- School Attendance Review Board process;
- social service agency referrals; and
- the District’s alternative education placement committee.

DCA may collaborate with community agencies, e.g., as libraries, colleges, community-based organizations, churches, and local businesses to assist in the process of identifying target students and to provide support services.

DCA shall admit any student who resides within Stanislaus County or any of its adjacent counties, and wishes to attend the DCA. However, if the number of students who wish to attend DCA exceeds the Charter School's capacity, attendance, except for existing students of DCA, shall be determined by a public random drawing (lottery). Preference shall be extended to students currently attending DCA and students who reside in the District. Other preferences may be permitted consistent with law.

As part of the student admission process, parents/guardians and the student must complete the proper documentation required for admission, including entering into a "Master Agreement" that specifies the terms of enrollment. Ongoing enrollment of a student is dependent upon his/her compliance with the Master Agreement.

ELEMENT 9: Financial Audits

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

9.1 Annual Financial Audit.

As a District operated “dependent” charter school of the District, DCA will prepare and submit to the District reports needed for the District to complete an annual audit in accordance with the policies and procedures adopted by District's Governing Board of Trustees and what is required by the Stanislaus County Office of Education. DCA will be part of the annual audit of the District. The audit will verify the accuracy of DCA’s financial statements, attendance and enrollment, accounting practices, and review the charter school’s internal controls. The audit will be conducted in accordance with regulations governing charter school audits and Generally Accepted Accounting Practices applicable to DCA. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by December 15 following the close of the fiscal year.

9.2 Annual Reports.

Pursuant to Education Code section 47604.33(a), the District will annually prepare and submit the following reports regarding the Charter School to the District's Board of Trustees and the California Department of Education:

- On or before July 1, a preliminary budget
- On or before July 1, an annual Local Control Accountability Plan update required pursuant to Section 47606.5
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes

through January 31.

- On or before September 15, a final unaudited report for the full prior year

Element 10: Student Suspensions and Expulsions

“The procedure by which pupils can be suspended or expelled, from the charter for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason.” Education Code Section 47605 (c)(5)(J).

Staff makes extensive effort to keep students in DCA. Students are expected to conform to the customary rules of conduct and the normal modes of operation of the facility in which the DCA is located. Teachers and staff of DCA will be present at all times to monitor student behavior. If a problem arises, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter. A disciplinary situation may determine that mandatory parent supervision become part of the student's requirement during the scheduled student/teacher sessions.

Student suspensions shall be at the discretion of the DCA lead teacher or administrator. Independent study/community service assignments may be employed in lieu of suspension.

DCA will adopt a Student Conduct Code approved by the District's Governing Board of Education. DCA will follow student suspension and expulsion policies and/or procedures consistent with student suspension and expulsion policies and procedures adopted by the District Governing Board of Education.

No student shall be involuntarily removed by DCA 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.

ELEMENT 11: Staff Retirement

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

All full-time certificated District employees working at DCA will be covered by the California State Teachers Retirement System (CalSTRS) to the same extent as other non-charter District employees. All full-time classified District employees working exclusively at DCA or as part of their District work assignments will be covered by the California Public Employee Retirement System (CalPERS) to the same extent as other non-charter District employees. All part-time staff will participate in the federal social security system. The District shall be responsible to ensure that arrangements for coverage are made.

ELEMENT 12: Public School Attendance Alternatives

“The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code Section 47605 (c)(5)(L).

No student may be required to attend DCA. Students who reside within the District who choose not to attend DCA 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 DCA will be informed on admissions forms that the students have no right to admission in a particular school of any local educational agency as a consequence of enrollment in DCA, except to the extent that such right is extended by the local educational agency.

ELEMENT 13: Employee Rights

“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 (c)(5)(M).

A. Certificated Employees

a. Existing Certificated District Employees Assigned to DCA

All permanent and probationary certificated District employees who are currently working at DCA or offered employment at DCA and choose to be assigned to DCA will be members of the Denair Unified Teachers’ Association (DUTA) collective bargaining unit and covered by the collective bargaining agreement between DUTA and the District while working at DCA. Certificated District employees who chose to work at DCA shall retain their employment rights under the Education Code and shall be afforded those rights and benefits specified in the DUTA collective bargaining agreement.

Although, District teachers voluntarily assigned to DCA will be represented by DUTA, DCA teachers will still be able to enjoy the autonomy to explore innovation that could reach into the non-charter campuses within the District. DUTA also has an interest to support the spirit of the public charter school through contract language that recognizes the premise of the charter school.

