



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## **KENTER CANYON ELEMENTARY CHARTER SCHOOL**

April 14, 2015

645 N. Kenter Avenue, Los Angeles, CA 90049

### **TERM OF CHARTER**

**JULY 1, 2015 TO JUNE 30, 2020**

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## ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not charge tuition. Ed. Code § 47605(d)(1).
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves 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. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

# ELEMENT 1 – THE EDUCATIONAL PROGRAM <sup>1</sup>

## GENERAL INFORMATION

- The contact person for Charter School is Dr. Terry Moren.
- The address of Charter School is 645 N. Kenter Avenue, Los Angeles, CA 90049.
- The phone number of Charter School is 310.472.5918
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and West District.
- The grade configuration of Charter School is K-5.
- The number of students in the first year of this charter will be 550.
- The grade level(s) of the students in the first year will be K-5.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 564; for all District affiliated charter schools, the District determines each school’s capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).
- The type of instructional calendar will be: Traditional Calendar
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

## COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Kenter Canyon has seen many changes since becoming an affiliated charter school in 1995. Stakeholders (students, parents, teachers, administration, classified staff, and community members) have come together with increasing collective strength to provide and maintain a high level of instruction resulting in high student achievement.

Kenter Canyon has initiated its own reform measures by supplementing the school’s core curriculum with additional educational resources and opportunities. These resources and opportunities include

- Electronic devices (MacPros, iPads, Chromebooks) are provided in K-5 classrooms to expand and enrich core curriculum. The devices support the school’s shifts for Common Core implementation and our efforts to prepare Kenter Canyon students to be college and career ready.
- Students are afforded the following arts programs: visual arts, dance, theater, orchestra, and vocal music. Annual scheduled performances include a fall theater production, a winter holiday music program, a spring orchestra concert, a spring school-wide sing-a-long and a spring musical performance.
- Students are provided an opportunity to expand their classroom learning by participating in District-approved field trips to places such as 826LA Writing, Chumash Indian Museum, Science & IMAX

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<sup>1</sup> Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

Center, Tree People, City Hall, Fire Station. Additionally, grade 4 students fly from Burbank Airport annually to Sacramento for a Gold Rush Tour. Their tour include a tour of the Capitol, Railroad Museum, Sutter's Fort, Old Town, First School House, and American River. Grade 5 students have participated for 18 consecutive years in Wrightwood Outdoor Science School/Los Angeles County of Education. The camp is a five day-four night experience geared to life, earth and physical science. The daily courses are taught by County of Los Angeles teachers known as "naturalists."

- Grades K-2 have the opportunity to engage with a storyteller each week.
- Grades K-5 have an annual opportunity to meet published authors and work with them on a piece of writing at various times throughout the year.
- Grades K-5 have a Science Lab, stocked with all FOSS kits and supplemental resources to insure hands-on discovery science lessons.
- Kenter Canyon students have an opportunity to learn in the school's "outdoor classrooms settings". The beautiful landscaped campus provides tables and benches in shaded areas for outdoor learning. Currently, the school is planning an outdoor "weather station" which will enable students to read gauges for barometer, humidity, high/low temperatures for the day, rain gauge, and a weather vane for wind direction. This area will have a sun dial and be landscaped with labeled California native plants. This new addition will have a chalkboard affixed to the end of a building wall as well as storage for student mini-white boards and teaching materials.
- Students in grades K-5 have the opportunity to enroll in orchestra classes and excel with their chosen instrument before going to middle school. Orchestra students perform two concerts at the school, but orchestra students also enter the city-wide music teachers scholarship contest as well as audition for the All-City Honors Orchestra.
- Students are afforded the opportunity to perform on stage in theatrical productions as well as our Annual Talent Show and Sing-a-Long.
- Grades K-5 are provided cultural assemblies at least 3 times annually. This year's assemblies included a Poet, Latin Dance group, and Storytelling Group.
- Grades K-5 students are encouraged to participate with their family in an Art Night, Literacy Night and Science Night. Parents organize activities for these "night" activities. Students then enroll in the workshops of their choice on our website. Workshops are 45 minutes each and the participants may rotate through at least 2 of the workshops.
- Kenter students have an opportunity to write and enter a Poetry submission in the Annual Poetry Contest, held annually during Poetry Month.

Operating as an affiliated Charter school within LAUSD allows Kenter Canyon to continue to accomplish the following as a neighborhood public elementary charter school:

- Maintain and further improve a high level of student learning.
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for the entire diversity of students ranging from those who are identified as academically low achieving to those who are identified as highly gifted.
- Encourage the use of different, innovative, and enhanced teaching methods.
- Establish a list of professional development needs through a grade level self-assessment and determine how to best gain the knowledge for deficit areas. Example: MacPros were purchased for all teachers; however, when it was noted that teachers' technology proficiencies were at varied levels, an outside Teacher Tech Expert was contracted to meet one on one weekly with teachers to help them advance in the technology proficiency from their identified current level. Teachers were comfortable

with this approach and made significant gains with their technology skills. The Teacher Technology Expert position will continue to be contracted.

- Teachers develop professional development sessions for their grade level teams as well as with all faculty members. Kenter teachers are life-long learners who continue to advance their delivery of instruction through external and internal professional development.
- Provide parents with opportunities to be involved in their children's education.
- Be accountable for meeting measurable pupil outcomes and using performance-based accountability systems to measure student success.
- Provide a model neighborhood school that will stimulate improvements in all public schools.
- Differentiated teaching has allowed teachers to analyze assessments and design lesson plans to meet the diverse needs of students
- Grade level meetings and professional development sessions have allowed teachers to identify students who need additional support through reteaching, intervention and other options to help close the achievement gap.
- A technology lab staffed by a computer instructor, who provides a regularly scheduled curriculum that encourages computer knowledge, word processing, multi-media development, data and information gathering, and Internet research. Computer skills learned in the lab setting are used to supplement students' instructional programs to support the 21<sup>st</sup> Century Learning Skills.
- Technology devices and appropriate software are provided for all students in all grade levels to supplement instructional needs. Such devices include Chromebooks in grade K; iPads in grades 1 and 2; MacPros and Macbooks in grades 3-5.
- A science lab staffed by a science aide or instructor, who manages a full complement of FOSS hands-on instructional modules used by teachers on a regular schedule for science lessons coordinated with regular classroom science curriculum.
- A physical education coach experienced in working with elementary aged children, who works under direct supervision of classroom teachers in providing a full, structured physical education program.
- An art instructor, who presents classroom and after-school instruction in the visual arts standards.
- A music instructor, who presents classroom and after-school instruction in vocal music standards.
- An extensive schedule of after-school classes (e.g., science, chess, cooking, languages, and art) and extra-curricular activities (e.g., an annual stage production, talent show, and scouting activities) that provide enrichment opportunities in areas of student interest that may not be covered in class.

The independence, innovation, and shared decision-making expected of charter schools have taken form at Kenter Canyon School in management, operational, and relational developments, including:

- A governance structure in which decision-making about the school's operation and educational program rests with the school's Governance Council of elected teachers, parents, staff representative, and community representative, who have adopted a collaborative, consensus building style.
- Strong parental volunteerism in the classroom, in creating and managing the wealth of available enrichment and extracurricular activities, in governance through the Governance Council and its many committees and ad hoc task forces, in fund raising that provide the support for the extra activities and resources vital to the school's operation and educational program.
- An increasing sense of trust and communality of interests brought about by fostering open communication among the school's stakeholders.
- Heightened awareness and renewed focus by the instructional staff on meeting the day-to-day and year-to-year needs of all students, and providing intervention and differentiated instruction as needed,

as evidenced programmatically by English Learner, School for Advanced Studies, Gifted And Talented Education, and Special Education programs.

- The Student Success Team is a formal means for identifying, intervening, and monitoring with regard to students who may be experiencing difficulties in the areas of academics, behavior, social interactions, health, attendance, and other school-related issues.
- A Positive Discipline Policy known as P.A.W.S was developed by stakeholders and aids employees with playground monitoring, fostering responsibility, safety, respect, and personal accountability. P.A.W.S. aligns to the LAUSD discipline policy and was developed after Kenter Canyon Positive Discipline team attended LAUSD provided workshops on this topic.

## STUDENT POPULATION TO BE SERVED

Kenter Canyon Elementary Charter School shall provide for a free, nonsectarian, public education of students in transitional kindergarten through grade five who desire a solid foundation in reading, writing, mathematics, science, social science that prepares them to be successful in pre-college preparatory courses of middle and high school.

Kenter Canyon, as a neighborhood school, shall serve students who live in its attendance area in the Brentwood community of Los Angeles but shall also provide for the education of as many non-residential students who wish to attend the school as space allows. Kenter Canyon shall serve an urban, multicultural, multiethnic student body without regard to race, gender, color, ethnicity, religion, sexual orientation, medical condition, national origin or disability.

The school's educational program shall serve students of all abilities ranging from those who are academically low achieving to the high proportion of gifted and highly gifted children in the school's student body. Admission will be available to all students residing in California, but must give preference to pupils who reside within the former attendance area of that public school. [Education Code 47605(d)(1).

Kenter Canyon (2014) has 545 students who are

3%	African American	9%	Gifted And Talented Education (GATE)
1%	Native American	7%	Students with Disabilities
10%	Asian	2%	English Learners
0	Filipino	48%	Reclassification Rate (11 of 23)
5%	Latino	4%	Economically Disadvantaged
0	Pacific Islander	22%	Students Entering and Leaving
81%	White	76%	Students with 96% or higher attendance

Kenter Canyon's academic performance has exceeded most LAUSD schools as noted in the data below:

Kenter's Growth API: 2010-2011 = 953    2011-2012= 945    2012-2013 = 960  
 Kenter has met its growth targets for all student groups annually as well as achieved 100% of its AYP goals.

**API Comparisons:**

Kenter Canyon's 2011 Baseline API = 953      LAUSD Similar Schools = 942  
 Kenter Canyon's 2012 Baseline API = 946      LAUSD Similar Schools = 949  
 Kenter Canyon's 2013 Baseline API = 960      LAUSD Similar Schools = 946

**California Standards Test** scores were last available in 2012-13. Kenter Canyon's results were:

Proficient & Advanced = 88% in English Language Arts (ELA)  
 Basic or Below = 11% in English Language Arts  
 Proficient & Advanced = 94% in Mathematics  
 Basic or Below = 7% in Mathematics  
 LAUSD Similar Schools = 87% Proficient or Advanced in ELA  
 13% Basic or Below in ELA  
 90% Proficient or Advanced in Mathematics  
 11% Basic or Below in Mathematics

In 2010 as well as through the school year 2014-2015, Kenter Canyon is most comparable to Pacific Palisades Elementary Charter School when comparing the composition of Kenter students with other neighboring schools:

	Kenter Canyon	Pacific Palisades	Brentwood Science Magnet	Canyon Charter	Marquez Charter	Community Charter Magnet	Brockton ES
Total Enrollment	545	518	1,103	393	585	473	253
African American	3%	2%	25%	6%	4%	20%	7%
Native American	1%	2%	1%	1%	1%	0	0
Asian	10%	10%	9%	10%	7%	27%	5%
Filipino	1%	1%	1%	0	1%	1%	2%
Latino	5%	5%	53%	4%	7%	15%	71%
Pacific Islander	0	0	1%	1%	1%	0	1%
White	79%	78%	11%	79%	80%	38%	15%
GATE	7%	10%	9%	12%	9%	16%	3%
Students w/ Disabilities	9%	9%	6%	9%	12%	7%	23%
English Learners	2%	3%	23%	2%	2%	7%	45%

**Kenter Enrollment Roll-Out Plan**

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
TK-K	91	110	100	100	100	100
1	90	95	100	100	100	100
2	96	90	93	93	93	93
3	90	92	90	90	90	90

4	89	90	90	90	90	90
5	87	90	90	90	90	90
Total	544	567	563	563	563	563

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

#### **Vision Statement**

Our vision for the future of Kenter Canyon Elementary Charter School is to provide a model energized learning community dedicated to the pursuit of excellence in the academic achievement and character development in a manner that prepares all learners to be college and career ready in the 21<sup>st</sup> Century.

#### **Mission Statement**

The mission of Kenter Canyon Elementary Charter School is to provide a safe, nurturing, challenging learning environment for urban students in grades TK/K-5. The intent is to develop a strong foundation of both academic and social competencies that prepare students for their continued education leading towards college and career. The intent is to produce successful, responsible, caring, and respectful human beings capable of participating at a high level in a diverse and changing world.

Kenter Canyon will enable students to become competent, self-motivated, lifelong learners by operating as an energized learning community dedicated to the pursuit of excellence in the academic achievement and character development of all its students.

Kenter Canyon's mission will be accomplished by strong parental involvement, a rigorous academic program, and excellence in teaching. Thus, Kenter Canyon seeks to create an educational culture in which each student is able to achieve his or her maximum potential as an individual.

#### **Goal Statement**

Kenter Canyon School will promote academic achievement by:

- Using assessment results to develop instructional plans,
- Ensuring that all students meet and/or exceed grade level expectations in reading, writing, mathematics, science, history/social science, visual and performing arts, and technology.
- Providing instructional support and interventions as needed.

Thus, Kenter Canyon seeks to create an educational culture in which each student is able to achieve his or her maximum potential as an individual learner.

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

As educated persons of the 21<sup>st</sup> century, students who matriculate to middle school from Kenter Canyon Elementary Charter School will view themselves as being self-motivated, competent, and lifelong learners who have academic and social skills appropriate for an ever-changing, globally interconnected, multicultural, and multiethnic world. Kenter Canyon fully recognizes that society in the 21<sup>st</sup> century is an informational society in which higher levels of literacy, thinking skills, and the ability to process information is essential. Matriculating students must view themselves as being part of a larger, interconnected system of life in which national and global interdependence continues to increase as technology becomes more powerful, accessible, convenient, and complex. They will, therefore, as part of their Kenter Canyon experience, be involved in meaningful, productive, flexible, and adaptable learning, with the purpose of their public school education being the development of genuine learning skills. The Kenter Canyon student will know how to live and learn in an ever-changing world and be college and career ready.

The students at Kenter Canyon will be actively involved in their learning, and will leave Kenter Canyon with the abilities to think critically, reason, question, inquire, apply the scientific method of investigation, remain intellectually flexible, think about complex systems, think holistically, think abstractly, and think creatively.

## **How Learning Best Occurs**

Kenter Canyon recognizes that learning best occurs when children are immersed in a culture of education that both challenges and nurtures their development as individuals. Teachers, parents, and community members must create a culture, an environment, a life perspective at school, at home, and in the community in which learning is valued, encouraged, and expected by everyone everywhere as part of everyday life. Learning best occurs when teachers, parents, and community all fulfill their collaborative responsibility to provide this culture of education for every child. Today’s children will carry on this culture of learning by instilling their educational heritage in their own children.

Kenter Canyon will serve as an educational environment that strives to inspire the love of lifelong learning in all children. To this end, the school shall provide a safe, supportive, challenging learning environment that encourages students to maximize their learning potential through multiple learning experiences. Highly qualified teachers and enriched classrooms provide the primary opportunities for every child to be reached and supported in their educational development. Classroom teaching shall take into account the many facets of learning, the variety of learning styles, and the diversity of abilities among students.

Children shall have opportunities to master the curriculum through problem solving, critical thinking, and effective oral, written and artistic communication. Classroom learning shall be supplemented by homework and a wide variety of extracurricular enrichment activities that address the diversity of needs and interests of the school’s students. The culture of learning established at school shall be extended to the home by having parents involved in

the many aspects of their children's education, ranging from homework review, classroom activities, parent education seminars, and school governance. To complete the educational culture, the school shall encourage community relationships that provide resources and activities to enhance and reinforce the school's educational program.

Within the educational culture provided by teachers, parents, and community, Kenter Canyon believes students learn best when they:

- are provided with and participate in the development of clear expectations.
- gain knowledge of basic skills through the reasoning, critical thinking, inquiry, experimentation, and creativity needed to approach and solve problems.
- develop self-confidence through participation in decision making as a member of a supportive community through opportunities in the classroom, at home, and in extra-curricular activities.
- actively participate through hands-on lessons, an integrated curriculum, and thematic and project-based learning. They have opportunities to demonstrate personal integrity as contributing members of the community.
- are given the responsibility to be self-directed learners.
- are expected to effectively manage their time and set appropriate goals.
- learn to appreciate the interdependence among people, and are reinforced to demonstrate compassion towards others.
- have the opportunity to extend their learning through art, science, technology, physical activity, music, and dramatic arts enrichment opportunities.
- feel supported and are able to demonstrate their understanding and appreciation of individual and cultural differences.
- are given opportunities to succeed through a variety of learning experiences involving accountable talk and instructional conversations coupled with cooperative grouping and varied learning modalities.

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

Kenter Canyon believes that all students come to school ready and willing to learn. Students learn first from the home and come to school with values, motivation, and a knowledge base. Kenter Canyon believes students need strong literacy skills that are best achieved by using a balanced approach. Students are expected to read a wide variety of literature to foster critical thinking and comprehension, as well as to learn the skills necessary to promote fluent, independent readers. Kenter Canyon believes that strong literacy skills are necessary to guarantee academic success for its students beginning in transitional kindergarten/kindergarten and continuing through to higher education. In addition, Kenter Canyon believes in developing strong skills in mathematics and science, again via a balanced approach. Kenter Canyon believes students gain mastery and proficiency in math and science through hands-on practice and review. Finally, Kenter Canyon's curriculum is aligned with and generated from the California Common Core State Standards. Within the educational culture provided by teachers, parents, and community the goals described in the section "How Learning Best Occurs" will enable Kenter Canyon students to become self-motivated, competent, and life-long learners.

