



LOS ANGELES UNIFIED SCHOOL DISTRICT

Petition for Conversion to Affiliated Charter Application

Submitted by

**Knollwood Preparatory Academy
11822 Gerald Avenue
Granada Hills, CA 91344
(818)363-9558**

Original Submission:

March 20, 2012

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Introduction

Purpose

The Knollwood Preparatory Academy community is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (LAUSD or the District).

The purpose of the Knollwood Preparatory Academy, an affiliated charter school, petition is threefold:

- 1) First, it enables the school to build on its current strengths, facilitated by the efforts of its stakeholders including parents, students, teachers, community members, and business partners.
- 2) Second, it provides a focus through which the school offers a rigorous, enriched education program for a wide range of student needs.
- 3) Third, an affiliated chartered designation will enable Knollwood to aggressively implement a curriculum that not only meets, but also exceeds the academic standards established by the District. The Charter School curriculum will incorporate higher order thinking skills, project-based learning, multiple intelligences, and multimedia literacy across the instructional setting to intrinsically motivate students to develop a life-long love of learning. The rigorous multimedia approach to teaching and learning will emphasize discovery in all its forms as a key to student success. Through the use of innovative tools and strategies in the classroom, students will grow in their ability to effectively utilize their resources and in their understanding of their place in a global community.

Knollwood Preparatory Academy is a California Distinguished School. However as a Predominantly Hispanic, Black, Asian & Other Non-Anglo (PHBAO) school, Knollwood is increasingly faced with external challenges that threaten our ability to maximize student potential. Obstacles include: declining state and District budgets, growing class size, decreasing neighborhood enrollment, and fewer faculty and support personnel. These changes have limited our efforts to provide truly differentiated instruction to an increasing diverse student population: special needs, gifted and talented students, English Language Learners, students performing below grade level, and our typical learners who do not require additional services but deserve instruction to meet their needs. Our school is continually challenged to do more with less.

Changes such as these have affected us internally as well. We find that the resources to maintain our high performing school are not provided due to limited budgetary funds available. At the same time, we encounter mounting pressure to sustain and advance an academic program and teaching strategies to achieve even higher levels of student achievement. Status as an affiliated charter will provide Knollwood with means to

overcome some of these difficulties meeting and exceeding the goals established by the community so that every student reaches his or her potential.

Goals of the Knollwood Preparatory Academy

The primary goal for Knollwood Preparatory Academy is to provide an innovative instructional program that actively engages all children to embrace learning and to work to their highest potential. Knollwood wishes to accomplish the following:

- Maximize student achievement, based on state academic standards and additional assessment techniques, such as performance assessment, differentiated assignments, student-led conferencing, and self-assessment.
- Increase interactive multiple modality learning opportunities for all students with an emphasis on enriched learning experiences that are differentiated for subgroups, such as children identified below grade level, gifted and talented, with special needs, and English language learners.
- Promote the use of innovated teaching methods, the use of assessment data to meet the needs of our students, and to create a highly qualified staff through targeted professional development.
- Actively engage the Granada Hills community by taking part in opportunities to shape the learning environment and to contribute to the school's success.
- Articulate with community preschools, middle schools, and high schools to become an integral step in building the foundation for an outstanding public education.

Description of the School

Knollwood Preparatory Academy (the former Knollwood Elementary School) for grades pre-kindergarten through fifth grade is located at 11822 Gerald Ave, Granada Hills, CA in District 1 of LAUSD.

The Knollwood Preparatory Academy and It's Community

The Knollwood Preparatory Academy opened in 1959 and is located in the north central San Fernando Valley.

We currently have two state pre-school classes, three and a half kindergarten classes, two and a half first grade classes, two second grade classes, two and a half third grade classes, two and a half fourth grade classes, two and a half fifth grade classes, a Resource Specialist Program/Learning Center, and a Pre-school Mix Sp.Ed. class. We have a total of 382 students this year but we expect our enrollment to increase to 420 based on E-Cast demographics and lottery.