Certificated District employees may request to be assigned to DCA, but they do not have any right to any assignment at DCA. It shall be within the District’s sole discretion to determine who may be offered an assignment at DCA. Further, while certificated District employees who obtained permanent status at the time they are voluntarily assigned to work at DCA will continue to have permanency with regards to employment at the District, they will not have any right to a permanent employment assignment at DCA. The District shall have the sole managerial discretion to reassign certificated District employees working at DCA to a non- charter District school.

b. Separately Contracted Certificated Employees

Certificated employees who are hired by the District to work directly at DCA on an annual or other contract basis (“Separately Contracted Teachers”) will be employees of the District but will not be afforded employment protections set forth in the Education Code or the DUTA collective bargaining agreement. All Separately Contracted Teachers shall be deemed at-will employees. Separately Contracted Teachers will not have any permanency or seniority rights or any other job retention rights or privileges unless afforded individually by the District.

c. Option to Request Reassignment

Certificated District employees voluntarily assigned to work at DCA will not be given any return rights back to a non-charter District school except for those that may be applicable to District employees under the Education Code. However, such employees will be given the option to request a reassignment to a non-charter District school for the following school year if they notify the District’s Human Resources Department in writing of the request for reassignment by no later than February 1 of the current school year for a reassignment in the following school year.

The District’s Human Resources Department will make a good faith effort to accommodate the request for reassignment but there is no guarantee that the District will be able to reassign the employee to a non-charter District school.

Separately Contracted Teachers will be employees of the District but will not be given the option to request reassignment to a non-charter District school as described above.

A certificated employee of any school district other than the Denair Unified School District who leaves the employment of said school district to work at DCA shall have no automatic right to reemployment at said school district, or a right to transfer accrued service credit, sick or vacation leave to the District, unless otherwise permissible by said school district's policies and applicable law and applicable collective bargaining agreement provisions.

d. Compensation and Benefits

Certificated District employees voluntarily assigned to work at DCA will receive

compensation and benefits in accordance with the collective bargaining agreement between DUTA and the District. For Separately Contracted Teachers, the District will strive to set compensation and benefits levels to create a compensation package that is competitive with that being offered to District certificated employees who are part of the collective bargaining agreement between the District and DUTA. This may be in the form of a salary schedule or other method the District may choose. Additional salary increases and bonus compensation may be provided to individual employees to attract and retain a highly qualified instructional staff. The District may offer some candidates increased compensation in high-demand areas or compensate employees based on outstanding performance.

B. Classified Employees

All classified District employees who are employed by the District to perform work for DCA, whether exclusively or as part of their individual District work assignments, will continue to be members of the CSEA, Denair Chapter No. 113 classified bargaining unit (“CSEA classified bargaining unit”), and be covered by the collective bargaining agreement between CSEA and the District. These classified employees will be assigned pursuant to District procedures and practices and will receive the same compensation and benefits as other CSEA classified bargaining unit employees of the District.

C. Exclusive Public-School Employer

The District shall be deemed the exclusive public-school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.

ELEMENT 14: Dispute Resolution

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

Disputes Arising from Within DCA

Internal disputes that arise within the Charter School will be resolved by the same processes that are in place among other schools within the District.

ELEMENT 15: Closing Procedures

“The procedures to be used if the charter school closes.” Education Code Section 47605(c)(5)(O).

If DCA ceases to operate for any reason, the District shall be the “responsible entity” to conduct closure-related activities pursuant to Title 5 of the California Code of Regulations section 11962. Closure of DCA will be documented by official action of the District’s Governing Board. The District will ensure that the notification to the parents and students of DCA of the closure provides information to assist parents and students in enrolling in their school of attendance or suitable alternative education programs within the District or otherwise. This notice will be provided promptly following the Board’s decision to close DCA.

The District will develop a list of pupils in each grade level and the classes they have completed at DCA. The District will provide parents and students with copies of all appropriate student records and will 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. All records of DCA, including, state assessments results, special education records, and personnel records will be maintained by the District in accordance with applicable law.

Upon closure of DCA, all assets of the Charter School, ADA apportionments, and other revenues generated by students attending, remain the sole property of the District and shall be distributed in accordance with

applicable law. The District may use the amounts budgeted for DCA's reserves normally maintained for contingencies and emergencies, if any, to fund closure proceedings.