## Local Control Funding Formula (LCFF)

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

### Teacher Assignments and Credentialing State Priority #1: Basic Services

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All students need to receive instruction from fully credentialed and qualified teachers, as required by law and charter.	<p>The school will assign 100% of its teachers in accordance with their credentials and EL authorizations.</p> <p>All full time classroom teachers must have authorization to instruct English Learner students in accordance with District and State policies.</p> <p>Annual review in May of criteria, systems and procedures for hiring will ensure compliance.</p> <p>Annual review of teacher assignments in August will ensure compliance.</p>	100%	100%	100%	100%	100%	100%

### ACCESS TO INSTRUCTIONAL MATERIALS

#### State Priority #1: Basic Services

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Schoolwide	Schoolwide	Schoolwide	Schoolwide	Schoolwide	Schoolwide
All students need appropriate access to the instructional materials necessary	The school will provide 100% of students with sufficient access to	100%	100%	100%	100%	100%	100%
		English Learners	English Learners	English Learners	English Learners	English Learners	English Learners
		100%	100%	100%	100%	100%	100%

<p>to participate in the school's programs and services in order to master the state content standards and meet academic performance standards appropriate to their respective grade levels.</p>	<p>100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.</p> <p>Annual inventory of textbooks and instructional materials and corresponding purchase of materials.</p> <p>Budget development will insure funds are available for instructional materials, including those needed for ELD and special education programs..</p> <p>Kenter Canyon will annually evaluate their instructional materials used in its educational program.</p>	<p>Students with IEPs: 100%</p>					
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**FACILITIES MAINTENANCE**

**State Priority #1: Basic Services**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>The school will use internal and/or District annual review(s) of the state and condition of its facilities to determine achievement of this goal.</p> <p>All students need a clean and safe school campus in good repair as a basic condition of learning, as reflected in law and charter.</p>	<p>The School, through the activities of its Safety/Emergency Preparedness Committee, shall enforce the practices and procedures of the LAUSD with respect to health, safety, and risk management policies.</p> <p>Kenter Canyon will continue to have monthly Safety Committee Meetings, annual Emergency</p>	<p>"Good" Rating on Annual Review</p>	<p>"Good" Rating on Annual Review</p>	<p>"Good" Rating on Annual Review</p>	<p>"Good" Rating on Annual Review</p>	<p>"Good" Rating on Annual Review</p>	<p>"Good" Rating on Annual Review</p>

	<p>Preparedness inventory, quarterly safety walks, and monthly safety drills.</p> <p>Kenter Canyon shall maintain ongoing maintenance and repair logs with monthly review by Principal and Plant Manager. Kenter Canyon will rely on LAUSD inspectors, consultants, contractors, or others when their expertise is required to inspect, evaluate, and/or correct health and safety conditions at the school.</p>						
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**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**

**State Priority #2**

		<b>Measurable Outcome Method for Measuring Annual Review</b>					
<b>Annual Goals</b> (Identify schoolwide and subgroup goals as applicable)	<b>Specific Annual Actions</b>	<b>Baseline</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<p><u>Implementation of Common Core State Standards – English Language Arts:</u> Based on a Comprehensive Needs Assessment conducted for the SPSA, and further analysis of recent school data, both school-wide and disaggregated by subgroups, the school has identified the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all</p>	<p>Ongoing review of standards-based curriculum and achievement data will improve CCSS instruction, set benchmarks for improvement, and determine training that will increase productivity for teachers and restuls in achievement.</p> <p>For English Learners, the school will increase by 1% annually the number of EL students achieving Basic (or equivalent measure determining threshold for EL reclassification) and above on the CAASPP SBAC</p>	<p>Schoolwide CAASSP Benchmark Levels of Performance</p> <p>English Learners CAASSP Benchmark Levels of Performance</p>	<p>English Learners</p> <p>Foster Youth</p> <p>Students of Poverty</p> <p>&gt;=1% above benchmark proficiency levels</p> <p>ELs &gt;=1%</p>	<p>English Learners</p> <p>Foster Youth</p> <p>Students of Poverty</p> <p>&gt;=2% above benchmark proficiency levels</p> <p>ELs &gt;=2%</p>	<p>English Learners</p> <p>Foster Youth</p> <p>Students of Poverty</p> <p>&gt;=1% above benchmark proficiency levels</p> <p>ELs &gt;=2%</p>	<p>English Learners</p> <p>Foster Youth</p> <p>Students of Poverty</p> <p>&gt;=1% above benchmark proficiency levels</p> <p>ELs &gt;=3%</p>	<p>English Learners</p> <p>Foster Youth</p> <p>Students of Poverty</p> <p>&gt;=1% above benchmark proficiency levels</p> <p>ELs .&gt;=3%</p>

<p>students, including English Learners.</p> <p>Specifically, the school needs to improve/increase student proficiency outcomes in English Language Arts on state standardized assessments in accordance with state targets and the charter.</p> <p>The school will meet annual AMAO 1 targets for English Learners (ELs).</p>	<p>English Language Arts tests in 2015-2016.</p> <p>Annual review and modification of English Learner language acquisition program to ensure adequate yearly progress and access to core curriculum. Budget development will fund needed instructional materials to insure adequate services that meet the identified needs of students.</p>	Meet or exceed AMAO 1 targets					
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**PARENT INVOLVEMENT**

**State Priority #3**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>The school will maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, teaching and learning how to support the educational program, and expressing and resolving concerns.</p>	<p>Kenter Canyon School will strive to maintain its meaningful parent involvement by increasing the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually, including the A-G Requirements, School Experience Report Cards, and two other school-determined areas.</p> <p>School Experience Survey results will be distributed and reviewed.</p>		>=2% increase over prior year average percentage				

	<p>Kenter parents and community provide the support for the extra activities and resources vital to the school's operation and educational program</p> <p>Review and assess impact of parent activities and parent education workshops at the school and district level; attend Back-to-School Night &amp; Open House; Science Night; Literacy Night; Art Night; Welcome Back Picnic.</p>						
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**STATEWIDE ASSESSMENTS**  
**State Priority #4: Student Achievement**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><u>Implementation of Common Core State Standards – English Language Arts:</u>            Based on a Comprehensive Needs Assessment conducted for the SPSA, and further analysis of recent school data, both school-wide and disaggregated by subgroups, the school has identified the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English Learners.</p> <p>Specifically, the school needs to improve/increase student proficiency</p>	<p>Annual review of academic achievement data in order to increase the number of students achieving proficiency level and above on the CAASPP SBAC English Language Arts tests by 1% annually over the benchmark scores established for each year.</p> <p>Use data to guide instructional needs and identify strengths and deficits for standards-based instruction, including ELs, Foster Youth and students with disabilities.</p> <p>For English Learners, the school will assess needs to insure reclassification rate increases</p>	Schoolwide CAASSP Benchmark level of performance	>=1% above benchmark proficiency levels				
		English Learners Benchmark	>=1% above benchmark proficiency levels	>=2% above benchmark proficiency levels			
		Foster Youth Benchmark	>=1% above benchmark proficiency levels	>=2% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels
		Low Income Benchmark	>=1% above benchmark proficiency levels	>=2% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels

<p>outcomes in English Language Arts on state standardized assessments in accordance with state targets and the charter.</p> <p>The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal.</p>	<p>Writing criteria charts and rubrics will be used to assess students achievement in writing across the curriculum</p> <p>DIBELS and Interim Assessment data will be reviewed to determine student needs; budget development will insure funds to provide instructional materials to address student needs</p>						
<p><u>Implementation of Mathematics Common Core State Standards –</u> Based on the Comprehensive Needs Assessment conducted for the SPSA, and further analysis of recent school data, both school-wide and disaggregated by subgroups, the school has identified the need to improve and monitor the design and delivery of a high quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English Learners.</p> <p>Specifically, the school needs to improve/increase student proficiency outcomes in mathematics on state standardized assessments in accordance with state targets and the charter.</p> <p>The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal.</p>	<p>Consistent with the charter, the school will increase the number of students achieving proficiency level and above on the CAASPP SBAC mathematics tests by 1% annually over the benchmark scores established in the 2014-2015 CAASPP SBAC test administration school-wide and, beginning in 2016-17, by 2% for English Learners, foster youth, low income students, and all numerically significant subgroups.</p>	<p>Schoolwide CAASPP Benchmark level of performance</p> <p>English Learners Benchmark</p> <p>Foster Youth Benchmark</p> <p>Low Income Benchmark</p>	<p>&gt;=1% above benchmark proficiency levels</p>	<p>&gt;=1% above benchmark proficiency levels</p> <p>&gt;=2% above benchmark proficiency levels</p> <p>&gt;=1% above benchmark proficiency levels</p> <p>&gt;=1% above benchmark proficiency levels</p>	<p>&gt;=1% above benchmark proficiency levels</p> <p>&gt;=2% above benchmark proficiency levels</p> <p>&gt;=1% above benchmark proficiency levels</p> <p>&gt;=1% above benchmark proficiency levels</p>	<p>&gt;=1% above benchmark proficiency levels</p> <p>&gt;=2% above benchmark proficiency levels</p> <p>&gt;=1% above benchmark proficiency levels</p> <p>&gt;=1% above benchmark proficiency levels</p>	<p>&gt;=1% above benchmark proficiency levels</p> <p>&gt;=2% above benchmark proficiency levels</p> <p>&gt;=1% above benchmark proficiency levels</p> <p>&gt;=1% above benchmark proficiency levels</p>

ACADEMIC PERFORMANCE INDEX (API)  
State Priority #4: Student Achievement

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Based on a Comprehensive Needs Assessment and further analysis of student performance data, and in accordance with the terms of the charter, charter school law governing renewal, and other applicable law, the school needs to increase the levels of academic performance in English Language Arts and Mathematics school-wide, for English Learners, low income students, foster youth, and for all numerically significant subgroups in order to maintain or exceed API growth targets or equivalent. During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., DIBELS, curriculum-based assessments, and interim assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents school wide and for all numerically	The school will review and analyze assessment data to determine needs that help students meet or exceed its annual API growth targets (or locally determined equivalent targets while state is developing the new API) school-wide, for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.	The school will meet or exceed its annual API growth targets (or locally determined equivalent targets while state is developing the new API) school-wide, for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.	Meet or exceed API growth targets schoolwide and for all numerically significant subgroups, set by CDE.	Meet or exceed API growth targets schoolwide and for all numerically significant subgroups, set by CDE.	Meet or exceed API growth targets schoolwide and for all numerically significant subgroups, set by CDE.	Meet or exceed API growth targets schoolwide and for all numerically significant subgroups, set by CDE.	Meet or exceed API growth targets schoolwide and for all numerically significant subgroups, set by CDE.

significant subgroups in order to measure progress towards and achievement of this goal.							
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**ENGLISH LEARNER ADEQUATE PROGRESS RATE**

**State Priority #4: Student Achievement**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>Based on analysis of current and historical AMAO 1 (CELDT) results, the school has determined that it needs to improve the number of English Learners who make adequate yearly progress toward language proficiency.</p> <p>CELDT Proficiency:            2011: 30.8%            2012: 30%            2013: 31.8%            2014: Not Available</p> <p>The school will use the results of annual CELDT administrations to measure progress and achievement of this goal.</p>	<p>Data will be review and analized to identify deficits and strengths of EL programs that address our goal to increase the number of English Learners who make adequate annual progress by 5% each year.</p> <p>EL students receive one hour of daily instruction through the Structured English Immersion Program.</p> <p>School will employ instructional techniques (whole language instruction, sheltered English activities, cooperative learning groups, and experiential activities) to support EL achievement.</p> <p>Teachers maintain ELD portfolios and utilize the <u>Treasures Resources</u> as well as teacher created activities for EL instruction.</p> <p>Primary language support is provided by stakeholders as</p>	Increase of >=5%	Increase of >=5%	Increase of >=5%	Increase of >=5%	Increase of >=5%	Increase of >=5%

	needed						
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### ENGLISH LEARNER RECLASSIFICATION RATE

#### State Priority #4: Student Achievement

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>Based on the Comprehensive Needs Assessment and further analysis of CELDT data (AMAOs 1 and 2), the school needs to increase the number of its English Learners who achieve English language proficiency each year.</p> <p>The school will use reported reclassification data to measure progress towards and achievement of this goal.</p>	<p>School will review and analyze specific skills students need to acquire to reclassify. CELDT will be used to assess student progress annually toward acquiring English proficiency in listening, speaking, reading, and writing until they reclassify as fluent-English proficient (REFP.)</p> <p>The school will decrease the number of LTEL (Long Term English Learners) who reclassify as Reclassified Fluent English Proficient (RFEP) by at least 1%.</p>	<p>2014: 48% were redesignated (11 of 23)</p>	50%	52%	54%	56%	58%

### SCHOOL ATTENDANCE RATE

#### State Priority #5: Student Engagement

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>Based on current research and the Comprehensive Needs Assessment, and in accordance with the charter, the school needs to achieve and maintain the highest levels of student attendance possible in order to support student learning.</p>	<p>School will review and revise its School Attendance Plan annually to ensure that it maximizes both student learning and the revenues for LAUSD.</p> <p>Kenter Canyon will continue to analyze attendance data and encourage increased daily</p>	<p>Students enrolled in 2014 achieved an attendance rate of 96% or higher:</p> <p>ALL 76.4%</p> <p>All subgroups surpassed the goal of 96% ---</p> <p>All 96.6%</p>	<p>77.4% of ALL students will achieved an attendance rate of 96% or higher</p>	<p>78.4% of ALL students will achieved an attendance rate of 96% or higher</p>	<p>79.4% of ALL students will achieved an attendance rate of 96% or higher</p>	<p>80.4% of ALL students will achieved an attendance rate of 96% or higher</p>	<p>81.4% of ALL students will achieved an attendance rate of 96% or higher</p>

<p>The school will increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher) by 1% annually school-wide, by 2% annually for English Learners and low income students, and by 3% annually for African American students, foster youth, and students with disabilities.</p> <p>The school will use student attendance rates to measure progress towards and achievement of this goal.</p> <p>Percentage of students with 96% or Higher Attendance:  2011: 68.9%  2012: 72.6%  2013: 73.1%  2014: 74.4%</p>	<p>student attendance.</p> <p>Kenter Canyon will maintain and strive to improve its average attendance rate as determined annually within the School Attendance Plan by posting each day's total number of absences at the school entrance as well as loss of revenue due to absences..</p> <p>Kenter Canyon Attendance Committee meets monthly to review implementation of the school's Admission Plan, plan incentives for improved and excellent attendance, and works with parents to improve attendance for all students as it becomes necessary.</p>	<p>Asian 97.7%</p> <p>White 96.9%</p> <p>Hispanic 96.4%</p> <p>Black 96.6%</p> <p>American Indian 98.9%</p> <p>Filipino 98.9%</p> <p>EO 96.9%</p> <p>IFEP 96.6%</p> <p>LEP 96.8%</p> <p>RFEP 97.7%</p>					
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**CHRONIC ABSENTEEISM RATE**  
**State Priority #5: Student Engagement**

		<b>Measurable Outcome Method for Measuring Annual Review</b>					
<b>Annual Goals</b> (Identify schoolwide and subgroup goals as applicable)	<b>Specific Annual Actions</b>	<b>Baseline</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<p>The school will decrease by 1% annually the number of students missing 16 days or more each school year (an attendance rate of 91% or lower) for African American students, foster youth, English Learners, and students with disabilities.</p>	<p>School will review implementation of the school's Admission Plan, plan incentives for improved and excellent attendance, works with parents to improve attendance for all students as it becomes necessary.</p> <p>Review PSA notes related to absences to determine family</p>	<p>All 11%</p> <p>Low Income 11%</p> <p>African American 19%</p> <p>Foster Youth 20%</p> <p>Students with Disabilities 15%</p> <p>English Learners 11%</p>	<p>All 11%</p> <p>Low Income 11%</p> <p>African American 19%</p> <p>Foster Youth 20%</p> <p>Students with Disabilities 15%</p> <p>English Learners 11%</p>	<p>ALL 10%</p> <p>Low Income 10%</p> <p>African American 18%</p> <p>Foster Youth 19%</p> <p>Students with Disabilities 14%</p> <p>English Learners 10%</p>	<p>All 9%</p> <p>Low Income 9%</p> <p>African American 17%</p> <p>Foster Youth 18%</p> <p>Students with Disabilities 13%</p> <p>English Learners 9%</p>	<p>All 9%</p> <p>Low Income 8%</p> <p>African American 16%</p> <p>Foster Youth 17%</p> <p>Students with Disabilities 12%</p> <p>English Learners 8%</p>	<p>All 8%</p> <p>Low Income 7%</p> <p>African American 15%</p> <p>Foster Youth 16%</p> <p>Students with Disabilities 11%</p> <p>English Learners 7%</p>

	needs to increase attendance rate for all students.						
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**STUDENT SUSPENSION RATE**  
State Priority #6: School Climate