In the immediate geographic area of Knollwood, there are 10 private and public school options available for families that reside within a 3-mile radius of our school. Knollwood is essentially competing to maintain its status as one of the highest quality educational settings available for our community. Our intent is to preserve our diverse population while at the same time increasing our enrollment. We believe that by increasing our enrollment and continuing to have a diverse population which embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Demographic & Academic Achievement of Surrounding Schools

(Performance Meter 2010-2011)

LAUSD ELEMENTARY SCHOOLS	# of Students	Multi- Track School ?	Program Improve- ment?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free & Reduced Lunch	% Special Education Students	% of ELL Students	Major Ethnicity %, #1	Major Ethnicity %, #2	Major Ethnicity %, #3
Van Gogh	485	No	No	Yes	Yes	926	9	6	19%	11%	4%	White 43%	Latino 34%	Asian 11%
El Oro	512	No	No	Yes	Yes	889	8	3	29%	10%	12%	White 49%	Latino 32%	Asian 8%
Knollwood	364	No	No	Yes	Yes	867	8	8	46%	10%	12%	Latino 52%	White 20%	African American 10%
Tulsa	538	No	Yes	Yes	No	859	8	10	62%	12%	20%	Latino 61%	White 16%	African American 7%
El Dorado	595	No	Yes	Yes	No	759	2	3	84%	14%	51%	Latino 95%	White 1%	African American 1%
Herrick	679	No	No	Yes	Yes	815	5	7	88%	11%	45%	Latino 94%	White 3%	African American 1%
Castlebay	820	No	No	Yes	Yes	940	10	3	12%	9%	5%	White 44%	Asian 37%	Latino 10%
Granada	436	No	Yes	No	No	793	5	2	69%	20%	23%	Latino 56%	White 26%	Asian 6%
Danube	451	No	No	No	No	836	7	9	66%	17%	18%	Latino 69%	White 14%	African American 7%

Affirmations and Assurances

Knollwood Preparatory Academy shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation 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.

Element 1 – Description of the Educational Program

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

School Information

School name:	Knollwood Preparatory Academy
Address:	11822 Gerald Ave, Granada Hills, CA 91344
Telephone number	(818) 363-9558
Contact person:	Barbara Teller Cohen
The term of this charter:	August 2012 through June 2017
Grade configuration:	Pre-Kindergarten to grade 5, year one through duration of the charter
Number of students in the first year:	382 (additional 45 students will be State Pre-school)
Grade level(s) of the students the first year:	Pre-Kindergarten to grade 5
Scheduled opening date:	August 14, 2012
Admissions requirements:	School will follow standard district policy and guidelines on admission. See also Element 8: Admission Requirements.
Attendance requirements:	School will follow standard state and district policies and guidelines for attendance requirements; 76% of the student population will have an attendance rate of 96% by the 2013-2014 school year.
Operational Capacity:	Determined by the district based on the availability of classrooms.
Instructional calendar:	The instructional calendar will adhere to the district calendar.

Bell Schedule

The bell schedule for the Knollwood Preparatory Academy will be:

Standard Schedule

7:55	Warning Bell
8:00	School begins
10:00	Recess
10:20	End of Recess
12:00	Lunch
12:45	End of Lunch
2:30	End of day

Exceptions

1:30 is the end of the day on Tuesdays (banked professional development days).
On minimum days, lunch is served at the end of the school day.

If space is available, traveling students will have the option to attend.

Students the School Proposes to Serve

Currently, the school accepts children who live within our local school boundaries and a limited number of permits on a space-available basis. We also accept a limited number of open enrollment students. Some facts about the current and target population:

- Consistently exceeds established district Academic Performance Index (API) benchmarks and meets No Child Left Behind Act (NCLBA) requirements as it relates to student each year.
- Currently considered to be a high-performing school with an API of 863.
- 6% of students are identified Gifted and Talented compared to the district goal of 5%.
- Number of English Learner Students decreased 4% between 2009-2010 and 2010-2011 from 20% to 16% students.
- Special Education students currently make up 8% of the 2010-2011 population.

In the last five years, our enrollment numbers have fluctuated with an average of 400 students over that time period. Our target number of students for Knollwood Preparatory Charter is 482. We are relying on lottery selection to increase our student population.

Knollwood Preparatory Academy Mission and Vision

Knollwood Preparatory Academy provides a safe and supportive learning environment for all students with high academic and social standards that will produce responsible, life-long learners, able to succeed in a democratic and technological society.