Denair Charter Petition Appendix

- A. School Achievement Plan
- B. Explanation of External Auditor

Appendix A School Plan for Student Achievement 2020-2021 School Year

This School Plan for Student Achievement was developed by the Denair Charter Academy Program Advisory Committee (PAC) in Fall 2020 for the 2020-21 school year. The PAC used the findings from the WASC review in Spring 2019 and the Fall 2019 California School Dashboard data as the needs assessment. In collaboration with the principal, the PAC reaffirmed previous goals, developed additional actions, adjusted the resources and examined the financial needs. This plan was approved at the September 2020 PAC meeting.

IMPROVEMENT GOAL #1: Students will engage in higher-level and meaningful instruction.

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| <i>GOAL</i> | Through the use of Depth of Knowledge instructional strategies, assessment data and intervention supports, students will be equipped with skills necessary to achieve academic success. | | | | | | |
| <i>INDICATOR</i> | Based on assessment data, students will be provided with individualized lesson plans to ensure academic achievement is attainable. | | | | | | |
| <i>RATIONALE</i> | Standardization and inclusion of state-adopted content standards and problem-based learning are needed in core curriculum to ensure student success. | | | | | | |
| Expected Outcome | Description of Activity | Leadership | Resources | Financial Needs and Budget | Evaluation | Timeline | Current Status |
| Students will gain a deeper understanding of academic content through the use of higher-level instructional strategies and real-world experiences. | Depth of Knowledge tools will be utilized by teachers to increase student understanding and application of course content | Principal; Teachers | Bloom's Taxonomy; Webb's Depth of Knowledge; Weekly Lesson Plans | Copies of DOK charts Lottery \$500 All-staff training during all staff meetings/PDs LCFF Supplemental \$1,777 | Summative Assessments; Projects; Informal Questioning; Student work samples; Thoughtful Classroom Evaluation Tool. | Weekly Ongoing | In progress; ongoing implementation. |
| | English Language Development (ELD) strategies and instructional methods are embedded within weekly lesson plans. | Teachers; Principal; ELD District Coordinator; Support Staff | California ELD Standards | None | Informal Questioning; Student work samples; ELPAC/SBAC Scores. | Ongoing; Assessments reviewed annually | Completed; ongoing changes are made to ensure ELD strategies and instructional methods are embedded within weekly lesson plans. |
| | Students will be provided with an overview of course | Teachers; Principal; Support Staff | Standards-aligned instructional materials; | Copies Lottery \$500 | Individual Learning Plans (ILPs); | Semi-annually; | Ongoing implementation and evaluation of course |

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| <p>outlines upon initial enrollment in a course. All course syllabi are aligned with state adopted standards and specify course expectations.</p> | | Textbooks | <p>Time for staff collaboration LCFF Supplemental \$1,777</p> | <p>Teacher approval of course outlines.</p> | Ongoing based on new enrollment | <p>descriptions and course syllabi.</p> |
| <p>Include rigorous, standards-based instruction within all individual lesson plans and ensure teachers utilize lesson plans designed by core curriculum leads to establish consistency across core content areas.</p> | <p>Principal; Curriculum Leaders</p> | <p>Standards-aligned instructional materials; Cyber High and Edmentum Curriculum; Shared Resources; Supplemental Teaching Materials (i.e. videos)</p> | <p>Staff PD/Staff Meetings LCFF Base \$22,650; LCFF Supplemental \$22,650</p> | <p>Lesson Plans; Mastery of content standards through successful completion of course.</p> | <p>Weekly; Ongoing</p> | <p>Completed; ongoing implementation.</p> |
| <p>Provide Professional Development for teachers, to provide up-to-date educational materials, technological resources and strategies for students to ensure students are provided with 21st century opportunities.</p> | <p>Principal; Counselor; Teachers</p> | <p>Districtwide Collaboration Schedule; Inservice Sessions; PD Opportunities Offered to Staff</p> | <p>Staff PDs; Google/Tech. PD; MathCon LCFF Supplemental \$7,771 California Consortium for Independent Study (CCIS Conference) Lottery \$2,500; LCFF Supplemental \$2,500</p> | <p>Conference Requests; PD sign-in logs; Learned Strategies within Lesson Plans.</p> | Ongoing | <p>Completed; ongoing professional development opportunities available to staff members.</p> |
| <p>Using assessment data, staff will continue to create meaningful and rigorous standards-</p> | <p>Principal; Teachers; Support Staff</p> | <p>Khan Academy; CAASPP Practice Performance Tasks; Tutoring; Intervention and</p> | <p>Annual NWEA-MAP licensing LCFF Supplemental \$3,500</p> | <p>NWEA-MAP results; Grades; CAASPP results.</p> | Ongoing | <p>In progress; Ongoing. Students complete assessments 2 times each school year.</p> |