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>Based on District goals and data analysis as well as school-level data analysis, the school needs to maintain the zero number of student out-of-school suspensions and maintain the zero suspensions for African American students, foster youth, and students with disabilities.</p> <p>The school will use school suspension data to measure progress towards and achievement of this goal.</p>	<p>Kenter Canyon will implement its school-developed positive discipline policy called PAWS (Practice Compassion-Act Responsibly-Work Hard-Stay Safe) P.A.W.S aligns with LAUSD discipline policy and was created by Kenter Canyon's Positive Discipline Team after participation in LAUSD provided workshops on this topic.</p> <p>The school will use its <i>Second Step Program, Character Education Program</i> and Life Skills lessons to instill values that promote a healthy life style that eliminates the need for suspension for all students.</p> <p>The school will use school suspension data to measure progress towards and achievement of this goal.</p>	All -0-	All -0-	All -0-	All -0-	All -0-	All -0-

**STUDENT EXPULSION RATE**  
State Priority #6: School Climate

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Based on District goals and data analysis as well as	Kenter Canyon will implement its school-developed positive	All	All	All	All	All	All

<p>school-level data analysis, the school needs to maintain the zero number of expulsions and maintain the zero number of expulsions for African American students, foster youth, and students with disabilities.</p>	<p>discipline policy called PAWS (Practice Compassion-Act Responsibly-Work Hard-Stay Safe)</p> <p>Use Second Step Program, Character Education Program and Life Skills lessons to instill values that promote a healthy life style that eliminates the need for expulsion for all students.</p> <p>The school will use school expulsion data to measure progress towards and achievement of this goal.</p>	-0-	-0-	-0-	-0-	-0-	-0-
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**OTHER LOCAL MEASURE OF SCHOOL CLIMATE**

**State Priority #6: School Climate**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>School Experience Survey Participation</p> <p>To insure feedback from all parents, Kenter Canyon has established a goal to increase the number of parents who participate in the annual School Experience Survey, a tool for parents, staff, and students to provide feedback to specific questions about their child's school or the school where they work. The information is published in an annual School Report Card.</p> <p>The School Report Card serves as a checklist for how well Kenter Canyon and its students are meeting the District's goals related to the Performance Meters which includes 1-100% graduation; 2-Proficiency for all students;</p>	<p>Kenter Canyon will encourage parents via Connect-Ed message; newsletter; teacher contact to return completed School Experience Surveys.</p> <p>Kenter Canyon will use a variety of strategies to encourage parents to return their surveys to the school.</p> <p>Kenter Canyon will conduct a Parent Education Workshop on A-G requirements needed for graduation from LAUSD schools to our elementary school parents.</p> <p>Kenter Canyon will conduct a Parent Education Workshop on how to read the School Experience Report Cards to our elementary school parents.</p>	<p>Participation from Parents 70% <small>LAUSD Average 38%</small></p> <p>Participation from Staff 62% <small>LAUSD Average 83%</small></p> <p>Participation from Students 99% <small>LAUSD Average 38%</small></p>	<p>Participation from Parents 75%</p> <p>Participation from Staff 65%</p> <p>Participation from Students 100%</p>	<p>Participation from Parents 78%</p> <p>Participation from Staff 70%</p> <p>Participation from Students 100%</p>	<p>Participation from Parents 80%</p> <p>Participation from Staff 75%</p> <p>Participation from Students 100%</p>	<p>Participation from Parents 80%</p> <p>Participation from Staff 75%</p> <p>Participation from Students 100%</p>	<p>Participation from Parents 80%</p> <p>Participation from Staff 75%</p> <p>Participation from Students 100%</p>

<p>3- 100% Attendance; 4-Parent, student, and community engagement; 5-School Safety.</p> <p>Kenter Canyon's goal is to educate our students to participate fully in the new information age. To this end, we are committed to provide a learning environment that promotes logical thinking, curiosity, worldwide awareness and self-directed, independent learning for all students, including English Learners, foster youth, low income, African Americans, and SWD</p> <p>We provide a safe, nurturing, challenging learning environment for urban students in grades K-5. The intent is to develop a strong foundation of both academic and social competencies that prepare students for their continued education leading towards college and career readiness in the 21<sup>st</sup> century</p> <p>To be successful, responsible, caring, and respectful human beings capable of participating at a high level in a diverse and changing world.</p> <p>Our goal is to achieve the effective integration of technology into instruction.</p>	<p>Kenter's Technology program begins at the earliest age so that students feel in command of this type of learning.</p> <p>Kenter Canyon provides a weekly Technology Lab experience for all learners in grades Tk/K-5.</p> <p>Teachers and students will use the Internet and World Wide Web to develop activities that will enrich the conceptual learning aligned to</p> <p>CCSS as well as learn how to use electronic devices to enhance and expand learning opportunities.</p> <p>Teachers will model information processing using the most current tools.</p>	All	All	All	All		
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**BROAD COURSE OF STUDY**  
**State Priority #7**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school needs to provide a sufficiently broad course of study	The adopted course of study for grades K to 5, inclusive,	100% of students have access to	100% of students have access to	100% of students have access to	100% of students have access to	100% of students have access to	100% of students have access to the

<p>to all students in order for all students to be college and career ready in the 21<sup>st</sup> Century, as reflected in applicable law and the charter.</p> <p>The school will offer a broad course of study to 100% of its students every year. (unless a student's Individualized Education Plan requires that student to participate in an alternative curriculum for students with disabilities.)</p> <p>The school will conduct an annual review of daily schedules for each grade level and other information to measure progress towards and achievement of this goal.</p> <p>At Kenter Canyon, every student is encouraged to strive towards mastery of essential skills including: reading, writing, speaking, listening, English language proficiency, quantitative skills, reasoning and problem solving, and technology skills. These essential skills are measured through teacher-developed tests, District assessments, and statewide assessments. Additionally, as part of our school's vision and mission, we integrate character education and</p>	<p>shall include instruction, beginning in grade K and continuing through grade 5, in the following areas of study:</p> <p>(a) English,;</p> <p>(b) Mathematics,</p> <p>(c) Social sciences,;</p> <p>(d) Science,</p> <p>(e) Visual Arts</p> <p>(f) Health,</p> <p>(g) Physical Education</p>	<p>the courses and programs described in the charter</p>	<p>the courses and programs described in the charter</p>	<p>the courses and programs described in the charter</p>	<p>the courses and programs described in the charter</p>	<p>the courses and programs described in the charter</p>	<p>courses and programs described in the charter</p>
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<p>socialization into our school's instructional program. Through <i>Second Step, To Good For Drugs</i>, our monthly Character Education focus area, and an enriched curriculum, Kenter Canyon has maintained its excellence. Kenter students learn positive problem solving strategies and empathy skills. Pupil success towards these outcomes will be measured through positive interactions with others, reduced office referrals, respect and appreciation of others, appropriate use of both conflict resolution and anger management strategies, and increased participation in social responsibility causes.</p> <p>Students matriculating from Kenter Canyon grade 5 will be prepared in terms of academic achievement, character development, and life-long learning skills to continue their education at middle school.</p> <p>Kenter Canyon will continue over time to examine and refine its educational goals and measurable student outcomes to reflect the school's mission and shifts in the CCSS. The school's desired exit</p>							
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<p>outcomes and the CCSS are the primary factors that will drive curricular development at Kenter Canyon.</p> <p>Measurable achievement goals and outcomes at Kenter Canyon shall include competency in the school's academically rigorous core curriculum that shall be aligned to CCSS</p>							
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**OTHER STUDENT OUTCOMES**

**State Priority #8**

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>Integrate technology into CCSS lessons to insure that students have technology skills to be college and career ready in the 21<sup>st</sup> Century</p> <p>To produce successful, responsible, caring, and respectful human beings capable of participating at a high level in a diverse and changing world.</p>	<p>The school will use the criteria charts and rubrics to score a variety of projects and applications in the classroom as well as in the Technology Lab.</p> <p>Teachers and students will use the Internet and World Wide Web to develop activities that will enrich the conceptual learning aligned to CCSS as well as learn how to use electronic devices to enhance and expand learning opportunities.</p> <p>School will provide a safe, nurturing, challenging learning environment for urban students in grades K-5 that prepare students for their continued education leading</p>	<p>100% School wide participation In Kenter's Educational Technology Program</p> <p>100% School wide participation In Kenter's Character Education Program</p>	<p>100% School wide participation In Kenter's Educational Technology Program</p> <p>100% School wide participation In Kenter's Character Education Program</p>	<p>100% School wide participation In Kenter's Educational Technology Program</p> <p>100% School wide participation In Kenter's Character Education Program</p>	<p>100% School wide participation In Kenter's Educational Technology Program</p> <p>100% School wide participation In Kenter's Character Educatio Program</p>	<p>100% School wide participation In Kenter's Educational Technology Program</p> <p>100% School wide participation In Kenter's Character Education Program</p>	<p>100% School wide participation In Kenter's Educational Technology Program</p> <p>100% School wide participation In Kenter's Character Education Program</p>

	towards college and career readiness in the 21 <sup>st</sup> century.						
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## INSTRUCTIONAL DESIGN

Kenter Canyon's curriculum is based on the California Common Core State Standards using a balanced, integrated approach with appropriate interventions applied as necessary. Classroom instruction addresses individual learning styles through cooperative and collaborative learning, direct instruction, and independent practice. An integrated, thematic approach to instruction enables Kenter Canyon's teachers to address many curricular areas and demonstrate the interrelationship of different academic subject areas. This approach is balanced by using direct teaching techniques to focus student learning.

Effective implementation of CCSS requires that teachers come together to construct or deconstruct standards, lessons, units, and assessments, as well as to review student results from CCSS aligned formative assessments for the purpose of planning CCSS instructional delivery (Plan-Deliver-Reflect-Refine or Revise). This requires deep knowledge and understanding of students' current state and needs, defining the end goal of instruction, and creating some "intervention" to insure instruction that is culturally and linguistically relevant and rigorous.

Kenter Canyon collaborative goals as a Professional Learning Community (PLC) and from its committed Instructional Leadership Team (ILT) has a deep understanding of the following elements:

- **Plan:** Teachers work collaboratively to plan CCSS units, lessons and instructional strategies designed for all students. Pacing plans will be monitored and assessed with a backwards planning approach.
- **Deliver:** Teachers implement the planned CCSS units. CCSS still be grouped into units around big ideas and essential understandings. Implementation is monitored for the purpose of providing feedback and support.
- **Reflect:** Teachers work collaboratively to examine the CCSS implementation. This reflection includes analysis of student work and learning results as well as the degree to which the strategies were implemented as planned. Measurable objectives will be written to teach each standard for each grade level.
- **Revise:** Teachers use what they've learned during delivery and reflection to cycle back to the planning phase, either to plan for a new CCSS unit or lesson, or to refine and improve the strategies or their implementation in the current CCSS unit or lesson. Authentic assessments will be developed for each learning objective and unit of study.

Organization of professional development activities using a Plan-Deliver-Reflect-Revise as described above has proven to evidence success at Kenter Canyon.

Basic delivery of lessons follow the following structure:

- Instructional goals are aligned to CCSS.
- Lessons open with What Students Will Learn and Why It Is Important
- Introduction to New Material – The Explicit Explanation of the task and purpose forthcoming
- Step-by-step Guided Practice of expectation
- Leads to Independent Practice

- Lesson Closure – Teacher Stresses Connections and Checks for Understanding

Kenter Canyon teachers and curricular committees use current research and student data to make informed decisions regarding best teaching methodologies. Kenter Canyon teachers collaborate to integrate CCSS to the maximum extent possible without compromising rigorous conceptual learning at each grade level.

Common methodologies employed include:

- Modeling: Teachers model thinking processes and strategies as they guide student learning. Their modeling includes discrete skills and general behaviors that effective citizens in a democratic society must demonstrate.
- Academic Rigor: Teachers at each grade level collaborate and design lessons that help students gain a deep conceptual understanding of topics or concepts, and maintain a high level of engagement throughout the learning process.
- Clear Expectations: Teachers explicitly define and articulate the State Standards in which the students are expected to demonstrate proficiency. Clear expectations help students self assess their own learning and set learning goals for themselves.
- Criteria Charts: Students help develop criteria charts that are displayed in their classroom. Developing criteria charts enables students to articulate what is expected as they work towards mastery of the standards.
- Collaborative Grouping: When teachers divide students into smaller groups, students benefit from immediate feedback from peers and guided practice, which allows them to explore their own ideas in the context of their peers. Collaborative grouping fosters diverse perspectives and greater interpersonal and teamwork skills.
- Direct Instruction: Teachers use carefully planned direct instruction to teach standards based lessons.
- Appropriate Guided and Independent Practice: Teachers provide students with adequate time guided instruction to successfully transition into independent practice of applying or demonstrating a particular concept or skill.
- Immediate Feedback: Teachers employ immediate feedback to assist students in recognizing successful learning behaviors with encouragement to repeat them.
- Accountable Talk: Teachers employ “accountable talk” when students talk with other students in a manner that drives the learning process forward by what they hear from their peers.
- Close Reading: Close reading is a careful and purposeful rereading of a text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us. Teachers give students questions; text dependent questions that require that they go back into the text and search for answers. These aren’t simply recall questions, just the facts of the text, but rather questions that allow students to think about the text, and the author’s purpose, the structure, and the flow of the text
- Instructional Conversations: Teachers employ instructional conversations as a strategy that promotes the use of a students’ own vocabulary and allows them to practice the art of listening as well as speaking. The technique helps English Learners to demonstrate their acquisition of language effectively.
- Questioning Techniques: Teachers employ questioning techniques that allow students to extend their thinking processes and deepen their understanding of concepts.
- Differentiated Instruction: Teachers design lessons and assignments that have multiple entry and performance points, thus allowing all students to have access to the core curriculum.
- Higher-Level Thinking: Teachers design lessons that provide students the opportunity to develop critical reasoning skills that help them to think flexibly and solve complex problems. Students are

encouraged to move beyond the rudimentary knowledge level of Bloom's taxonomy to more sophisticated levels such as synthesis and evaluation.

- Depth of Knowledge Levels: Webb's Depth of Knowledge (DoK) categorizes tasks according to the complexity of thinking required to successfully complete them. Level 1: Recall and Reproduction; Level 2: Skills & Concepts; Level 3: Strategic Thinking; Level 4: Extended Thinking.
- Depth and Complexity Icons: Depth and Complexity Icons are visual prompts designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools help students dig deeper into a concept (*depth*) and understand that concept with greater *complexity*.
- Integration of the Arts: Teachers use drama, dance, music, and visual art to enhance their students' learning experience.
- Thinking Maps: Students in K-5 use thinking maps as a visual representation of eight different thinking processes: define, describe, classify, sequence, compare/contrast, cause/effect, identify part-to-whole and whole-to-part relationships, and define analogies. The thinking maps are used in all core curricular areas.
- Skill Based Drills: Teachers design lessons that require basic drills to memorize spelling words, geography, and basic math facts.
- Experimental Learning: Hands-on learning is emphasized by all teachers. Students are more apt to gain mastery of the concept if they can solve problems on their own, and use reference materials to seek solutions, use learning aids to help gain an understanding of a concept independently.

Kenter Canyon teachers deliver a comprehensive academic program that is Common Core (California) standards-based, rigorous, and age-appropriate. Teachers at all grade levels continually monitor and evaluate the effectiveness of their grade level's instructional program.

## **Curriculum and Instruction**

**Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.**

Kenter Canyon faculty and staff, in collaboration with the school's Instructional Leadership Team, administration, grade level and vertical teams, and curricular committees have participated in ongoing professional development in preparation for CCSS implementation. Each is committed to continue their professional and personal learning as CCSS planning and implementation continues. The following basic tenets and highlights of each grade level and core curriculum evidences rigorous and quality instruction for Kenter Canyon students aligned with CCSS expectations and shifts.

### **English / Language Arts**

With regard to the basic tenets of its **English/Language Arts Curriculum and Instruction**, Kenter Canyon will strive to:

- Present a rigorous curriculum that aligns to Common Core State Standards (California) for language arts at each grade level.
- Develop students' reading, writing, listening, and speaking skills to support all academic areas through a balanced language arts program.

- Use a balanced approach to teaching reading that includes reading aloud, choral reading, reader's theater, shared reading, guided reading, independent reading, phonemic awareness practice, and explicit instruction in phonics.
- Employ alphabet and sound spelling cards, predecodable/decodable books and phonemic awareness skills in an explicit and systematic manner.
- Develop students' writing fluency by teaching the writing process and writing genre through shared writing, guided writing, sensory writing, poetry writing, and writer's workshop.
- Increase ability to access information electronically and integrate the use of technology in all subject matter areas.
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as see integration of Language Arts embedded across curriculum.
- Use Core Literature selections in grades 2, 3, 4, and 5 to enable students to have exposure to rigorous literature.
- Teach the following eight strategies as developmentally appropriate during reading instruction: Decoding and fluency; Visualize; Connect; Decide What's Important; Question; Infer and Predict; Synthesize; Repair (decoding and fluency.) These reading strategies will explicitly be taught during self-selected reading, guided reading, and when integrated through science and social sciences lessons.