Mission Statement

At Knollwood Preparatory Academy, our mission is to provide a safe, supportive, and enriching learning environment for all students with high, rigorous academic and social standards. Our goal is to provide our students with essential tools necessary in the ever-changing, technologically driven 21st century to instill a lifelong love of learning in concert with respect and a cooperative spirit.

Our Motto

Creating Learners for Tomorrow's World

Vision Statement

At Knollwood Preparatory Academy, our vision is part of a diverse school community, committed to providing an excellent, strong, and challenging academic program with high expectations for each student. We will create challenges to help each student realize their full potential through critical thinking and creativity in becoming lifelong learners.

- Creates an academic environment that encourages student ownership in the direction of their learning.
- Includes hands-on investigative learning with indoor and outdoor science labs, library and media labs, and offsite fieldwork.
- Highlights social and community values through a Social Studies program which helps nurture, build respect for community, and foster self esteem.
- Places an emphasis on multi-disciplinary, project-based learning that encourages our children to make connections between the curriculum and the real world, creating life-long learners.
- Integrate the arts, movement, health, and technology into a standards-based curriculum to create a balanced child capable of reaching his or her full potential with a whole-child developmental-approach.
- Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.
- Meaningfully involves all stakeholders – parents, students, faculty, administration, and local community partners – in the continuous improvement and success of the school.

Typical Daily Schedule at Knollwood Preparatory Academy

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
Announcements School-wide Assembly 8:00 - 8:15a.m.	<ul style="list-style-type: none"> •Morning Assembly held weekly; Principal, PTA, and Student Council announcements 	<ul style="list-style-type: none"> •Flag salute •Recognition of good citizenship and scholarship •School Activities (Egg Drop, Jump For Heart, Back to School Night, PTA activities, Food drive, Special Assemblies, Important dates in history, book fairs, Open House) 	<ul style="list-style-type: none"> • Engage all community members in one setting, consistently •Venue to dispense timely, critical initiatives (such as CST test prep, student code of conduct, and upcoming events) •Enlist broad-based stakeholder participation •Opportunity to celebrate and reflect on achievements
Language Arts Block/Independent Work Time 8:15 -10:00 a.m.	<ul style="list-style-type: none"> •Teaching standards-based content in flexible groups, enhanced with Treasures •Lecture/discussion •Direct teaching •Small groups rotations •Writing program with Treasures and Write from the Beginning •Thematic unit extensions •Universal Themes •Writing 	<ul style="list-style-type: none"> •Cooperative grouping •Differentiated curriculum for various learning groups •Accelerated Reader •Hands- on, inquiry based instruction •Literature circles •Flexible grouping •Triumphs •Library 	<ul style="list-style-type: none"> •Provide a stimulating, engaging and challenging environment for each and every student •Cross-disciplinary projects as means to enhance critical thinking and resourcefulness •Cross-disciplinary learning through the thoughtful use of technology to create an end product •Effective writing and speaking skills
Recess	<ul style="list-style-type: none"> •Sustenance 	<ul style="list-style-type: none"> •Recycling 	<ul style="list-style-type: none"> •Cooperative Play •Play Leaders

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
P.E./Health/Art/ Music 10:20-11:00 a.m.	<ul style="list-style-type: none"> • Teacher lead physical instruction • Supplemental YMCA play program <ul style="list-style-type: none"> • Health and Wellness • Learning through the arts, musicals, multicultural dances, studying paintings • Character Counts • Second Step • Too Good for Drugs • Weekly Music Lessons 	<ul style="list-style-type: none"> • Supplemental YMCA program • Arts Wheel 	<ul style="list-style-type: none"> • Full integration of arts and academics with real world examples • Students reach benchmark, proficient, or advanced levels of proficiency in District, state and/or teacher generated assessments • Students performances