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| <p>aligned lessons and provide students with opportunities to complete performance tasks to ensure increased student achievement on academic measurements such as CAASPP and other site/district related assessments.</p> | <p>additional support; Additional practice material created by curriculum lead</p> | <p>Copies Lottery \$500 Student Incentives LCFF Supplemental \$2,000</p> | <p>Student Sign-in logs; Attendance Letters; Communication Logs; Log Entries on Powerschool; Robo-Call.</p> | <p>Daily; Weekly; Ongoing</p> | <p>Completed; ongoing implementation.</p> |
| <p>Fully enforce attendance policy as specified by charter guidelines. Implement district-wide attendance campaign and regularly communicate with parents regarding attendance to increase overall attendance rate.</p> | <p>Principal; Counselor; Teachers</p> | <p>Powerschool; Parent/Student Handbook</p> | <p>Intervention Teacher; Read 180/Math 180 PD; Student Support Paraprofessional LCFF Supplemental \$112,029 Read 180/Math 180 licensing and curriculum</p> | <p>Communication between teachers and support staff; Tutoring Sign In Sheet; Learning Center open from 8:00 am-2:30 pm Staff Meetings.</p> | <p>Ongoing</p> |
| <p>Promote additional and ongoing on-site interventions and supports to students through tutoring and homework assistance. Determine strategies that will increase students' participation in academic</p> | <p>Principal; Counselor; Teachers; Support Staff</p> | <p>Computer and Internet access; Tutoring schedule; Charter School Funds to support additional time needed to support student needs outside of current contracted hours.</p> | <p>Completed; ongoing implementation and support provided to students.</p> | | |

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| <p>interventions and supports that will lead to increased student achievement.</p> | | | <p>Lottery \$11,906</p> | | | |
| <p>Evaluate textbooks and support materials being used to meet academic and college/career readiness standards for classes required for graduation. Continue to analyze and determine student performance required to receive course credit.</p> | <p>Principal, Teachers, Staff, PAC Committee</p> | <p>State Curriculum Frameworks; Regional trainings with Stanislaus County Office of Education; Collaboration with neighboring districts.</p> | <p>CCGI curriculum preparation LGF Supplemental \$5,836 Edmentum Courses Low Performing Students \$2,000 Common Core aligned math & science textbooks Lottery \$7,672</p> | <p>Consensus on performance for credits and textbooks used; Staff meeting agendas.</p> | <p>August 2019-May 2020; Ongoing</p> | <p>Completed; Ongoing evaluation of textbooks and curriculum to ensure materials are in compliance with state standards.</p> |

IMPROVEMENT GOAL #2: Students will be provided with 21st century resources and opportunities in preparation for post-secondary endeavors.

| GOAL | Provide students with skills necessary for future academic and career endeavors. | | | | | | |
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| INDICATOR | Students will complete graduation requirements, follow the college and career readiness continuum as specified within their ILP, and successfully complete all documents within their Senior Portfolio. | | | | | | |
| RATIONALE | DCA wants to prepare our students socially, emotionally and educationally for any post-secondary careers. | | | | | | |
| Expected Outcome | Description of Activity | Leadership | Resources | Financial Needs and Budget | Evaluation | Timeline | Current Status |
| Students will be prepared for post-secondary pursuits through evidence of acquiring college and career readiness standards and fulfilling graduation requirements. | Post-secondary goals will be established during the one-on-one orientation with an academic counselor. Record on ILP student's ongoing and evolving plan for high school graduation, post-secondary education or training, and short- and long-term career goals. | Principal; Counselor; Teachers; Parents | Course Outlines; Common Core Standards/ Assessment | None | Goals established and recorded on each student's ILP; Students will enroll in courses aligned with their interests. | Upon enrollment; Ongoing with school staff | Completed; ongoing implementation upon student enrollment. |
| | Creation of and ongoing implementation of Senior Portfolios addressing our "Portrait of a Graduate" to prepare students for future career opportunities. | Principal; Counselors; Teachers | Google Drive; Senior Portfolio Template; CCGI- College Next Partnership; Eureka State materials | Copies, Supplies for portfolios Lottery \$1,000 | Completion of Senior Portfolio; Student Surveys. | Portfolio Jan.2019- Ongoing College Next Aug. 2019 | Completed; ongoing annual implementation. |
| | All students will have access to chromebooks and internet access, ensuring students and staff are provided with the resources to develop technological skills necessary for success in 21st-century education and careers. | Principal; Staff Committees; District Technology Department | Chromebooks; Internet Access; Online Learning Resources; Google Accounts; Charter School Budget | Chromebooks; Charging Units and Protective Covers; Kajeet Hotspots CARES \$8,141 Site Technology Committee Meetings LCFF Supplemental \$305 | Student/Parent surveys; Project-based learning; Use of G-Suite Applications; Chromebook contracts. | Upon enrollment; Ongoing | Fully implemented. |