**Kindergarten Language Arts Curriculum & Instruction** is designed to enable kindergarten students to:

- Learn concepts of print, reading comprehension, decoding and word recognition, vocabulary and concept development, and structured features of informational materials (title, table of content, author, etc.) to motivate and establish an interest in a variety of topics that fosters a desire for reading.
- Identify front cover, back cover, and title page of the book as well as author, illustrator, and table of content, copyright date as appropriate.
- Learn about letters, words, and sounds that help students read simple sentences and then build upon their knowledge in a developmentally appropriate multileveled manner.
- Match oral words to printed words.
- Recall and retell basic facts and ideas, as well as making meaningful connections between texts, themselves, and the world.
- Learn to describe characteristics, setting, plot, and themes in literature. Make connections and predictions using pictures and context in the story.
- Engage in Close Reading strategies in order to gain deeper meaning of text.
- Distinguish between fantasy and realistic text.
- Identify types of everyday print, such as newspapers, magazines, poems, storybooks, signs, labels, textbooks, recipes, lists, etc.
- Use vocabulary repetitiously and foster independent thinking with daily calendar and writing activities.
- Identify and sort common words in basic categories such as shapes, foods, colors, etc.
- Use general and specific language to describe common objects and events.
- Compare and contrast ideas and concepts found in a various genres of literature.
- Employ alphabet and sound spelling card, pre-decodable and decodable books, and phonemic awareness skills in an explicit and systematic manner.
- Enhance oral language and acquisition of language, such as choral reading, singing, and speaking opportunities.

- Enhance grade appropriate content and convention in writing, including author's chair and writer's conferences.
- Practice and model appropriate rhyming and oral blending.
- Demonstrate knowledge of high frequency words.
- Make predictions about story content and connect stories to real life situations using pictures during "Read Alouds" in the classroom or library.
- Become familiar with various forms of literature, such as fairy tales, nursery rhymes, poetry, and stories that incorporate conflict and help teach social skills and character education.
- Learn to legibly write words and brief sentences.
- Participate in journal writing and story dictations.
- Employ *Thinking Maps* to write words and ideas for creating thoughts and ideas in writing or storytelling.
- Learn to write and speak with a command of Standard English conventions.
- Listen and respond to oral communication.
- Speak clearly and coherently while participating in daily calendar and temporal events.

**Grade One Language Arts Curriculum and Instruction** is designed to enable first grade students to:

- Have enthusiasm for reading as they begin to formally read through phonemic awareness, word knowledge, repeated reading of decodable books and text, and grade level materials.
- Decode fluently and grasp grade level appropriate materials using a variety of comprehension strategies.
- Select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts; then, apply this knowledge to achieve fluent oral and silent reading skills:
  - Distinguish initial, medial, and final sounds in a single syllable word,
  - Distinguish long and short vowel sounds in orally stated single-syllable words (*bit, bite*)
  - Create and state a series of rhyming words, including consonant blends.
  - Add, delete, or change target sounds to change words (*cow* to *how*, *pan* to *an*)
  - Blend two to four phonemes into recognizable words (*cat, flat*)
  - Segment single syllable words into their components (*s/pl/at, splat*)
  - Read aloud with fluency in a manner that sounds like natural speech.
  - Develop the skill of turn taking while listening to other readers.
- Read and respond to a wide variety of significant works of children's literature and distinguish between the structural features of the text and the literary terms and elements of the works.
- Engage in *Close Reading* to gain a deeper understanding of the author's text.
- Respond to who, what, when, where, and how questions.
- Describe the elements of plot, setting, characters in stories as well as the story's beginning, middle, and ending.
- Describe the roles of authors and illustrators and their contributions to printed material.
- Write clear and coherent sentences and paragraphs that develop a central idea with a purpose and audience.
- Print legibly and space letters, words, and sentences appropriately.
- Write compositions that describe and explain familiar objects, events, experiences, national holidays, heroes, and famous people.
- Recollect, talk, and write about books during year.

- Distinguish between declarative, exclamatory, and interrogative sentences and appropriately use period, exclamation point, or question mark at the end of sentences.
- Capitalize the first word of a sentence, names of people, and the pronoun “I”.
- Progress through the multi-draft stages of the writing process with the use of Thinking Maps.
- Demonstrate a command both of Standard American English when speaking and drafting, research, and organization strategies in writing.
- Speak in a manner that guides their listeners to understand important ideas by using proper phrasing, pitch, and modulation.
- Write and speak in complete coherent sentences.
- Deliver oral presentations in an organized, coherent manner.
- Dramatize stories to discover their moral teachings and analyze what these stories tell about the culture, beliefs, customs, ceremonies, traditions, and social practices.

**Grade Two Language Arts Curriculum and Instruction** is designed to enable grade two students to:

- Experience Language Arts instruction in a manner that prepares them to be a lifelong reader and writer.
- Identify letter patterns and translate them into spoken language by using phonics, syllabication, and word parts.
- Demonstrate knowledge of spelling patterns, common abbreviations; correctly use plurals.
- Use titles, table of contents, and chapter headings to find information in expository text.
- Use instruction in phonics and syllabication to develop fluency and enhance comprehension skills of narrative and informational text by predicting, summarizing, making connections, visualizing, clarifying, and asking questions.
- Enjoy Language Arts instruction that is a unique balance of competence, motivation, accessibility, and experiences in print.
- Compare and contrast plots, settings, and characters of different authors.
- Recognize cause and effect relationships in text.
- Interpret information from charts, diagrams, graphs.
- Compare and contrast versions of same stories that reflect different cultures.
- Respond to various types of children’s literature using higher level thinking questions.
- Employ *Thinking Maps*, literature circles, writer’s workshop, response journals, genre studies, internet research, and interviews to seek and organize information to enhance discussions about text or to support a written response.
- Write informational text that demonstrates an understanding of sequencing using appropriate vocabulary.
- Write opinion pieces that express a clear opinion supported with reasons.
- Revise drafts to improve sequence and descriptive details.
- Understand the purpose of various reference materials such as thesaurus, dictionary, encyclopedia, and Internet---and appropriately use them.
- Write a research paper with facts and details drawn from a variety of sources of information that has the information organized in a clear, focused manner.
- Distinguish between complete and incomplete sentences and use of correct word order.
- Capitalize all proper nouns, words at the beginning of the sentences and greetings, months, days of the week, and title and initials of people.
- Spell frequently used irregular words correctly (was, who, with, says, said).

- Spell basic short and long vowel, r-controlled, and consonant-blend patterns correctly.
- Increase their vocabulary and application of multiple-meaning words.
- Understand quotations, antonyms and synonyms, compound words, and contractions.
- Create readable documents with legible handwriting.
- Assess their own writing progress using criteria charts and rubrics for writing assignments.
- Use their own writing to analyze structure of texts, reading with fluency and comprehension, and the joy of literacy.
- Write a friendly letter with date, salutation, body, closing, and signature as well as proper use of the comma.
- Recognize rhythm, rhyme, and alliteration in poetry.
- Use proper grammar in writing and speaking tasks.
- Listen critically and respond appropriately to oral communication using instructional conversations, informal and formal techniques for discussion.
- Paraphrase information shared orally by others.
- Recount experiences in a logical sequence in writing and speaking.

**Grade Three Language Arts Curriculum and Instruction** is designed to enable students in grade 3 to:

- Acquire an ability to read for information across all genres.
- Decode, use, and seek meaning from unfamiliar words and multisyllabic words.
- Use sentence and word context to find the meaning of unknown words.
- Use a dictionary to learn the meaning and other features of unknown words.
- Ask questions and support answers by connecting prior knowledge with literal information found in and inferred from text.
- Recall major points in the text and make and modify predictions about forthcoming information.
- Learn to think as part of the reading process.
- Learn to follow multiple-step written directions.
- Become familiar with various authors and award winning book categories.
- Engage in nonfiction research skills.
- Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
- Employ technology-assisted instructional skills with their learning.
- Distinguish common forms of literature (poetry, drama, fiction, nonfiction).
- Write sentences in which the subject and verbs that are in agreement, and pronouns, adjectives, compound words and articles are used correctly in writing and speaking.
- Identify and use past, present, and future verb tenses properly in writing and speaking.
- Understand and use interrogative, imperative, declarative, and exclamatory sentences correctly in writing and speaking.
- Use commas in dates, locations, and addresses and for items in a series correctly.
- Write with a purpose and audience when writing personal and formal letters, thank-you notes, and invitations.
- Write narratives that provide a context within which an action takes place, includes well-chosen details that develop the plot, and provides insight into why the selected incident is memorable.
- Write descriptions that use concrete and sensory details to present and support unified impressions of people, places, things, or experiences.

- Develop a paragraph that has a topic sentence and additional sentences with supporting facts and details.
- Use the stages of the writing process (prewriting, drafting, revising, editing successive versions, and publishing) for writing assignments.
- Revise to improve sequencing, supportive details, descriptive language, and to ensure that paragraphs are developed around a central idea with sentences that are clear and coherent.
- Revise drafts to improve coherence and logical progression of ideas as identified in a criteria chart and rubric.
- Use reference materials and internet for researching a topic of interest employing grade level appropriate conventions, paragraph development, and structure.
- Capitalize geographical names, holidays, historical periods, and special events correctly.
- Make connections between reading and writing activities.
- Distinguish between fact and opinions.
- Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.
- Employ *Thinking Maps*, literature circles, writer's workshop, response journals, genre studies, internet research, and interviews to seek, organize, and extend information and ideas to enhance discussions about text or to support a written response.
- Assess their own writing progress using criteria charts and rubrics for writing assignments.
- Practice various language arts skills, reading strategies, and writing processes in small groups, pairs, and independently.

**Grade Four Language Arts Curriculum and Instruction** is designed to enable students in grade 4 to:

- Acquire vocabulary, word knowledge and comprehend grade level text, grade level recommended literature and poetry, and self-selected material.
- Read fluently and independently for different purposes, such as personal enjoyment, location of information, and full comprehension.
- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- Increase their fluency, strategies, and skills as they pursue an interest in various topics within a variety of literature selections.
- Predict the meaning of words using context clues, apposition, and word structure using resources such as dictionaries, thesaurus and glossaries, and the internet to confirm their predictions.
- Make and confirm predictions about text using prior knowledge and ideas presented in the text itself such as illustrations, titles, topic sentences, important words, and foreshadowing clues.
- Use their ability to read to seek additional information.
- Clarify, extend, and make connections based on what they have read and grasp an understanding of text through teacher facilitated discussions as well as student led discussions using techniques such as handing off.
- Respond to a wide variety of significant works of literature including narrative and expository texts.
- Compare and contrast information on the same topic after reading several passages or articles.
- Distinguish between structural features of the text and the literary terms professional writer's use to create literary works.
- Identify structural patterns found in informational text, such as compare and contrast, cause and effect, sequential or chronological order, proposition and support, to strengthen comprehension.
- Write with clarity, confidence, organization and complex sentence structure.

- Conduct research by locating information in reference texts using the prefaces, appendixes, etc.
- Conduct research using reference materials such as dictionaries, thesaurus, encyclopedia, and online information as an aid to writing.
- Demonstrate keyboarding skills and familiarity of computer terminology such as cursor, software, word document, paste, copy, etc.
- Make cross-curricular connections as appropriate.
- Employ Thinking Maps, literature circles, writer's workshop, response journals, genre studies, internet research, and interviews to seek and organize information to enhance discussions about text or to support a written response.
- Write with a command of Standard English conventions appropriate for fourth grade.
- Write fluidly and legibly in cursive.
- Write expository essays, informational reports, personal letters, business letters, and responses to literature, quick writes, journal entries, and fictional narratives.
- Relate ideas, observations, or recollections of an event or experience in narrative writing.
- Respond to literature in writing that demonstrates an understanding of the literary work.
- Respond in writing that support judgments through references to both the texts and prior knowledge.
- Use simple and compound sentences in writing and speaking.
- Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and contractions.
- Use underlining, quotation marks, or italics to identify titles of documents,
- Spell roots, inflections, suffixes and prefixes, and syllable constructions correctly.
- Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
- Write multiple-paragraph compositions using correct indentation that provide an introductory paragraph, establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; including supporting paragraphs with simple facts, details and explanations; concluding with a paragraph that summarizes the points.
- Conduct research for writing a multiple-paragraph composition that uses traditional structure for conveying information (such as chronological order, cause and effect, similarity and differences, posing and answering a question.)
- Cite, quote, and paraphrase information sources in research papers appropriately.
- Write a research paper framed around a central question about an issue or situation that includes facts and details for focus and draws from more than one source of information.
- Write brief summaries that contain main ideas of reading selections and the most significant details.
- Structure sentences that combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
- Capitalize names of magazines, newspapers, art pieces, musical compositions, organizations, and the first word in quotations when appropriate.
- Evaluate their own writing progress using criteria charts and rubrics for assignments and the process of accountable talk when analyzing work samples with student peers.
- Utilize and benefit from teacher/student conferences about one's work samples.
- Create cohesive oral presentations.
- Deliver brief recitations and oral presentations using proper phrasing, pitch, and modulation.
- Deliver oral presentations and brief recitations that guide the listener to understand important ideas.

**Grade Five Language Arts Curriculum and Instruction** is designed to enable students in grade 5 to:

- Read fluently and independently while comprehending grade level or advanced level texts and vocabulary with appropriate pacing, intonation, and expression.
- Use their knowledge of word origins and word relationships as well as contextual clues to determine the meaning of new words.
- Describe and make connections to essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
- Understand how text features (graphics, diagrams, charts, maps, etc.) make information accessible and usable.
- Read books in a variety of literary genres and present the knowledge and insights they have gained in different kinds of creative book reports and other writing assignments.
- Clarify ideas and make connections between literary works by drawing inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge.
- Read and respond to historically and culturally significant works of literature.
- Distinguish facts, supported inferences, and opinions in expository text.
- Write with clarity, confidence, organization, and with complex sentence structure.
- Write with a command of Standard English conventions appropriate for fifth grade.
- Demonstrate mastery of organizational and drafting stages.
- Write texts of 500-750 words for a variety of genres, including narration, exposition, persuasion, and description.
- Write clear, coherent, and focused multiple-paragraphed essays that exhibits their awareness of the audience and purpose.
- Write a research report about important ideas, issues, or events by using frame questions that direct the investigation, establish a controlling idea or topic, and develop the topic with simple facts, details, examples, and explanations.
- Create multiple-paragraph narrative compositions that establish and develop a situation or plot, describe the setting, and present an ending.
- Create multiple-paragraph expository compositions that establish a topic, important ideas, or events in sequence or chronological order; provide details and transitional expressions that link one paragraph to another in a clear line of thought; and offer a concluding paragraph that summarizes important ideas and details.
- Write narratives that establish a plot, point of view setting, and conflict; show rather than tell the events of the story.
- Write responses to literature that demonstrate an understanding of a literary work; supports judgments through references to the text and to prior knowledge; and develop interpretations that exhibit careful reading and understanding.
- Write persuasive letters or compositions that state a clear position in support of a proposal; supports a position with relevant evidence; follows a simple organizational pattern; and addresses reader concerns.
- Write essays with formal introductions, supporting evidence, and conclusions and employ the stages of the writing process.
- Employ *Thinking Maps*, literature circles, classroom library selections, writer's workshop, response journals, genre studies, internet research, and interviews to seek and organize information to enhance discussions about text or to support a written assignment.
- Use citations, end notes, bibliographic references to locate relevant information.
- Use a thesaurus to identify alternative word choices and meanings that enhance writing.

- Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses, use transition and conjunctions to connect ideas.
- Use a colon to separate hour and minutes and to introduce a list; use quotation marks around exact words of a speaker or titles of poems, songs, short stories, and so forth.
- Evaluate their own writing progress using criteria charts and rubrics for writing assignments.
- Maintain writing portfolios and allow students to engage in accountable talk about their work samples.
- Be prepared for middle school and beyond in the Language Arts areas of reading, writing, speaking, and listening.
- Work in collaborative teams, small groups, and in pairs/triads.
- Create well developed oral presentations.
- Deliver well-organized focused, coherent presentations that convey ideas clearly.
- Participate in question-and-answer activities, debates, mock trials to develop appropriate listening skills.

## Mathematics

With regard to the basic tenets of its **Mathematics Curriculum and Instruction**, Kenter Canyon will strive to:

- Present a rigorous curriculum that addresses the CCSS for mathematics across all grade levels. CCSS emphasis on conceptual understanding shifts students' thought processes from gaining absolute knowledge to increasing mathematical reasoning skills.
- Develop students' mathematics proficiency by applying mathematical concepts and computational skills to a variety of math processes through exploration and skill development.
- Learn mathematics vocabulary to communicate ideas and synthesize concepts.
- Develop students' ability to model mathematical thinking utilizing various manipulatives, realia, charts, and diagrams.
- Develop students' ability to explain their thinking and mathematical reasoning to others.
- Develop students' quantitative and analytic abilities by becoming proficient in interpreting patterns and graphs relative to their own personal experiences.
- Develop students' understanding of the concepts of computations, patterns, functions, geometry, statistics, measurement, and probability.
- Develop students' skills in using mathematical tools such as base-10 manipulatives, place value charts, rulers, compasses, protractors, calculators, and computers, including an understanding of their benefits.

**Kindergarten Mathematics Curriculum & Instruction** is designed to enable students in Kindergarten to:

- Understand small numbers (1-30), quantities, and simple shapes in their everyday environment.
- Count, compare, describe and sort objects, and develop a sense of properties and patterns.
- Benefit from instruction that emphasizes conceptual understanding and strategies.
- Understand the relationship between numbers and quantities.
- Compare two or more sets of objects (up to 10) and identify which set is equal to, more than, or less than the other.
- Count, recognize, represent, name and order a number of objects (up to 30).
- Understand and describe simple addition and subtraction.
- Compose and decompose numbers 1-20.
- Use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.