Mathematics 10:40-12:00 p.m.	<ul style="list-style-type: none"> • enVision Math • Departmentalized instruction • Cooperative learning • Hands-on manipulatives • Technology-enhanced videos and quiz show • Pearsonsuccessnet.com 	<ul style="list-style-type: none"> • Flexible grouping • Hands-on equations • Marilyn Burns • Marcy Cook • Hundred's Day • Computer Lab 	<ul style="list-style-type: none"> • Students reach benchmark, proficient, or advanced levels of proficiency in District, state and/or teacher generated assessments • Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios
Lunch 12:00-12:45 p.m.	<ul style="list-style-type: none"> • Sustenance • Student Council 	<ul style="list-style-type: none"> • Recycling 	<ul style="list-style-type: none"> • Cooperative Play • Play Leaders

<p>Social Studies and Science Block</p> <p>12:45- 2:30 p.m.</p>	<ul style="list-style-type: none"> •Standards-based curriculum •Interactive/hands-on modalities to illuminate abstract concepts •These days alternate to allow for a concentration of activity on alternating days. 	<ul style="list-style-type: none"> •State and district standards-based curriculum •Foss •Aims •Scott Foresman •Interactive activities and models •Hands-on science in classroom •Science journals •Simulations 	<ul style="list-style-type: none"> •Cause and effect •Community outreach and partnerships with •Dairy Council •Food Drive •Jump for Heart •Field trips •Expert Visits
<p>Dismissal</p> <p>2:30 p.m.</p>			
<p>Afterschool Programs</p> <p>2:30 - 6:00p.m.</p>	<ul style="list-style-type: none"> •YMCA •After School Enrichment 	<ul style="list-style-type: none"> •Mad Science •Sky High Dance 	

Proposed Instructional Program

Framework and Teaching Methodologies

Knollwood Preparatory Academy's proposed teaching methodologies are framed around differentiated and experiential, or inquiry-based instruction through thematic units in a cooperative group setting. Supporting these methodologies, Knollwood teachers will utilize collaborative and departmentalized instruction within grade levels which may occur in the team teaching format. All our methodologies will be supported by authentic assessments based on California Common Core standards utilizing District, teacher-created, performance, and publisher assessments. This data will be used to help guide instruction, decide upon teaching methodologies, and select curriculum materials in order to improve student learning.

Adhering to the proposed instructional framework and teaching methodologies ensures Knollwood Preparatory Academy instructors can successfully meet the needs of all students which include these subgroups: GATE, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

Instructional Framework

Knollwood Preparatory Academy curriculum is based on the California State Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology and physical education. The curriculum will meet all LAUSD standards. We believe that powerful learning addressing the needs of our targeted population best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systemic direct instruction, guided practice and the application of skills through an expansive reading selection ensures that all students are exposed to district-mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well balanced learners. We believe that integrating these modalities will help our students become analytical as well as creative thinkers.

Teaching Methodologies

The teachers of Knollwood Preparatory Academy as well as the leadership team will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

- **Academic Rigor-** Teachers design lessons that are engaging and meaningful. Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. Students are held accountable for a firm understanding of these concepts.

- **Clear Expectations-** Teachers explicitly define and articulate the state standards in student-friendly language to ensure academic goals are attained. Descriptive criteria and models of work that elaborate these standards are displayed in the classroom.
- **Collaborative Groupings-** Teachers create small groups in order for students to interact with their peers. Students share their thinking to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork. This allows teachers to make observations and assess students while facilitating their work.
- **Criteria Charts/Rubrics-** These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Criteria charts/rubrics are based upon curricular standards and objectives. Students are able to understand and self-evaluate their own work and learning as they progress towards rigorous standards.
- **Direct Instruction-** Teachers provide carefully planned direct instruction to teach standards-based lessons. Teachers use a variety of modality techniques and multimedia appropriate to the developmental needs of their students to teach these lessons.
- **Guided and Independent Practice-** Teachers provide students with appropriate time to be successful at demonstrating their understanding of concepts or skills being taught with a variety of learning modalities and manipulatives in order for each student to achieve success.
- **Small Group Instruction-** Teachers create small groups to target students who need extra instructional time as well as preview and review.
- **Differentiated Instruction-** Teachers provide lessons and assignments within the core curriculum that allow students to perform at or beyond their academic level while maintaining or exceeding state standards.
- **Higher-Level Thinking-** Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom's Taxonomy such as synthesis, analysis, and evaluation. Teachers can tailor the curriculum to challenge students based on their interests and abilities.
- **Integration of the Arts-** Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance their students thinking and learning experiences.
- **Experiential Learning-** Teachers create opportunities for exploration of the major concepts through direct experiences. Students relate to the curriculum through play, field trips, labs, simulations, and experiments. It is through these

involvements that students can process, analyze, and conceptualize the curriculum and provide the ability to create new ideas.