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| | <p>Ongoing on-site and off-site college and career awareness opportunities will be offered to all students.</p> | Principal; Counselor | <p>Field trips; Career fairs College workshop on-site; Career course</p> | <p>Substitutes for staff attending student trips LCFF Supplemental \$1,577 Staff compensation for College Night LCFF Base \$102</p> | <p>Student sign-in sheet; Career research assignments; weekly lessons.</p> | Ongoing | Ongoing. |
| | <p>Add elective opportunities to course offerings to support 21st century careers and technological advances. Embed 21st Century skills, including technology skills, throughout coursework to increase readiness for college and career opportunities.</p> | Principal; Counselor; Teachers | <p>Nearby IS program course offerings; Course catalogs</p> | <p>Careers, Senior Seminar, CSL, Child Development; Computer Science, ASL LCFF Base \$4,111; LCFF Supplemental \$4,111</p> | <p>Board Approval; Course offerings.</p> | <p>Ongoing with intent to begin Fall of 2019.</p> | Completed; ongoing implementation of courses. |
| | <p>Add CTE pathway/s to provide students with opportunities to obtain certification and/or training for various professions.</p> | Principal; Counselor; Teachers; District Staff | One-time funds | <p>Edmentum (Virtual Online Program) Low Performing Students \$2,000</p> | <p>CTE Pathway implementation /Course offerings.</p> | <p>To begin Fall 2019-Ongoing</p> | Courses offered to all students enrolled at DCA. |
| | <p>Collaborate with stakeholders to monitor college/career goals and plans.</p> | Principal; Teachers; Support Staff | <p>PAC Meeting Agenda; Surveys; Individual meetings; phone calls; emails</p> | <p>Compensation for staff attending PAC meetings. LCFF Base \$203; LCFF Supplemental \$203</p> | <p>ILP, Parent/Student Surveys; PAC meeting attendance logs.</p> | Ongoing | Ongoing; PAC meetings are held four times per year. Annual survey sent out to students and families. |

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| | Collaborate with Denair High School (DHS) and community colleges for concurrent course enrollment opportunities. | Principal; Teachers; DCA Counselor; College Counselor | Course calendar available for participating colleges and DHS; Class list offered by participating colleges; Information handouts for concurrent enrollment. | Concurrent enrollment; CSI Teacher LCFE Base \$4,783 ; LCFE Supplemental \$4,783 | Meetings with Counselor; College Transcripts; Course Grades. | Ongoing | Ongoing concurrent enrollment offered to students and continued collaboration with DHS. |
| | Contact graduates to conduct post-secondary follow-up survey/s. | Principal; Teachers; Secretaries | Post-Secondary Surveys | None | Consensus on performance for credits. | Annually (3, 6 and 12 months after students graduate) | At this time, we have surveyed graduates one time during the 2019-2020 school year. Three surveys were deemed extensive for the data needed to evaluate our program and student success. |

IMPROVEMENT GOAL #3: Create, promote and maintain a safe and informative school environment for all DCA students and staff, ensuring all stakeholders are involved in the process.