- Know that the larger numbers describe sets with more objects in them than the smaller numbers.
- Sort and classify objects by attributes and identify objects that do not belong to a particular group (these are orange balls and those are red balls).
- Understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties (roundness, size, position, number of corners).
- Identify common objects in their environment and describe the geometric features.
- Collect information about objects and events in their environments.
- Identify, describe, and extend simple patterns (circles, triangles) by referring to their shapes, sizes, or colors.
- Make decisions about how to set up a problem.
- Make precise calculations and check for validity of results in the context of the problem.
- Solve problems in reasonable ways and justify their reasoning.
- Explain reasoning used with concrete objects and/or pictorial representations.
- Kindergarten teachers will employ a variety of strategies including direct teaching, small group instruction, one-to-one intervention, hands-on experiences, working with manipulatives, observing real life situations and analyzing them, encouraging higher-level thinking, and daily calendar work.
- Various strategies, formal and informal, are employed to assess students' growth and areas of improvement: observations, student work portfolios, teacher-created assessment, district provided assessments, one-on-one conferences, oral discussions and demonstrations, and authentic assessments.

**Grade One Mathematics Curriculum and Instruction** is designed to enable students in Grade 1 to:

- Understand and use the concept of ones and tens in the place value number system.
- Add and subtract small numbers with ease.
- Measure with simple units and locate objects in space.
- Describe and analyze data and solve simple problems
- Use manipulatives, modeling, and cooperative games as strategies employed by teachers to solidify such skills.
- Understand the relationship among numbers and operations with a conceptual understanding as well as the computational procedures used.
- Understand and use numbers up to 120.
- Compare and order whole numbers to 120 using the symbols for less than, equal to, or greater than ( $=$ ,  $<$ ,  $>$ ).
- Demonstrate the meaning of addition and subtraction and use these operations to solve problems up to three one-digit numbers.
- Recognize words and phrases that provide operational clues such as "putting together", "increasing" for addition and "taking away", "comparing", "find the difference" for subtraction.
- Use the inverse relationship between addition and subtraction to solve problems.
- Count by 2s, 5s, and 10s to 120.
- Add and subtract 2-digit numbers with a basic understanding of place value and regrouping.
- Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.
- Use number sentences with operational symbols ( $+$ ,  $-$ ,  $=$ ) and expressions to solve problems.
- Create problem situations that might lead to given number sentences involving addition and subtraction.

- Use direct comparison and nonstandard units to describe the measurements of objects (i.e., width, length, volume, and time).
- Identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.
- Organize, represent, and compare data by category on simple graphs and charts.
- Make decisions about how to set up a problem.
- Solve problems and justify their reasoning.
- Note connections between one problem and another.
- Make precise calculations and check the validity of the results from the context of the problem.
- Acquire, by the end of the year, a solid number sense, the ability to understand and extend patterns and to sort, add and subtract, tell time to the hour and half hour, and solve word problems.

**Grade Two Mathematics Curriculum and Instruction** is designed to enable students in Grade 2 to:

- Understand place value and number relationships in addition and subtraction and they will use simple concepts of multiplication and division.
- Measure quantities with appropriate units.
- Classify shapes and see relationships among them by paying attention to their geometric attributes.
- Collect data, record, organize, display, interpret the data on graphic organizers and analyze data and verify the answers.
- Benefit from sharing and recording their problem solving strategies.
- Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
- Use words, models, and expanded forms to represent numbers to 1,000 ( $45 = \text{forty plus five}$ ;  $45 = 40 + 5$ ;  $45 = 10 + 10 + 10 + 10 + 5$ ).
- Order and compare whole numbers to 1,000 using  $=$ ,  $>$ ,  $<$  symbols.
- Solve problems using a combination of coins and bills.
- Know and use the decimal notation and the dollar and cent symbols for money.
- Understand and use the inverse relationship between addition and subtraction ( $8+6=14$ ,  $14-6=8$ ) to solve problems and check solutions.
- Estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers.
- Use mental arithmetic to find the sum or difference of two two-digit numbers.
- Model and solve simple problems involving multiplication and division.
- Understand that fractions and decimals may refer to parts of a set and parts of a whole.
- Model and solve problems by representing, adding, and subtracting amounts of money.
- Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.
- Recognize when an estimate is reasonable in measurement (closest inch and/or centimeter).
- Model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.
- Use data from charts, picture graphs, and number lines to solve addition and subtraction problems.
- Use commutative and associative rules to simplify mental calculations and to check results.
- Understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured.
- Identify and describe the attributes of common figures in the plane and of common objects in space.

- Use the number and shape of faces, edges, and vertices to identify solid figures and plane shapes (circles, triangles, squares, rectangles, spheres, pyramids, cubes, rectangular prisms).
- Put together and take apart shapes to create other shapes (i.e., two congruent triangles can be arranged to form a rectangle).
- Tell time using the nearest quarter hour and know relationship of time (i.e., minutes in an hour, days in a month, and weeks in a year).
- Collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.
- Represent the same data set in more than one way (bar graph and charts with tallies).
- Demonstrate an understanding of patterns and how they grow and describe them in general ways.
- Recognize, describe, and extend patterns and identify the following term in linear patterns (i.e., 4, 8, 12, \_\_\_).
- Make decisions about how to set up a problem.
- Students express their thinking of mathematical reasoning in written form using a variety of materials such as journals, posters, and electronic devices.
- Identify connections between one problem and another.
- Use tools, such as manipulatives or sketches, to model problems.
- Use repeated addition, arrays, and counting by multiples.
- By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

**Grade Three Mathematics Curriculum and Instruction** is designed to enable students in Grade 3 to:

- Deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers.
- Estimate, measure, and describe objects in space.
- Use patterns to help solve problems.
- Participate in class discussions that encourage thinking and writing about mathematics concepts.
- Incorporate real-life experiences to enhance the mathematics instruction.
- Understand and identify the place value of whole numbers to 10,000.
- Use expanded notation to represent numbers ( $4,317 = 4000 + 300 + 10 + 7$ )
- Calculate and solve problems involving addition and subtraction for whole numbers between 0 and 10,000.
- Understand the special properties of 0 and 1 in multiplication and division.
- Memorize to automaticity the multiplication tables for numbers between 1 and 10.
- Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers ( $3,671 \times 3 = \underline{\quad}$ ).
- Solve division problems in which a multi-digit number is evenly divided by a one-digit number.
- Use the inverse relationship of multiplication and division to compute and check results.
- Understand the relationship between whole numbers, simple fractions, and decimals.
- Compare fractions represented by drawings and concrete materials to show equivalency and to add and subtract simple fractions in context ( $\frac{1}{2}$  of a pizza is the same as  $\frac{2}{4}$  of a pizza).
- Add and subtract simple fractions (i.e.,  $\frac{1}{8} + \frac{3}{8} = \frac{4}{8} = \frac{1}{2}$ ).

- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
- Understand that fractions and decimals are two different representations of the same concept ( $\frac{1}{2}$  of a dollar, \$.50).
- Select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.
- Choose and use appropriate measurement tools and units to quantify the properties of objects.
- Describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems, such as identify, describe, and classify polygons.
- Make decisions about how to approach problems.
- Use strategies, skills, and concepts in finding solutions.
- By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems.

**Grade Four Mathematics Curriculum and Instruction** is designed to enable students in Grade 4 to:

- Understand multi-digit numbers and addition, subtraction, multiplication, and division of whole numbers.
- Describe and compare fractions with like and unlike denominators and decimals.
- Understand the relationships and properties of plane geometric figures.
- Collect, represent, and analyze data.
- Understand the place value of whole numbers through the millions and decimals to two decimal places and how whole numbers and decimals relate to simple fractions.
- Use the concepts of whole numbers, fractions, and decimals on a number line in order to compare and contrast value.
- Write tenths and hundredths in decimal and fraction notations and understand how to convert the fraction and decimal equivalents.
- Extend their use and understanding of whole numbers and apply it to the addition and subtraction of simple decimals.
- Round decimals to the nearest tenth or the nearest whole number and judge the reasonableness of the rounded answer.
- Solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.
- Know that numbers break down in different ways (i.e.,  $12 = 3 \times 4$ ,  $2 \times 6$ ,  $1 \times 12$ ) and that numbers with only a factor of 1 and itself are called prime numbers.
- Know how to factor whole numbers.
- Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and number sentences.
- Know how to manipulate equations.
- Interpret and evaluate mathematical expressions using parentheses.
- Understand that an equation such as  $y = 3x + 5$  is a prescription for determining a second number when a first number is given.
- Understand how to calculate perimeter and area.
- Identify lines that are parallel and perpendicular; the radius and diameter of a circle; congruent figures; figures that have bilateral and rotational symmetry.

- Know the definitions of right angle, acute angle, and an obtuse angle.
- Understand that 90, 180, 270, and 360 degree angles are associated respectively with  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , and full turns.
- Demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.
- Understand and use formulas to solve problems involving perimeter and area of rectangles and squares to find the perimeter and area of irregular shapes.
- Organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
- Make predictions for simple probability situations.
- Represent all possible outcomes for a simple probability situation in an organized manner (i.e., table, grid, tree diagram).
- Make decisions about how to approach problems with solutions such as breaking the whole problem into simpler parts.
- Know how to decompose a fraction into a sum of fractions with the same denominator recording it in more than one way (i.e., unit fractions, adding and multiplication.)
- Ability to justify reasoning of solutions.
- Add and subtract fractions and mixed numbers with like denominators.
- Persevere in solving problems using appropriate strategies.
- Use strategies, skills, and concepts in finding solutions.
- Use a variety of methods to explain mathematical reasoning such as words, numbers, symbols, charts, graphs, tables, diagrams, and models.
- By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

**Grade Five Mathematics Curriculum and Instruction** is designed to enable students in Grade 5 to:

- Increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers.
- Know and use common measuring units to determine length and area.
- Know and use formulas to determine the volume of simple geometric figures.
- Know the concept of angle measurement and use a protractor and compass to solve problems.
- Use grids, tables, graphs, and charts to record and analyze data.
- Compute very large and very small numbers, positive and negative integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents.
- Determine prime numbers of all numbers through 50 and write the numbers as products of their prime factors by using exponents to show multiples of a factor.
- Perform calculations and solve problems involving addition, subtraction, multiplication and division of fractions and decimals.
- Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors.
- Solve problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators of 20 or less and express answers in the simplest form.

- Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.
- Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.
- Identify and graph ordered pairs in the four quadrants of a coordinate plane.
- Understand and compute the volumes and areas of simple objects.
- Differentiate between and use appropriate units of measures for two and three-dimensional objects (i.e., perimeter, area, volume).
- Identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.
- Display, analyze, compare, and interpret different data sets of various sizes.
- Make decisions about how to approach problems.
- Determine when and how to break a problem into simpler parts.
- Use strategies, skills, and concepts in finding solutions.
- Use words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning.
- By the end of grade five, students increase their competence with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

## Science

With regard to the basic tenets of its **Science Curriculum and Instruction**, Kenter Canyon will strive to:

- Make science relevant, aligned to grade level standards, and provide the opportunity for discovery and inquiry.
- Present a rigorous curriculum that explores the state content standards in depth for science at each grade level.
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students' progress through the grade levels.
- Develop students' ability to apply the scientific processes of inquiry, hypothesis testing, observation, prediction, communication, comparison, ordering and categorization, and inference.
- Provide students with an opportunity to research and conduct a "science experiment"
- Teach students to use scientific processes to help themselves evaluate the world in which they live.
- Use the science lab to reinforce the science curriculum of the classroom by providing hands-on science lab activities that promote open-ended thinking and facilitate greater learning and understanding of physical, biological and earth sciences.
- Specific expository reading strategies and skills at all grade levels, such as vocabulary development and reading comprehension, will be infused throughout the science curriculum to address literacy needs of all students and help develop mastery of science concepts.

**Kindergarten through Grade Five Science Materials:** FOSS Kits, GEMS, Delta Science Literature Collection, Science Lab Experiments, Hands-on Activities, Teacher and Grade-level Created Lessons.

In Science, Kindergarten through grade 5 students will be exposed to the following four strands **Life, Earth, Physical Sciences and Investigation and Experimentation**.in a curriculum that is based on the State Framework and State Standards. All students, including English Learners, Gifted, and Special Education will have access to the science core curriculum, with modifications to meet their individual needs.

Students will :

- Present a rigorous curriculum that addresses the state content standards for grades K-5 while addressing “literacy stranded through science” (CCSS.)
- Acquire knowledge of life, earth and physical science to form a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them.
- Develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.
- The Science Lab has been established to support science instruction for students in grades K-5 to participate in a standards-based discovery/inquiry lessons in a lab environment where space and equipment is available to teachers. . .
- Discuss and/or record learning and observations with the appropriate graphic organizer and / or data-recording sheet to support the Investigation and Experimentation strand.
- Develop students’ ability to apply the inquiry process and the appropriate process skills.
- Help students learn and apply concepts of good physical, social and emotional health.

### Science Themes By Grade Levels

- Kindergarten Science emphasizes the value of nature in our environment, comparing and contrasting animals, observing properties of materials and land, air, and water.
- In Grade 1 Science, students learn physical science through exploration of solids, liquids, and gases. The students focus on life science by studying how plants and animals survive in different environments. In earth science, the students learn about weather and its effect on land, air, and water.
- In Grade 2 Science, students practice observation and inquiry based learning as a means to gain a conceptual understanding of the natural world around them. Learning to observe patterns help them to make valid predictions instead of random guessing. In physical science, the students learn about force and that the motion of objects can be observed and measured. In life science they learn about the life cycle of animals and plants and the basics of genetics. In earth science they learn that rocks are composed of different combinations of minerals, that smaller rocks and soil are from breakage and weathering of larger rocks, and that soils also contain organic materials.
- In Grade 3 Science, students develop their abilities to hypothesize, predict, observe, question, analyze, and experiment. These are applied in their units of study including light, matter and energy, animal adaptations, biomes, and the moon, sun, and stars. Hands-on experiments provide authentic experiences that encourage students to continually question the natural world.
- In Grade 4 Science, students learn about ecology, ecosystems and habitats, rocks and minerals, and magnetism and electricity. Students study food chains and webs, decomposition, and ecological relationships. They learn about weathering, erosion, and rock formation. They study the properties of electricity and magnetism by experimenting with electrically charged objects and designing their own electrical circuits and electromagnets. Hands-on activities support cultural diversity and higher-order thinking, and motivate students’ interest in science.

- In Grade 5 Science, students study living systems, chemistry, and the solar system. Students will look into subcategories from single cells to body systems, classifying plants, and their adaptations and processes. Along with weather, they study the solar system and the hydrologic cycle. In chemistry, students will study chemical processes and properties, atomic/molecular structure, and organization of elements. Students make predictions, gather evidence, and propose explanations as they engage in hands-on activities around these themes.

### **History/Social Sciences Standards-Based Program**

With regard to the basic tenets of its **History and Social Science Curriculum and Instruction**, Kenter Canyon will strive to:

- Present a rigorous curriculum that addresses the state content standards for history and social studies at each grade level.
- Have students learn about their place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Emphasize multicultural perspectives in studying the experiences of different racial, religious and ethnic groups.
- Use literature, science, and technology to explore historical times, places and people.
- Develop students' ability to understand and use maps to interpret geography.
- Draw upon students' experiences and incorporate goals that promote knowledge and cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies.
- Integrate history with the humanities and the other social sciences. Activities and lessons will be correlated with language arts, sciences, and visual and performing arts curricula.
- Study history and social sciences through language arts, (creative writing, factual reports, critical analysis), science (adaptation, survival, utilization of the environment), art (many hands-on projects, artistic rendering (3-dimensional projects), music and dance (culture and ethnic aspects which are incorporated through music and dance), and math (graphs, life experiences, problem-solving, time lines, measuring for cooking indigenous food.)
- Engage in problem solving as they acquire, evaluate, and use information in a variety of ways.
- Provide opportunities for all students including English Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum.
- Teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies.
- Teachers will facilitate the exploration of values critical to understanding the democratic process.

### **History/Social Science Themes By Grade Level**

- In Kindergarten Social Sciences, students hear and discuss stories about the past and become familiar with how people used to live and draw meaningful comparisons between then and now. The students must learn to work together collaboratively, to take turns, share supplies and materials, problem solve, think critically, analyze problems, consider natural consequences, and engage in meaningful discussions. They learn to assume both individual and group responsibilities. Kindergarten students explore the school grounds, persons, and environment. Modeling, establishing class rules, role play, character education, Citizens of the Month, Second Step, Read-Alouds, and corresponding materials are employed to enhance students understanding of social sciences.