Scope and Sequence to be Taught

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. All California common core state standards will be addressed with cross grade-level planning so students receive consistent instruction.

California Content Standards

All components of the Knollwood Preparatory Academy's curriculum plan to conform to math and language arts frameworks for California public schools. All instruction will be standards-based and assessed by the California standards tests as scheduled by the Department of Education and the Los Angeles Unified School District.

No Child Left Behind Act (NCLBA)

As an affiliated charter school of the Los Angeles Unified School District, Knollwood Preparatory Academy will comply with No Child Left Behind Act (NCLBA)

Enrichment for Grades K-5

Through the lens of the social sciences, Knollwood Preparatory Academy seeks to educate each student for success. Giving students connections to the past, their local community and the global community will help create a generation ready to make responsible choices.

Goals of Content Areas

The goals of content areas to be taught across the grade levels and the different subjects the school plans to teach have been outlined below.

Language Arts

- All grade levels receive a rigorous curriculum that addresses the state standards for language arts
- All grades have every student registered in our language arts series' website where parents and students have access to additional support and materials
- Students will use Thinking Maps© to organize their thoughts and make connections prior to writing
- Develop critical reading skills

- Develop reading, writing, speaking, and listening skills to support academic success across disciplines
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across the curriculum
- Apply vocabulary development in written, oral, and illustrated formats
- Use Write From the Beginning© program to promote advanced written products
- Write across all genres specific to grade level standards including narratives, summaries, response to literature, creative writing, poetry, expository writing, letters, and biographies
- Utilize the differentiated instruction options in Treasures
- Utilize the Wonders component of Treasures to address social studies standards
- To incorporate social studies in this academic area teachers will elaborate on the major themes found in writing and relate them to the historical period or significant impact that theme had on its intended audience
- Critique, justify, and theorize in compositions/writing across disciplines

Mathematics

- All grade levels receive a rigorous curriculum that addresses the state standards for mathematics
- All grades have every student registered in our math series' website, where parents and students have access to every lesson in the book such as practice work, enrichment work, practice quizzes, and videos that support understanding and show math used in everyday life
- All grades use manipulatives, games, and math tools to encourage a deeper understanding
- Develop mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
- Apply math skills to daily problem-solving situations and in collaborative groups

- Recognize relevant information and discern operations necessary to solve word problems
- Construct and strengthen understanding with math manipulatives and digital media
- Teachers will enhance mathematics using enVision enrichment materials and website, Marcy Cook, Marilyn Burns, Touch Math, and various websites used during computer lab classes
- Utilize differentiated instruction options in enVision Math
- To incorporate social studies in this academic area teachers will introduce students to various mathematicians, their contributions to mathematics, and the significance of that contribution to the society. Effort will be made to include examples from minority groups.

Science

- All grade levels receive a rigorous curriculum that addresses the state standards for science
- Our school uses the hands-on FOSS Science program that is well structured and engaging
- Use the scientific method to create a testable hypothesis, construct an experiment and evaluate the findings
- Develop a sense of responsibility to make eco-friendly choices and life-changes to improve our local and global community
- Continued planting and harvesting of the classroom garden plots
- Promote the use of student run compost bin
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels
- Utilize the differentiated instruction options found in FOSS
- Utilize the Wonders component of Treasures to address the science standards
- To incorporate social studies in this academic area teachers will introduce various scientists, their contributions to science, and the significance of that contribution to society. Effort will be made to include examples from minority groups.

- Utilize outside resources such as Cabrillo Touch Tanks and local community groups to enhance the science curriculum

Health and Movement

- Help students learn and apply concepts of good physical, social and emotional health, including nutrition and substance abuse awareness
- Our school uses MacMillan/McGraw Health & Wellness, Too Good For Drugs, and Second Step to provide a balanced health curriculum
- The physical education program provided to all grades follows the state standards, which the teachers implement. Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor skills, and self-esteem. These benefits can be achieved through a quality physical education programs. For optimum results programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers (*McKenzie, Sallis, Faucette, Roby, and Kolody, 1993*)
- Our physical education instruction is supplemented by the YMCA Psychomotor Program which provides weekly game and skills lessons utilizing Character Counts
- To incorporate social studies in this academic area teachers will stress the importance of empathy, fair play, encouragement, and teamwork.