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| <i>GOAL</i> | Establish a positive and safe learning community to meet the social and emotional needs of our students. | | | | | | |
| <i>INDICATOR</i> | DCA students and staff will participate in scheduled on-campus drills, as well as an annual student survey, to build a safe school environment. | | | | | | |
| <i>RATIONALE</i> | DCA wants to provide a safe and positive educational environment for all students. | | | | | | |
| Expected Outcome | Description of Activity | Leadership | Resources | Financial Needs and Budget | Evaluation | Timeline | Current Status |
| All students are provided with a safe and positive educational environment. | Work with district office personnel towards a plan to hire a full-time administrator to maintain a consistent and safe campus, ensuring social and emotional supports and resources are offered to all students. In addition, the full-time administrator will allow for consistency in educational programming. | Principal; Counselor; campus supervision All Staff Members | Training materials; ROX curriculum; PHAST; Social/emotional counseling; Legacy Health Endowment; Parent consent letters; campus supervisor | ROX Curriculum Lottery \$750 Counselor for implementation of social emotional ROX program and counseling; Full time DCA Administrator LCFF Base \$45,239 ; LCFF Supplemental \$54,526 | Successful completion of lessons within ROX curriculum; attendance for counseling sessions; Healthy Kids Survey Data; Student Surveys; Signed consent letters. | PHAST Club is ongoing ROX pilot- to begin Spring 2019 and will be ongoing | Completed and ongoing implementation of counseling and ROX. |
| | Continual implementation and revision of PBIS in alignment with SLOs (ACES) program based on student needs and programmatic changes. | Principal; Teachers; Counselor; Support Staff | PBIS; ACES Tickets; Incentives to reinforce positive behavior | Copies of ACES tickets; Posters for all classrooms with schoolwide and classroom expectations Lottery \$1,000 | Student survey; Student log entries. | Ongoing; Weekly | Completed; Ongoing copies used and distributed to students. |

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| | <p>Regularly update social media to promote school updates, events, plans and information. (i.e.: School Website, Facebook)</p> <p>Use various modes of communication to ensure parents, students and the community are involved in school activities and have opportunities to provide input regarding school decisions.</p> | <p>Principal; Secretaries; Teachers</p> | <p>Letters home; social media promotions/adv ertisements; Robo Call; Phone calls home; flyers; in-person contact; school signage; board meeting updates; DCA website; one-on-one meetings and orientations.</p> | <p>Robo Call</p> <p>LCFF Base \$300</p> <p>Family Night Expenditures</p> <p>LCFF Supplemental \$500</p> | <p>Family Night Sign-in Logs; PAC meeting Agendas with minutes; surveys.</p> | <p>Ongoing- 12 months</p> | <p>As needed; Family Nights (2 times per year).</p> |
| <p>Revise school safety plan to align with state and local regulations, continuing to make updates as appropriate and complete monthly drills.</p> | <p>Campus supervisor; Administration; Safety Committee; Technology Department; Maintenance Supervisor</p> | <p>Share 911; Raptor Identification System; Revised School Safety Plan</p> | <p>Safety Plan materials/copies for all classrooms</p> <p>Lottery \$500</p> | <p>Completion of evacuation drills (i.e. fire, earthquake, lockdown); Documentation of drills recorded on school drill form.</p> | <p>Monthly drills; Safety plan updated annually and as needed</p> | <p>Completed; Safety plan updated annually/as needed to maintain compliance with safety regulations.</p> | |
| <p>Conduct annual staff, student and parent surveys.</p> | <p>Principal; Counselor; Teachers; Support Staff</p> | <p>Student Staff and Parent Surveys</p> | <p>None</p> | <p>Survey results; Areas of need identified and changes made based on survey results.</p> | <p>Annually</p> | <p>Annually; Due to COVID-19, student and parent surveys were not conducted during the 2019-2020 school year.</p> | |
| <p>Fully implement and continue to</p> | <p>Principal; Counselor;</p> | <p>PAC meeting letter; Robo Call;</p> | <p>Robo Calls</p> | <p>PAC meeting minutes;</p> | <p>Ongoing; 4 PAC meetings per school year</p> | <p>Completed and Ongoing.</p> | |

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| | <p>promote ongoing parent participation in Program Advisory Committee Meetings.</p> | <p>Teachers; Support Staff;</p> | <p>Mailings; Social media posts; Site website</p> | <p>LCFF Base \$300</p> | <p>Meeting sign-in sheets.</p> | | |
|--|---|---------------------------------|---|-------------------------------|--------------------------------|--|--|

Appendix Item B

DCA utilizes external auditors to ensure we are in compliance with independent study requirements. One specific item reviewed annually is attendance. The external auditors follow the state audit guide to determine which procedures are reviewed each year and the state audit guide is updated annually.