- In Grade 1 Social Sciences, students learn about respect, responsibility, playing fairly, and respecting rights of others and property. They explore rights and responsibilities. They learn about family members, community members, and names of careers, historical observances, and cultural celebrations, and the difference between long ago and today.
- In Grade 2 History/Social Science, students investigate people who make a difference in their lives today and in the past. They compare and contrast lives of ancestors and their lives today. They create various maps after learning mapping skills, including geography features and land uses. Students are introduced to ways countries are governed. Students learn to appreciate and celebrate cultural diversity as they learn about different customs, cultures, backgrounds, and individuals within the school, classroom, community, and world.
- In Grade 3, students explore the development of their own city, Los Angeles. The curriculum emphasizes the contributions of many cultures that have populated the area, from the earliest indigenous people to its modern day multicultural population in which the environmental, cultural, and political systems are all interdependent.
- In Grade 4, students learn the history of the land, the people, the cities, and the cultures that is present day California. They investigate the first Californians, study the Spanish explorers and settlers, and the founding of the missions and Mexican California. They examine reasons settlers traveled west, reliving the pioneers' experiences and the effects of the California Gold Rush. They study the economic and technological developments in modern California after statehood.
- In Grade 5 History/Social Science, students extend their study in history and geography of the United States, focusing on making a new nation. They begin with the explorers and early settlers of the New World. They study colonial America and causes of the American Revolutionary War. They study the issues and conflicts of that time period to enable them to understand the purpose of the *United States Constitution*. They learn the names of the states and each state's Capitol city as well as study the cultures and people that immigrated to create today's United States of America.

### **Physical Education and Health**

- Kenter Canyon's Physical Education program is aligned to the California Standards.
- Physical Education is taught in a manner that helps students develop a healthy and physically fit lifestyle for years to come.
- Kenter Canyon's Physical Education program will teach grades K-5 students many skills and concepts that will help students achieve physical fitness.
- Skills and concepts will be taught in grades 1-5, in accordance with California Education Code and LAUSD policy, for no less than 200 minutes every two weeks, and will allow enable students to further develop healthy bodies and healthy minds as they grow.
- Kindergarten PE will include 20 minutes of daily structured activities and skills that promote physical fitness, team work, cooperation, and sportsmanship.
- Teachers in grades 1-5 will verify that they met the 200 minutes of Physical Education every two weeks using the Verification Form designed and provided by LAUSD.
- Students' Physical Education time, coupled with morning, mid-morning, lunch and afternoon recess as well as after school classes give Kenter Canyon students ample time to practice, play and have fun while developing healthy bodies.
- Kenter's Health program is taught in a manner that promotes best choices for nutrition, hygiene, and safety.
- Health is often integrated with language arts and science lessons.

## Visual and Performing Arts

- The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, theater, music and visual arts. This program will be designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages.
- The arts have a unique ability to communicate the ideas and emotions of the human spirit. Connecting people to history, traditions, and heritage, the arts have a beauty and power unique in culture. At the same time, a growing body of research indicates that education in the arts provides significant cognitive benefits and bolsters academic achievement, beginning at an early age and continuing through school.
- Instructional materials are included in the school's budget to facilitate this goal.
- All students, including ELL, Gifted, and Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs.
- Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff.
- The Arts are powerful avenues for creative self-expression and self-discovery as our program strives to channel emotions into creative forms.
- Visual and performing arts instruction enhances student understanding and enjoyment of learning.
- Kenter Canyon's Visual and Performing Arts incorporates five components of arts education:
  1. Artistic perception: processing, analyzing, and responding to sensory information through the language and skills unique to the arts;
  2. Creative expression: creating and performing in the arts;
  3. Historical and Cultural Context: understanding historical and cultural contributions and cultural dimensions of the arts;
  4. Aesthetic valuing: responding to, analyzing, and making judgments about art
  5. Connections, Relationships, and Applications: connecting and applying what is learned in the arts to other art forms, subject areas, and to careers.

## Dance

- Kenter Canyon students are involved in dance and movement education.
- They engage in activities that encourage them to respond to sound through movement, strengthen motor efficiency and control, communicate ideas through movement, acknowledge the multicultural heritage of dance, and develop an appreciation for its aesthetic value.
- Dance opportunities facilitate student fitness, health, social interaction, and cultural understanding.

## Theater

- Kenter Canyon students are provided opportunities to explore language and concepts, refine communication skills, develop self-esteem, and further investigate their world and themselves through experiences in theater.
- Students are exposed to drama through the development of skills in storytelling and playwriting and acting.
- Students are afforded the opportunity to participate in classroom skits, school productions, talent shows, poetry recitations, and dramatic play used to reinforce and teach social science, science, and language arts concepts.

## Music

- Kenter Canyon students learn many aspects of music.
- Music is an avenue that enriches the social studies program and reinforces mathematics and language arts skills.
- Students learn about sound, pitch, harmony, form, tempo, rhythm and notation by participation in weekly music classes in orchestra and/or vocal music.
- Students enjoy viewing performances at special assemblies and field trips as well as engaging in their own performances.

### **Visual Arts**

- Visual arts are often integrated with core content area, but Kenter Canyon's program also provides instruction in the elements of art with a professional artist for Kindergarten through grade 5 students.
- The visual arts consist of two-dimensional and three-dimensional creative expressions, such as painting, drawing, graphic arts, printmaking, mixed media, sculpture, ceramics, and using technology to create art.
- A primary goal of Kenter Canyon's visual arts program is to assist students in understanding the creativity of others as well as their own by emphasizing the creative process and the product.
- Students use their senses of sight, sound, smell and touch to develop an understanding of characteristics of artworks.
- They learn to identify the elements of arts emphasizing time, color, shape and value.
- Students develop visual arts skills by creating developmentally appropriate, original art in a variety of media.
- They respond to their own works of art and those of others in order to understand the feelings and ideas expressed in art created by artists of many cultures, place and times.
- Kenter Canyon families are invited to participate in an annual Art Night activity in which a variety of artists share their expertise with students and parents in a structured way that enables all participants to leave with various art projects.
- Students also are afforded the opportunity to see their artworks reproduced on mugs, t-shirts, pillow cases, etc. with Kenter Canyon's Square 1 Art project.
- Education in the arts cultivates creative problem solving, self-esteem, exploration and physical manipulation of materials and ideas.
- Kenter Canyon students explore diverse styles of painting, drawing, sculpture and printmaking processes with a focus on finding one's individual creative talent.

### **Technology Program**

- Kenter Canyon provides a Technology Lab experience for all students with a highly qualified instructor to teach technology skills that can be applied to classroom assignments, projects, and research.
- Teachers will use the information available to them via the World Wide Web.
- Kenter's technology goal is to provide a technology curriculum that promotes safety, awareness, efficiency, and integrity.
- Electronic devices are provided in K-5 classrooms to enable students to employ technology skills learned in the Lab with their classroom instructional program.

### **Character Education**

- Kenter Canyon has established a “character education” calendar with a monthly focus area to foster character development in a manner that prepares all learners for a productive future. The character values are addressed as independent entities as well as addressed within lessons.
- The monthly focus areas for 2014-2015 will be as follows:
  - ✓ August: Caring and Kindness
  - ✓ September: Respect and Fairness
  - ✓ October: Health and Responsibility
  - ✓ November: Respect
  - ✓ December: Peace and Sharing
  - ✓ January: Patience and Citizenship
  - ✓ February: Cooperation and Fairness
  - ✓ March: Ability and Trustworthiness
  - ✓ April: Responsibility
  - ✓ May: Courage and Citizenship
  - ✓ June: Patriotism and Honor

**Transitional Kindergarten** (for elementary schools only)

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

**Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

**School Calendar**

Kenter Canyon School will follow the LAUSD established calendar for the Single Track Schools as adopted by the LAUSD Board of Education. The school year typically will begin in August and end in June. For school year 2015-2016, the first day of instruction is August 18, 2015 and the last day of instruction is June 10, 2016.

For an activity to be considered as instructional time, students participating in the activity must be under the direct supervision of a properly credentialed teacher employed by LAUSD, and the activity must be required for all students. All elementary schools offer at least 180 instructional days and a minimum of 55,100 annual instructional minutes. The daily minutes required for compliance with the annual minutes requirement is as follows:

- ✓ Regular School Day: 319 minutes
- ✓ Shortened Day: 284 minutes
- ✓ Minimum Day: 249 minutes
- ✓ Banked Time Day 275 minutes

Elementary schools are allowed to take up to a maximum of 10 minimum days with zero Shortened Days or 20 Shortened Days with no Minimum Days, or any combination shown below:

- 18 shortened days and 1 minimum day
- 16 shortened days and 2 minimum days
- 14 shortened days and 3 minimum day
- 12 shortened days and 4 minimum days
- 10 shortened days and 5 minimum days
- 8 shortened days and 6 minimum days
- 6 shortened days and 7 minimum days
- 4 shortened days and 8 minimum days
- 2 shortened days and 9 minimum days

Elementary schools may not offer an instructional day with less than 249 total instructional minutes.

### Daily Schedules

A basic daily schedule for Grades Tk-K through Grade 5 will be as follows:

7:30 a.m.        Playgrounds Open  
 7:50 a.m.        Teacher Contractual Arrival Time for Sign-in  
 8:05 a.m.        First Bell Rings  
 8:10 a.m.        Second Bell Rings; Instruction Begins  
 9:15 a.m.-10:30 a.m. Rotations for Nutrition and Recess  
 11:15 a.m.-1:15 p.m. Rotations for Lunch Periods  
 1:15-2:50 p.m. Instruction  
 2:50 p.m.        Dismissal  
 3:00 p.m        Contractual Sign-out Time for Teachers

Kenter Canyon will dismiss at 1:50 p.m. on Tuesdays and Thursdays of each week in order to establish banked time for Professional Development and Community/Parent Engagement Activities.

Teachers at each grade level meet to establish daily schedules that maximize their instructional time. Schedules at Kenter Canyon meet and/or extend required time for core curriculum and include a variety of opportunities that supplement core instruction. Students' instruction includes:

- 30 minutes of library, media center time bi-monthly
- 50 minutes of visual art instruction twice monthly
- 45 minutes of technology lab instruction weekly for grades 3-5
- 30 minutes of technology lab instruction weekly for grades Tk-K through Grade 2
- 45 minutes of science lab weekly
- 30 minutes of music weekly
- 100 minutes of physical education weekly for grades 1-5.

### Sample Daily Schedules for Each Grade Level

The following schedules are samples of daily schedules for each grade level.

#### Kindergarten Daily Schedule Sample

<u>Monday/Wednesday/Friday</u>	<u>Tuesday/Thursday</u>
8:05 a.m. First Bell Rings	8:05 a.m. First Bell Rings

8:10 a.m. Instruction Begins 8:15-8:30- Morning Business 8:30-9:15- Language Arts/ ELD 9:20-9:50 Nutrition / Psychomotor Time 9:50-10:30 Language Arts/ ELD 10:30-11:15 Envision Mathematics 11:15-12:00 Lunch Period 12:00-12:45 Science/Science Lab/Social Science 12:45-1:15 Second Step/Health & Nutrition/Independent Work Time 1:15-1:45 Art/Music 1:45-2:15 Physical Education 2:15-2:45 Library / Read Aloud 2:45-2:50 Closure 2:50 Dismissal	8:10 a.m. Instruction Begins 8:15-8:30 Morning Business 8:30-9:15 Language Arts/ ELD 9:20-9:50 Nutrition / Psychomotor Time 9:50-10:30 Language Arts/ ELD 10:30-11:15 Envision Mathematics 11:15-12:00- Lunch Period 12:00-12:45 Social Science 12:45-1:15 Second Step/Health & Nutrition/Independent Work Time 1:15-1:45 Art/Music 1:45-1:50 Closure 1:50 Dismissal
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**Grades 1 & 2 Daily Schedule Sample**

<b><u>Monday/Wednesday/Friday</u></b>	<b><u>Tuesday/Thursday</u></b>
8:05 a.m. First Bell Rings 8:10 a.m. Instruction Begins 8:15-8:30 Morning Business 8:30-9:30 Language Arts/ ELD 9:30-9:50 Nutrition / Recess 9:50-10:30 Language Arts/ ELD 10:30-11:30 Envision Mathematics 11:30-12:15 Lunch Period 12:15-12:45 Science/Science Lab 12:45-1:15 Second Step/Health & Nutrition/Independent Work Time 1:15-1:45 Art/Music 1:45-2:15 Physical Education 2:15-2:45 Library / Read Aloud 2:45-2:50 Closure 2:50 Dismissal	8:05 a.m. First Bell Rings 8:10 a.m. Instruction Begins 8:15-8:30 Morning Business 8:30-9:30 Language Arts/ ELD 9:30-9:50 Nutrition / Recess 9:50-10:30 Language Arts/ ELD 10:30-11:30 Envision Mathematics 11:30-12:15 Lunch Period 12:15-12:45 Social Science 12:45-1:15 Second Step/Health & Nutrition/Independent Work Time 1:15-1:45 Art/Music 1:45-1:50 Closure 1:50 Dismissal

**Grades 3 - 5 Daily Schedule Sample**

<b><u>Monday/Wednesday/Friday</u></b>	<b><u>Tuesday/Thursday</u></b>
8:05 a.m. First Bell Rings 8:10 a.m. Instruction Begins 8:15-8:30 Morning Business 8:30-10:10 Language Arts/ ELD 10:10-10:30 Nutrition / Recess 10:30-11:45 Mathematics	8:05 a.m. First Bell Rings 8:10 a.m. Instruction Begins 8:15-8:30 Morning Business 8:30-10:10 Language Arts/ ELD / Writing 10:10-10:30 Nutrition / Recess 10:30-11:45 Mathematics

11:45-12:30 Music/Art/Tech Lab	11:45-12:30 Music/Art/Tech Lab
12:30-1:15 Lunch Period	12:30-1:15 Lunch Period
1:15-1:45 Science/Science Lab/Health	1:15-1:45 Library
1:45-2:15 Physical Education	1:45-1:50 Closure
2:15-2:45 Writing	1:50 Dismissal
2:45-2:50 Closure	
2:50 Dismissal	

## PROFESSIONAL DEVELOPMENT

Kenter Canyon is committed to supporting its staff and teachers by providing opportunities for high-quality professional development and the opportunity to belong to a powerful adult learning community.

- The most effective professional development is with our own school's internal expertise when shared and refined by Kenter's outstanding faculty and committed Instructional Leadership Team. The power of our professional learning communities has actively fostered a results-oriented, collaborative professional environment.
- Kenter Canyon believes that when teachers work together in a collaborative culture, dramatic increase in student achievement is inevitable. Kenter Canyon teachers are committed to a set of shared goals defined in our vision, mission and goals statement.
- Current National Board Teachers and those working on NBC Certification continue to encourage other teachers to join in the National Board Certified program,
- Active participation in professional development provided by national, state, and district professional organizations, such as California Association for Gifted Conference, National Mathematics and Science Conference.
- Banked Time PD on Tuesdays and Thursday will be a successful model for Kenter Canyon as it has been the past ten years. Banking time on these days and extending school hours on Monday, Wednesday, and Fridays has provided weekly opportunities for grade level planning, committee meetings, and networking/conferencing with parents/guardians, as well as time to attend training workshops/sessions addressing a myriad of topics, including mandated administrative requirements such as Child Abuse, Smarter Balanced Assessment Training, etc.
- Banked Time Tuesdays and Thursdays provide time to enable all faculty and staff to participate in CPR certification workshops, develop safety and discipline protocols, and establish a school-wide positive discipline plan.
- Banked Time Tuesdays and Thursdays provide time to analyze assessments and identify strengths and deficits for grade level work samples/lessons, units of study, interim assessments, DIBELS, and create differentiated lessons for students who are not meeting grade level benchmarks.
- Banked Time Tuesdays and Thursdays provide time for Kenter's Instructional Leadership Team to reflect on grade level feedback to develop plans that address instructional and assessment needs.
  - Kenter Canyon's Instructional Leadership Team (ILT) is comprised of one teacher from each grade level but also representative of program leadership, such as English Learner

Coordinator, School Site Council Chair, Gifted And Talented Education (GATE) Coordinator, Resource Program, and represented by novice and veteran teachers.

- The ILT is a powerful adult learning community focused on academic excellence and provides a balance of mindsets, behaviors, and outcomes as they reflect on student and faculty instructional needs.
- The ILT is accountable for common understanding and implementation of the CCSS. Their primary task is to develop a plan for executing professional development activities and indicators that follow.
- The ILT establishes common expectations for CCSS aligned instructional practice. They create, adapt, and adopt of set of common expectations for what CCSS-aligned instructional practice looks like, beginning with a careful study of the standards, the necessary instructional shifts and teaching standards, rubrics and protocols.
- The ILT develops protocols to ensure that they help all teachers achieve common expectations, such as developing ongoing professional development that evaluates existing professional learning and develop new experiences and system for teacher that both prioritize the CCSS and feature high-quality content, multiple delivery modes, and more opportunities for ongoing collaboration and reflection.
- The ILT will design a comprehensive assessment strategy that places instruction and actionable data for teachers at its center. The ultimate goal is for teachers at each grade level to work directly with one another to translate qualitative and quantitative data into effective CCSS-aligned instruction.
- The ILT will review the alignment of instructional resources used by teachers and students with the goals and expectations of the CCSS.

Kenter Canyon will seek teachers who are highly qualified to deliver the educational program described earlier in Element 1. Potential teachers selected for interviews must be on the District's eligibility lists. Potential teachers will be screened through an application process. Favorable applicants will be scheduled an interview with a panel of teachers, parents and the Principal. The Principal and elected Governance Council Co-Chair/Parent Representative will select the members of the Personnel Selection committee with one more UTLA member on the panel that the total number of representatives. The Personnel Selection Committee is comprised of two parents, four UTLA members and Principal.