History / Social Science

- All grade levels receive a rigorous curriculum that addresses the state standards for history and social science
- Promote an understanding of our place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- Relate historical events using critical thinking to find parallels and patterns
- Create an understanding of the cause and effect relationship to historical events
- Using role-play and interactive units, students will gain first-hand experiences
- The school produces a yearly patriotic music program

- Multicultural days are observed through many curricular activities such as Gold Rush town, Chinese New Year Parade with student-made dragon, etc.
- Teach how to interpret geographical and historical information to draw a conclusion
- Promote a positive multicultural attitude necessary to be a responsible citizen in the 21st century
- Create connections between different cultures based on such aspects as geography, culture, or language
- Create connections between the student and the past as well as the future

Technology

- All grade levels receive a rigorous curriculum that addresses the state standards for technology
- Our school is in the process of having each classroom updated with an ELMO and interactive white board technology
- All classes have computers and a printer, and most have computer pods for student use
- Each classroom has internet connectivity for increased research capability
- All students are given instruction in the computer lab on basic computer use including keyboarding skills, mouse skills, word processing and web browsing. (*“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event.” Heide-Hayes Jacobs, Educational Consultant 2007*)
- Upper grade students are given instruction on PowerPoint
- To incorporate social studies in this academic area, teachers will show the significance of technology as a means to change culture. Netiquette, acceptable use of technology at school and how to respond to cyber-bullying will be addressed.

Arts

- Students are exposed to the arts and learn to think creatively and solve problems by imagining various solutions and reject outdated rules and assumptions
- We have extensive programs that include all students

- Teachers work collaboratively to promote the four areas of art education: dance, music, theatre, and visual arts.

A dance education cultivates the critical capacities that foster a complex understanding of the world and its peoples and that educates and refines the capacity for sympathy. (*Martha Nussbaum, Ernst Freud Distinguished Service Professor of Law and Ethics, University of Chicago: Newsweek International, August 21 – 18, 2006; “Teaching Humanity”*)

Since music training supports the brain’s ability to process sights and sounds, it may help support emergent literacy skills for all students. Researchers at Long Island University found that music instruction over a three-year period increased children’s vocabulary and verbal sequencing ability—key components in the acquisition of reading and language skills. Since children are naturally drawn to music activities, music education may be a uniquely effective way to help develop their reading ability. (*Abigail Connors, early-childhood music specialist and author of 101 Rhythm Instrument Activities for Young Children, Gryphon House, 2004*)

Music is also based on mathematical principles and proportions. When young children sing even the simplest songs, they absorb elements of math, measured patterns of tones, rhythms, and words without realizing it. Several studies have confirmed this link. (*“When children learn rhythm, they are learning ratios, fractions, and proportions.” Professor Gordon Shaw at the University of California, Irvine*)

- We are in our fifth year participating in an arts wheel program so that every teacher has experienced having a master teacher of the four areas of art in 12-week rotations so that we are now considered teacher trainers
- We currently have a once-a-week music teacher that services classes in based on grade –level standards with an emphasis in correlating to the social studies standards

Intervention

- DIBELS system is used to specifically assess students’ knowledge to promote targeted interventions.
- Teachers work daily with at-risk students in small groups throughout the school day.
- We encourage community members and provide time for them to share their expertise with our students.
- Some teachers volunteer to tutor at-risk students after school.

Parent Communications

Ed Connect telephone and e-mail messages are relayed weekly from our principal regarding current events and concerns. Written bulletins are frequently sent home. School website and Facebook are updated with events.