The Personnel Selection Committee will reserve the right to observe the prospective teacher if he/she is currently teaching or student teaching at another site. If needed, finalists may be asked to teach a lesson to a class at Kenter Canyon. The Committee makes a final recommendation to the Principal based on consensus; if no consensus is reached, then the Committee will act by majority vote; however, in accordance with LAUSD policy, the Principal has the ultimate final decision on the candidate selected.

The newly selected teacher will receive support from fellow grade level peers as well as teacher leaders who facilitate specific programs such as GATE or English Learners and curricular committees.

For the 2015-2016 school year, the instructional schedule for Tuesdays and Thursdays will adhere to the following schedule for all grades:

- Instruction Begins @ 8:10 a.m.
- Dismissal Begin Rings @ 1:50 p.m.

Professional Development Topics for 2015-2016 will include:

- Continue to focus on CCSS-aligned Lesson Development and Planning
- Analyze work samples and assessments to guide instructional needs in English Language Arts and Mathematics
- Thinking Maps training aligned to CCSS
- Writing Strategies
- Four FOSS Science Strands
- ELD Master Plan
- Teaching and Learning Framework
- Develop authentic Interim Assessments at the school level
- Ongoing Technology Training for adult learners to provide technology-assisted instruction as well as management data and records
- Grade level discussion/Vertical Team Discussions About Strategies that Promote Student Achievement
- Discuss a professional article related to instruction with grade team or entire faculty
- Safety, Emergency Preparedness and CPR Training
- Child Abuse
- Sexual Harassment
- Other Administrative Certification Mandates
- Continuance of Instructional Leadership Team Goals
- Rigor and Relevance
- Differentiation Planning for Diverse Learners
- School for Advanced Studies (SAS) Required Training
- Expert Facilitators to analyze achievement data and plan lesson studies together.

In 2015-2016, Kenter Canyon will provide weekly professional development time for teachers and still achieve its required 55,100 instructional minutes for students in grades K-5 with the following:

93 regular instructional days (335 minutes each) which totals 31,155 instructional minutes on these days.

7 shortened days (284 minutes each) which totals 2,030 instructional minutes on these days.

4 minimum days (250 minutes each) which totals 1020 instructional minutes on these days.

76 banked time professional development days (275 minutes each) which totals 20,900 instructional minutes on these days.

180 school days in 2015-2016 will total 55,105 total minutes for that school year.

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

### **English Learners**

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

The identification process English Learners will be determined through:

- Home Language Survey
- CELDT (California English Language Development Test) results

Parents of English Learners (EL) are provided at least three opportunities throughout the year to learn about the Master Plan instructional program options. Notification opportunities include:

- Initial enrollment
- Parent meetings
- Master Plan Program Options Informational Meeting 1 & 2
- Kindergarten orientation meetings.
- Back-to-School Night
- School Site Council Meetings

During these opportunities parents are provided the Instructional Programs for English Learners Parent Brochure. Parents are offered an opportunity to view the Instructional Programs for English Learners video. The EL Designee and/or Principal and parents take time to discuss the program options and address questions. These opportunities will ensure that parents receive substantial and accurate information to make informed decisions regarding their child's instructional program placement.

Services and supports to aid in English Learners' achievement with English Language Development and access to Core and engagement include implementation of the following:

- 60 minutes of daily English Language Development instruction for EL levels 1-3
- 45 minutes of daily English Language Development instruction for EL levels 4-5
- Specially Designed Academic Instruction in English (SDAIE) techniques
- Culturally & Linguistically Responsive Pedagogy (CLR)
- Visual supports/Thinking Maps
- Total Physical Response (TPR) techniques
- Oral and Written Language Portfolio Opportunities

Process of Annual Evaluation of EL/RFEP students includes:

- English Learner Progress Monitoring using measures such as grades, CELDT, DIBELS, curriculum-based assessments and student work samples
- Redesignated as Fluent English Proficiency (RFEP) monitoring
- Language Appraisal Team (LAT) meetings: Initial and Follow-up as necessary for the purpose of informing parents of identified areas for growth as well as to design an action plan to resolve linguistic and academic concerns

- Students are provided supports and targeted interventions such as classroom scaffolds, small groups based upon academic needs, before/after school tutoring, 1:1 targeted instruction, connecting to community based resources & supports, and parent training for instructional home activities.

Process of Reclassification of English Learner students occurs when the following criteria are met:

- English Learner has CELDT scored proficient or advanced in all four domains (Listening, Speaking, Reading, Writing)
- English Learner has achieved proficiency with a grade of 3 or 4 in ELA domains (Listening, Speaking, Reading, and Writing)
- Direct Indicators of Basic Early Literacy Skills (DIBELS) scores reaching Benchmark
- Parent notification and consultation.

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

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

### **Students Achieving Below Grade Level**

The LCFF section in Element 1 within the petition provides goals and objectives for Socio-Economically Disadvantaged Students, English Learners, and Foster Youth.

As part of Kenter Canyon's regular assessment process, student assessments and/or work samples will be analyzed by grade level teams during grade level and vertical team meetings following each interim assessment as well as unit of study assessments to identify conceptual learning strengths and deficit areas for all students, including students achieving below grade level. After the needs of students are identified, appropriate interventions, differentiated instruction, and/or additional supports are designed and implemented. Through this assessment process, administration and faculty will identify students who are not performing at proficient levels and refer them to Kenter Canyon's Grades 1 and 2 Intervention Program or to Kenter Canyon's Student Success Team (SST), or the school's Language Acquisition Team (LAT) for students not making adequate progress as an English Learner.

Grades 1 and 2 Intervention Aides as well as classroom/instructional aides in grades K-5 will work with classroom teachers to insure additional intervention and supports are afforded to below-proficient students. If the intervention program fails to assist the student/s grasp concepts and/or skills at a reasonable pace, then a referral to Student Success Team would be made.

Assessments may include individual testing, observations, and interviews as well as reviews of school records, reports and work samples.

- Assessments require parental consent.
- Assessments are administered in all areas identified and related to the suspected disability.
- Assessments are administered without cultural/racial/gender bias
- Assessments shall be completed within the mandated 60 day calendar period.

The SST is composed of general education teachers, special education teachers, an administrator/designee, parent of the child being discussed, and other professionals such as the school nurse, adaptive physical education teacher, occupational therapist, physical therapist, inclusion facilitator, speech and language therapist, GATE coordinator, English Learner coordinator, and school psychologist.

The SST may review records and other screening information and make a decision about the appropriateness of the referral. The SST also monitors the progress of children who have been presented to determine if the modifications suggested by the team are being successfully implemented.

If the team determines that despite appropriate modifications, a child is not performing to his or her ability level, the team may decide to refer the student for further educational assessment to determine eligibility for special education. If the team decides to refer the student, they will generate an assessment plan that describes the type and purpose of the assessment to be used to determine eligibility. Assessments shall be conducted by a multidisciplinary team which may include the Resource Specialist teacher, School Psychologist, School Nurse, District Itinerant Support (DIS) providers, and the classroom teacher.

The special education teacher, psychologist, nurse, and DIS providers will prepare written assessment reports. At the Individualized Education Plan (IEP) meeting, reports will be presented and explained to the parent by each assessor. If a child meets eligibility requirements, the full array of program options will be discussed within the least restrictive environment. Other discussion items include goals, extended school year (ESY), transportation, assistive technology; state standardized testing, and modifications. Information from the parent will be considered.

### **Socio-Economically Disadvantaged Students**

The LCFF section in Element 1 within the petition provides goals and objectives for Socio-Economically Disadvantaged Students, English Learners, and Foster Youth.

Kenter Canyon faculty and staff believes that a child's school experience plays a critical role in determining whether or not he/she will drop out of school as well as determining whether or not he/she will be college and career ready. Kenter Canyon teachers and staff believe college is attainable when the following factors are proactively addressed: 1.) students learn in a college-going culture, 2.) rigorous academic curricula; 3.) extra support as needed; 4.) high-quality teaching; 5.) multi-cultural college-going identify; 6.) family connections and social networks promote lifelong learning.

To address socio-economically disadvantaged students' needs, Kenter Canyon provides a rigorous learning environment where an intervention program for language arts and mathematics is designed to foster confidence and motivate one to strive for excellence. Intervention is designed to match individual students' needs with specific strategies that may involve differentiated curriculum, computer software support, supplemental to core programs, and involvement with a student's parents. Teachers sometimes do not know about a child's life outside of school, and sometimes a parent does not understand the way school is intended to support their child's needs. Parents are a vital component of academic success of the students regardless of their own education level, economic status, or language.

Kenter Canyon provides a variety of free activities for all Kenter Canyon families as a way for all students, including socio-economic disadvantaged students, to be involved in their child's learning. Examples of some of these activities are:

- ✓ Literacy Family Night
- ✓ Art Family Night
- ✓ Science Family Night
- ✓ Welcome Back-to-School Picnic
- ✓ Back to School Night
- ✓ Open House
- ✓ Parent Volunteer Program
- ✓ College Awareness Month
- ✓ Annual Art Show
- ✓ Olympic Week
- ✓ Parent Education Seminars/Workshops.

## **Students with Disabilities**

### **Special Education**

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

### **Conversion Affiliated Charter**

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

##### **a. General Requirements**

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

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information,

participate in reviews, and attend informational sessions and meetings at the District's request.

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

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

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review ("DVR").

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

**b. Transferring Students**

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

**c. Assessments**

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

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

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

**d. Alternative Placements**

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

**e. Least Restrictive Environment**

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

**f. Staffing Requirements**

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

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

**g. Student Discipline/Inclusion**

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

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

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

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

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District

Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

### **3. Complaints**

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

### **4. Funding of Special Education**

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

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

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

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

#### **\*Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District's Special Education Policies and Procedures Manual and

Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

Schools that are currently on MiSiS can disregard the above data requests.

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

### **Students in Other Subgroups**

Kenter Canyon is designated as a School for Advanced Studies (SAS). The SAS program is implemented throughout LAUSD at selected schools to improve educational options and increase professional training to support the development of gifted and talented youth.

The Schools for Advanced Studies Program receives funding from the District in the form of a block grant.

SAS teachers and administrators are required to participate in professional development training for educating gifted children. Kenter Canyon teachers participate in such training at local, District, and state provided opportunities, including the Tri-Cities Gifted Conference and the California Association for Gifted Conference.

Students in the SAS Program have the following expected outcomes:

- Continuous progress based on ability and performance
- Accelerated student performance

- Development of independence and self-direction
- Acceleration in a discipline or across disciplines
- Increased use of technology for research and multi-media presentations
- Increased participation in state and national tests and competitions

Teachers at Kenter Canyon have the following expectations:

- Increased knowledge of cognitive and social emotional needs of gifted students
- Increased knowledge and use of program options and strategies for teaching gifted students
- Improved professional development leading to teacher certification
- Alternative assessment procedures (recognizing individual differences)
- Increased use of resources for working with gifted students
- Alternative evaluation processes

Parents will have access to parent education meetings/workshops for:

- Increased knowledge of the characteristics, strategies, resources and programs parents can use to foster and promote the cognitive, social-emotional and developmental needs of gifted students.
- Knowledge and informational updates of the Advanced Studies Program.
- Awareness of organizations, associations, programs which serve as a resource for parents of gifted students
- Access to specific curriculum examples and projected strategies
- Intersession/summer preparation strategies
- Knowledge of the assessment and identification process in LAUSD
- Knowledge of the transition from elementary to middle to senior high school.

### Foster Youth

- During the duration of this petition, if Kenter Canyon should have Foster Youth to enroll in its school, funding sources would be reallocated to address supports and services, such as counseling and foster parent workshops, to insure the needs of Foster Youth were prioritized.
- No Foster Youth have previously enrolled at Kenter Canyon.

### “A TYPICAL DAY”

A “typical day” at Kenter Canyon School validates several unique characteristics that support the reason the community takes so much pride in their public school. The school is beautifully landscaped and is kept clean by students, staff, visitors, and parents. Throughout the campus, there is a sense that students are eagerly engaged in their learning. Students are seen transitioning from traditional classroom settings to the Science or Computer Labs, and going to the auditorium or outdoor classrooms for dance, theater, art, or music. Student work samples adorn classroom walls. The school’s playgrounds provide a variety of options to maximize physical activity for them. Announcements and display cases recognize Citizens of the Month, Library

activities, highlights and photographs, and a plethora of various topics throughout the year. The campus provides a safe, positive, and clean learning environment. Students treat each other and school property with respect. As a full-inclusion school, classroom composition will include students with diverse ethnic and cultural backgrounds, as well as students identified for various specialized programs, such as GATE, Special Education, or English Learners.

Kenter Canyon's campus provides outdoor learning areas such as shaded bench areas, work tables, and grass fields in addition to traditional classroom space. In various locations throughout the campus, students engage in rigorous standards-based instruction, enrichment lessons, arts integrated with curriculum, hands-on discovery science experiments, special education staff co-teaching with general education teachers, and directed instruction in social skills and character education. When entering Kenter classrooms, one might hear soft music being played, rich conversations taking place among students, project learning being planned in cooperative groups, student presentations being made, or students researching a variety of topics or word processing a work sample using the laptop or desktop computers. In the library, students are exposed annually to guest readers, poetry contest, new award-winning books, and activities appropriate for their grade level.

On a typical day, Kenter Canyon's highly dedicated staff will execute carefully planned lessons using a variety of strategies including clear expectations, accountable talk, instructional conversations, Thinking Maps/graphic organizers, technology-assisted instruction with iPads, Chromebooks or MacPros, and various teaching and learning modalities. Additional adult assistance is a common practice at Kenter Canyon that is evidenced by the use of instructional aides, parent volunteers, and community volunteers. Kenter Canyon's clerical staff provides a pleasant welcome to the school's main office while the Plant Manager and Grounds Worker maintain clean, sanitized restrooms, cafeteria, and classrooms. The Cafeteria Manager updates bulletin boards and provides nutritional tips for students in the cafeteria area.

On a typical day at Kenter Canyon, students can be seen recycling, reducing, and reusing of resources as they have been taught to appreciate the environment and exercise respect for their school environment and school beautification. The school has blue recycling bins in all classrooms and larger ones outside each building. There are 22 blue bins on the campus which has greatly reduced the number of trash receptacles needed on the campus.

With tremendous cooperation and support from the Kenter Canyon community, every day is an exciting day at Kenter Canyon. There is always a group of parents and community members planning some activity that benefits our educational program and mission. Such committees include, but are not limited to, the following: Welcome Back to School Picnic, Book Fair, Halloween Festivities, Holiday Show, Theater Production, Cultural Assemblies, After-School Programs, Spirit Wear Sales, Website Updates, Room Parent Activities, Newsletter, Talent Show, Walk-A-Thon, Olympic Week, Staff Appreciation Week, Literacy Night, Art Night, Science Night, End of the School Year Celebrations, and Social Responsibility Task Force that support Environmental and Charity Service projects (Access Books and Soles for Souls) for our students and the community.

Kenter Canyon takes pride in its student achievements, campus beautification, social responsibility work, character development program, and the collaboration of its stakeholders that bring some kind of uniqueness to the school each day.

## **ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED <sup>2</sup>**

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

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

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

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

At Kenter Canyon, every student is encouraged to strive towards mastery of essential skills including: reading, writing, speaking, listening, English language proficiency, quantitative skills, reasoning and problem solving, and technology skills. These essential skills are measured through teacher-developed tests, District assessments, and statewide assessments. Additionally, as part of our school's vision and mission, we integrate character education and socialization into our school's instructional program. Through *Second Step, To Good for Drugs*, our monthly Character Education focus area, and an enriched curriculum, Kenter Canyon has maintained its excellence. Kenter students learn positive problem solving strategies and empathy skills. Pupil success towards these outcomes will be measured through positive interactions with others, reduced office referrals, respect and appreciation of others, appropriate use of both conflict resolution and anger management strategies, and increased participation in social responsibility causes.

"Student outcomes" means to the extent to which all students at Kenter Canyon demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's education program and LCFF section within Element 1.

Kenter Canyon uses assessment to support and guide the learning process. Assessment will be a significant tool for teachers and administrators to evaluate trends, review curriculum, and revise instruction for targeted students, whole group, or even the grade level.

### **MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

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<sup>2</sup> Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

Measurable achievement goals and outcomes at Kenter Canyon shall include competency in the school's academically rigorous core curriculum that shall be aligned to CCSS as adopted by the State Board of Education pursuant to Education Code Section 60605 [Education Code 47605((b)(5)(ii)].

See Element 1.

Kenter Canyon will administer the Smarter Balanced Assessments to students in grades 3-5 to assess mastery of skills and strategies for language arts and mathematics.

Grade 5 students will be assessed using California Standards Test for Science. Mastery will be measured by results of students scoring at proficient and advanced levels on these assessments.

During the year, teachers will analyze interim assessment data, class work, and grade-level designed tests to ensure students are above the 85% range with classmates.

Criteria charts and rubrics, developed by teachers at each grade level, will denote the expectation for earning specific scores of 4, 3, 2, 1: During grade level meetings, teachers will score and discuss student work samples to insure scores within that grade level are standardized and aligned to the District's grading scale.

4=Advanced

3=Proficient

2=Partially Proficient

1=Not Proficient

Feedback will allow students to effectively understand their proficient and deficit skills towards mastery of the Common Core State Standards, and provide teachers with data to guide instructional needs.

## **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

## **DATA ANALYSIS AND REPORTING**

Through the process of data analysis, Kenter Canyon will continue to examine and refine its educational goals and measurable student outcomes to reflect the school's mission and determine mastery of Common Core State Standards (California.) Measurable achievement goals and outcomes at Kenter Canyon shall include competency in the school's academically rigorous curriculum that shall be aligned to English Language Arts CCSS and Mathematics CCSS, History/Social Science, and Science as adopted by the State Board of Education.

Assessment methods for students with special needs will be adapted as appropriate according to a student's Individualized Educational Program.

Additionally, Kenter Canyon will administer the California English Language Development Test (CELDT) to assess the English fluency of all students whose primary language is not English.

Kenter Canyon will carefully review the disaggregated test results for Special Education Students, English Learners, students participating in the free/reduced lunch program, and minority students to gauge the annual progress (AMO and AYP) of all subgroups and to develop intervention plans as needed.

Kenter Canyon is already a high-achieving school that meets all school district and state-wide performance standards. The primary means of monitoring Kenter Canyon's academic performance in future years will be Smarter Balanced standardized test scores and the API and AYP accountability system or equivalent. During the transition period to state standardized assessments based on CCCSS, Kenter Canyon will use other data such as interim assessments, DIBELS, teacher and/or published designed assessments to measure student progress. The same data will be used to measure goals for grades K-2 where standardized assessments are not administered.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

### **STANDARDIZED TESTING**

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

## ELEMENT 4 – GOVERNANCE<sup>3</sup>

### GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils).

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

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

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

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

### LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, *Affiliated Charter Schools*, as they may be changed from time to time.

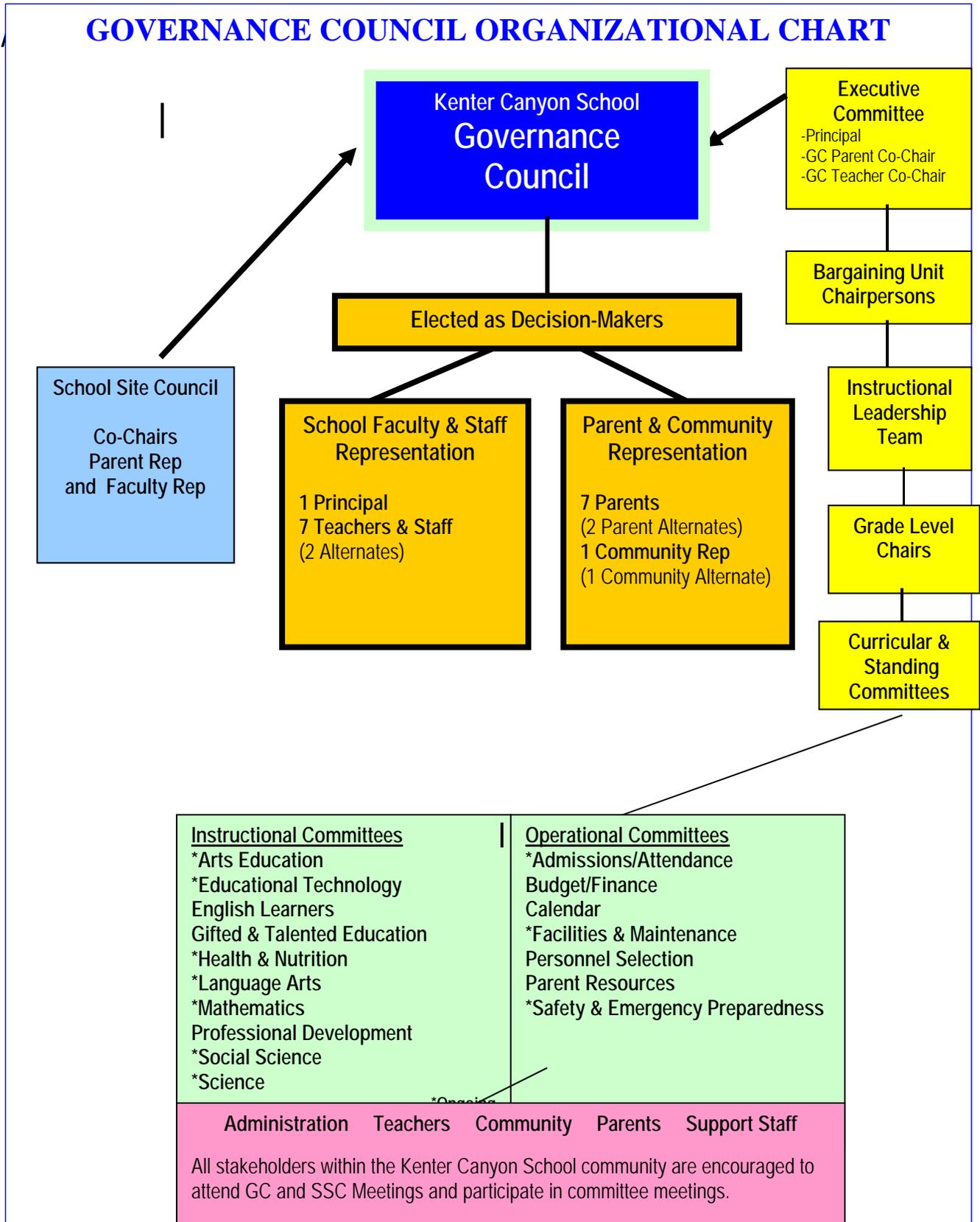
### LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

Kenter Canyon Charter School is an affiliated charter school. Its chief decision-making body shall be the Kenter Canyon Governance Council. The Governance Council shall be governed in its operations and its actions by the Bylaws of the nce Council of Kenter Canyon, which shall be revised as needed to be consistent with the terms of the Charter, the Charter Schools Act, and Article XXVII of the U.T.L.A. bargaining unit agreement except as otherwise indicated in the charter. The School Site Council is elected annually in accordance to District guidelines and policies, which include meeting eight times annually. Election of representatives is conducted in accordance with District guidelines and policies annually. The SSC is comprised of five staff members (including the

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<sup>3</sup> The composition of the governance council and election process are subject to an approved waiver from the UTLA collective bargaining agreement. Absent a waiver, the governance council's composition and election process must abide by Article XXVII of the cba.

Principal) and five community/parent representatives. The SSC primary responsibility is to oversee implementation of Single Plan for Student Achievement and budgets noted as SSC responsibility. The Kenter Canyon Governance Council Organizational Chart is as follows:



## **STAKEHOLDER INVOLVEMENT**

The success of Kenter Canyon Charter School is dependent on local school control through shared governance between the educators and the parents who have a stake in the school. A meaningful partnership involves the Principal and the teachers being responsive to the concerns of parents about the educational program of the school. In turn, parents have the responsibility to respect the professional experience and expertise of the Principal and the teachers. While parents can be involved in decision-making at Kenter Canyon, their primary role in operating the school will be to assist, enhance, facilitate, and extend the ability of the educational staff to conduct the school's educational activities. Such parental involvement has the significant advantage of relieving teachers from many of the tasks of operating the school so that teachers can devote their time, energy, and expertise to classroom teaching, curriculum, and professional development. Parents will also continue their primary responsibility for planning, organizing, and conducting the variety of extracurricular and enrichment activities made available to students at Kenter Canyon.

Although parent engagement is encouraged, at no time does Kenter mandate or advocate for its parent to commit to any amount of parent involvement or volunteer participation in any manner. Students are afforded equal opportunity in all activities and functions of the school whether their parents/guardians are involved in volunteer service, fundraising efforts, committee service or any other type of parent involvement.

A central tenet of Kenter Canyon Charter School's philosophy is that students are best able to reach their full potential when there is a high level of parental involvement in the education of their children both at home and at school. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants.

Another tenet of the school's philosophy is that parents choose to send their children to Kenter Canyon Charter School, because they have high expectations of the school and the benefits that they and their children will receive. In turn, the school has high expectations of parents to contribute to the team effort needed to fulfill those expectations.

A third tenet of the school's philosophy regarding parental involvement is that diversity in the parent population is a great strength that improves the educational program for all. Parents have different philosophies and approaches to their involvement in their children's education outside of school. Likewise, parents may contribute in many different ways to the collective responsibility of Kenter Canyon.

Recognizing that each parent, like each child, is unique in terms of background, experience, and ability, parents are asked to contribute to the school's success by volunteering their skills, time, resources to the extent that they are able.<sup>4</sup>

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

**Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX),**

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<sup>4</sup> Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

Section 504 of the Rehabilitation Act of 1973 (Section 504), and the District's Uniform Complaint Procedures.

## **RESPONDING TO INQUIRIES**

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

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

## **NOTIFICATION OF THE DISTRICT**

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

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

## **STUDENT RECORDS**

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

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **STAFFING**

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

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

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

### **Certificated Personnel**

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

### **Classified Personnel**

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

### **Professional Development**

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.

## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

### **HEALTH, SAFETY AND EMERGENCY PLAN**

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

### **CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the

immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

### **SAFE PLACE TO LEARN ACT**

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

## **ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

### **NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

As a District affiliated charter school, Charter School shall continue to support the District's commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

### **FEDERAL PROGRAM COMPLIANCE**

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

## ELEMENT 8 – ADMISSION REQUIREMENTS

### GENERAL PROVISIONS

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

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

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District's School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school's former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area to gain enrollment prior to the school's conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School's lottery, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

#### Public Random (Lottery) Participants

- a. Kenter Canyon's Lottery processes will be available on the school's website, newsletter, E-News, and provided to the Brentwood News. Lottery processes include:
  - i. The specific date the lottery applications are available for pick-up in Kenter Canyon's Main Office as well as the absolute deadline date and time for submitting the lottery application. The period of time applications are available begins in mid-February and ends in early April; the six week period allow the school to communicate the process, dates, and times to prospective families.

- ii. There will be no less than one month for accepting the lottery applications in order to share the information to interested parents.
- iii. A letter will be attached to the application with the timeline and rules.
  - 1. Siblings of currently enrolled students are required to apply for a lottery space; Siblings are not automatically accepted for enrollment.
  - 2. Letter indicates that all interested parties are welcome to attend the drawing.
  - 3. The Office Staff informs the person submitting lottery applications the date and time of the Public Random (Lottery) Drawing. The end of the application period and the date of the lottery is a period of five business days.
- iv. The lottery drawing will be conducted by (1.) one Governance Council parent representative who will draw from the application container one application at a time and announce the name of the student on that application, (2) one Kenter Canyon clerical staff members who will record the number of that name drawn and maintain a list of all participants in order they were drawn; and (3.) the Principal (or designee) will oversee the process and answer questions for prospective parents.
- v. Participants unable to attend the drawing may call the office to learn their ranking number for their child's grade level.
- vi. All applicants subsequent to the close of the enrollment period are placed at the end of the waitlist in the order received.
- vii. To maintain integrity of the lottery process, the Principal asks if there are any questions following the drawing for each grade level. The Principal also answers questions at the end of the lottery drawing and reviews the potential registration at each grade level. Kenter Canyon's enrollment has continually increased and lottery space availability continues to decrease.

Once the lottery drawing is completed and number rankings are available, the following guidelines are used to activate the lottery::

- b. Continuing students are exempt from a lottery. Regarding lottery preferences, the Charter School's first priority is to admit those who reside in the former attendance boundary of the school, including students whose home school is Kenter Canyon Charter based on the Permits With Transportation (PWT) Program.
- c. Lottery participants will be contacted in order of their lottery number should space be available at the applicant's grade level. If a lottery applicant is offered a position in the late spring or summer vacation, the student is expected to attend on the first day of school. A "welcome to our school" letter is sent to all Kenter Canyon families two weeks prior to the start of school. A clerical staff member will contact the family should they not show to find out if they are forfeiting their seat or if the child is ill. The family will no longer have a space for their child if the child has not shown after five business days unless the school has medical/physician verification that the absences were necessary.

- d. If a seat becomes available after the first week of school, the family will have five business days to transfer or officially enroll their child at Kenter Canyon. After five business days, the family will forfeit their seat unless medical/physician verification is provided.
- e. Once enrolled, lottery applicants have the right to remain at Kenter Canyon through grade 5. They will no longer need to participate in the lottery.

### **SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM**

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

### **MAGNET PROGRAM**

Indicate below whether Charter School offers a Magnet Program.  
No, Charter School does not offer a Magnet Program.

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

### **McKINNEY-VENTO HOMELESS ASSISTANCE ACT**

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

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

## **ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

### **GENERAL PROVISIONS**

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.

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

### **GENERAL PROVISIONS**

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

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

Charter School shall comply with and implement the District's Discipline Foundation Policy and/or current equivalent policy.

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

Charter School knows and acknowledges that the District's Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

### **STUDENTS WITH DISABILITIES**

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of the Charter School's failure to implement 504?

### **NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN FREE SCHOOLS ACT**

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

## **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

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

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

## **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

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

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

## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

To Charter School:

Kenter Canyon Elementary Charter School  
c/o School Principal  
645 N. Kenter Avenue  
Los Angeles, CA 90049

To District:

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m.; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

## **ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

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

## **ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES**

### **CLOSURE ACTION**

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

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

### **REVOCAION OF THE CHARTER**

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

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

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

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

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

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

## **CLOSURE PROCEDURES**

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

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

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

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

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

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

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

## ADDENDUM

### ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not charge tuition. Ed. Code § 47605(d)(1).
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves 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. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

- NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

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

### **GENERAL INFORMATION**

- The contact person for Charter School is Dr. Terry Moren.
- The address of Charter School is 645 N. Kenter Avenue, Los Angeles, CA 90049.
- The phone number of Charter School is 310.472.5918
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and West District.
- The grade configuration of Charter School is K-5.
- The number of students in the first year of this charter will be 550.
- The grade level(s) of the students in the first year will be K-5.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 564; for all District affiliated charter schools, the District determines each school’s capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).
- The type of instructional calendar will be: Traditional Calendar
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

### **Local Control Funding Formula (LCFF)**

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

### **INSTRUCTIONAL DESIGN**

#### **Curriculum and Instruction**

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

### **Transitional Kindergarten** (for elementary schools only)

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

### **WASC Accreditation**

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

### **Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

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

### **English Learners**

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

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

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

### **Students with Disabilities**

#### **Special Education**

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

#### **Conversion Affiliated Charter**

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

###### **a. General Requirements**

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

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

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

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

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

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

**b. Transferring Students**

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District

Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

**c. Assessments**

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

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

**d. Alternative Placements**

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

**f. Least Restrictive Environment**

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

**h. Staffing Requirements**

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

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

**i. Student Discipline/Inclusion**

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

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

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

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

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

## **3. Complaints**

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

## **4. Funding of Special Education**

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

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

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

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

**\*Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

**Schools that are currently on MiSiS can disregard the above data requests.**

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture

all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

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

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

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

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

### **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

### **STANDARDIZED TESTING**

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

## **ELEMENT 4 – GOVERNANCE**

### **GENERAL PROVISIONS**

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils).

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, *Affiliated Charter Schools*, as they may be changed from time to time.

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

### **RESPONDING TO INQUIRIES**

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter

School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

### **NOTIFICATION OF THE DISTRICT**

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

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

### **STUDENT RECORDS**

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

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

## **STAFFING**

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

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

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

### **Certificated Personnel**

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

### **Classified Personnel**

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

### **Professional Development**

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.

## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

### **HEALTH, SAFETY AND EMERGENCY PLAN**

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

### **CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

### **SAFE PLACE TO LEARN ACT**

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

## **ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

### **NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

As a District affiliated charter school, Charter School shall continue to support the District's commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

### **FEDERAL PROGRAM COMPLIANCE**

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

## **ELEMENT 8 – ADMISSION REQUIREMENTS**

### **GENERAL PROVISIONS**

Charter School shall admit all students who wish to attend the school. (Education Code § 47605(d)(2)(A)). As an existing District school that has converted to a District-affiliated charter school, Charter School's first priority is to admit students who reside in the former attendance boundary of the school. (See Education Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its capacity, as determined annually by the District, the school will conduct a public random drawing/lottery. (Education Code § 47605(d)(2)(B)). Currently enrolled students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School shall have first admission preference and are thus deemed exempt from the lottery as well. (See Education Code § 47605(d)). The school will provide an admission preference for

prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Education Code § 47605(d)(2)(B)).

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

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District's School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school's former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area to gain enrollment prior to the school's conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School's lottery, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

### **SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM**

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

### **MAGNET PROGRAM**

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

### **McKINNEY-VENTO HOMELESS ASSISTANCE ACT**

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

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or

any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

## **ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

### **GENERAL PROVISIONS**

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.

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

### **GENERAL PROVISIONS**

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

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

Charter School shall comply with and implement the District's Discipline Foundation Policy and/or current equivalent policy.

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

Charter School knows and acknowledges that the District's Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all

due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

## **STUDENTS WITH DISABILITIES**

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

## **NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

## **OUTCOME DATA**

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

## **READMISSION**

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

## **GUN FREE SCHOOLS ACT**

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

### **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

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

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

### **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

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

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

### **ELEMENT 14 – MANDATORY DISPUTE RESOLUTION**

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



## **ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

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

## **ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES**

### **CLOSURE ACTION**

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

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

### **REVOCATION OF THE CHARTER**

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

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

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

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

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

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

### **CLOSURE PROCEDURES**

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

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

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

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

## ADDITIONAL PROVISIONS

### FACILITIES

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

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