Kindergarten Enrichment

Language Arts

- Write From the Beginning
- Accelerated Reader Program
- Read Across America
- Thinking Maps
- Plays
- Typing in computer lab in conjunction with Click, Clack, Moo
- Dr. Seuss Day
- Puppet shows
- Thanksgiving Feast
- Book Buddies

Math

- Marilyn Burns
- 100th Day Activities

Science

- Garden Boxes
- Aims and Foss Program
- Leo Cabrillo Enrichment Program

Social Studies

- Field trips
- Multicultural music and dance

Arts

- Art Works

First Grade Enrichment

Language Arts

- Write From the Beginning

- Accelerated Reader Program
- Thinking Maps
- Plays
- Poetry Books

Math

- Marilyn Burns
- 100th Day
- Math Keys
- Touch math

Science

- Garden Boxes
- Aims and FOSS Program
- Leo Cabrillo Enrichment Program

Social Studies

- Field trips to farms

Arts

- Art Works

2nd Grade Enrichment

Language Arts

- Students dramatize stories with small group re-enactments
- Students use art to illustrate vocabulary
- Students write letters to political leaders
- Typing in computer lab in conjunction with Click, Clack, Moo
- Dr. Seuss Day
- Spelling Bee
- Accelerated Reader

Math

- Students create models of equivalent fractions
- Students will apply problem solving skills to real world scenarios
- Students will measure physical objects on yard and classroom
- 100th Day Activities

Social Studies

- Field trips
- Plays with characters in history
- Guide dog puppy in training.
- Career day
- Olympic theme activities (every two years)

Science

- Garden Boxes
- Aims Program

Arts

- Art Works

3rd Grade Enrichment

Language Arts

- Students dramatize stories with small group re-enactments
- Students use art to illustrate vocabulary
- Students write letters to political leaders
- Accelerated Reader

Math

- 60 second sweep
- Hands-on Equations
- Multiplication challenge
- Students will measure physical objects on yard and classroom
- Pumpkin Exploration
- En Vision computer lessons

Social Studies

- Field trips
- Re-creation of Native American village

Science

- Garden Boxes
- Aims Program
- Leo Cabrillo Enrichment Program
- Egg Drop

- Pumpkin Exploration
- Recreation of solar system
- Force and motion marble tracks

Arts

- Art Works

Fourth Grade Enrichment

Language Arts

- Accelerated Reader Program
- Daily language and vocabulary
- Daily journals
- Write From the Beginning
- Thinking Maps

Math

- Hands-on Equations
- Cooperative/group problem solving
- Fraction flip chart
- Lattice Math
- En Vision Computer Lessons

Social Studies

- Field trips to Skirball, Autry Museum, and Getty Museum
- Gold Rush Town Re-enactment
- Historical Informal letters
- Earthmobile

Arts

- Art Works

Fifth Grade Enrichment

Language Arts

- Kaplan Prompts
- Write From the Beginning
- Jr. Great Books
- Accelerated Reader Program
- Oral presentations with and without PowerPoint

- Fables

Math

- Hands on Equations
- Project Based Math
- Cooperative/group problem solving
- Marilyn Burns
- Math online homework and websites
- enVision Computer Lessons
- GEMS
- Chess

Science

- Field trips to Griffith Park Observatory and Planetarium and Sepulveda Wild Life Basin
- Jason Science Live Events connecting students with world famous scientists and explorers
- NASA Lessons
- Webquest
- Independent Projects
- Squid dissection

Social Studies

- 13 Colonies Play
- Field trips to Skirball
- Earthmobile from the Science Center
- Blue Medal Music Center

Technology

- Students create PowerPoint presentations for academic subjects
- Webquests
- Video conferencing with experts

Arts

- Meet the Masters
- Art Works

How the Curriculum Addresses California Content Standards

All components of the Knollwood Preparatory Academy's curriculum plan conform to the frameworks for California public schools. Instruction will be standards-based and assessed by the California Standards Tests as scheduled by the Department of Education

and the Los Angeles Unified School District. Knollwood Preparatory Academy determines the extent to which they will implement District adopted curriculum and periodic assessments. Knollwood Preparatory Academy Governing Boards supports a well-established curriculum committee that is directly involved with the administration and School Leadership Committee in identifying and aligning curriculum, materials, instructional activities, interventions, and periodic, formative assessments aimed at meeting the California Content Standards in each subject area. Student learning is the focus of this committee's work. Knollwood, as an affiliated LAUSD Charter School, will follow the California State Frameworks and the California Content Standards for curriculum delivery and student learning. The specific scope and sequence of skills to be taught are derived from these frameworks and standards. Students will be tested and graded upon these standards. Knollwood will use the California Content Standards for English Language Arts, Math, Science, Social Studies, Health, and visual and fine arts as the primary source for developing lessons and focusing on student learning. Currently Knollwood uses the same textbooks as a typical LAUSD school.

How Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population.

Knollwood Preparatory Academy will address the needs of the entire student population by meeting and exceeding the state's standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the special needs of the charter's population.

- **Gifted/Talented Students:** Teachers will provide GATE students with lessons and assignments with tiered activities, high level, critical, and creative thinking and use anchor activities that can deliver differentiated instruction. This will include varied resource materials with meaningful, challenging, and complex programs. Students will be given a possible menu of assignments across the curriculum. We will also include specialized programs such as Hands-On Equations, Jason Science, and Jr. Great Books. The students will be given independent projects based on flexible interest groups. The independent projects will include opportunities for written and oral presentations with and without 21st century technology. As a result, the students will produce an end product with varying levels of depth and complexity.
- **English Language Learners:** Knollwood Preparatory Academy currently uses the LAUSD Master Plan for the Education of English Language Learners as a guide to provide opportunities for non-English speaking students to become fluent in and literate in English. Teachers will use the District Approved Reading Program to allow all students the opportunity to exhibit their understanding of the lesson. Students will be reclassified as they demonstrate growth. Each student that registers for school attendance receives the Home Language Survey as part of the forms parents of the enrollment packet. Included in the Knollwood enrollment packet is the "Instructional Program for English Language Learners" Parent Brochure published by LAUSD that informs parents of the different programs

available for English Learners as well as a description of the proficiency levels. Parents are informed at the time of enrollment based on the response to the Home Language that their child's English proficiency will be assessed using the be assessed using the CELDT to determine identification and eligibility for EL services.

Specific instructional strategies used to assist English Learners include the use of SDAIE, realia, Total Physical Response, Think Pair Share, Thinking Maps, cooperative learning, and scaffolding.

- **Special Education Students:** The District shall continue to serve the needs of special education students enrolled in the 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. Special education students are mainstreamed in the general education setting according to their IEP.
- **Underachieving/Non-proficient Learners:** will be provided intervention during independent work time in the classroom, before and after school, and/or Saturdays. Parents of low achieving students are invited to attend SST (Student Success Team) meetings with the classroom teacher and the principal where progress is discussed as well as ways in which to access community resources for additional assistance.
- **General Educational Population:** will meet the state standards/benchmarks through the lessons being taught, and we will provide the opportunity to participate in differentiated lessons. We will address our students' needs by providing rigorous academic coursework and using different modalities to ensure student understanding.
- **Disadvantaged:** Knollwood Preparatory Academy will ensure that all students are provided with the necessary tools to succeed academically. Our Knollwood PTA will help assist any family needs that arise.

Evidence That the Proposed Instructional Program Will be Successful with the Charter's Targeted Population

- Evidence shows that the proposed instructional program will be successful with Knollwood Preparatory Academy targeted population based upon data relating to Knollwood Preparatory Academy current instructional program and student population.
- With a focus on best practices in regards to the instructional program, Knollwood Preparatory Charter API has met district goals for the past five years. The API for 2010-2011 was 867. Over the past five years, our API has ranged from 833 to 867. That is one piece of evidence of our proven successful and rigorous instructional program.

- Each year, teachers have offered a challenging daily program of standards-based and differentiated instruction to give our students an opportunity to meet and exceed their levels of proficiency.
- Number of English Learner Students decreased 4% between 2009-2010 and 2010-2011 from 24% to 20% students, and 2011-2012 from 20% to 11% decreasing another 9%.
- All teachers, adhere to each individual student's IEP, as well as conduct SST's (Student Success Teams) for students who are unsatisfactory in academics as well as work habits or behavior issues. Our most recent DVR score was 98%.
- We are dedicated to identifying and addressing the needs of our gifted and talented and high achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, 8% of our population has been identified as gifted and talented and high achievement which exceeds the 6% District norm.

An integral part of Knollwood Preparatory Academy is a dedication to providing enriching experiences throughout the core curriculum. Knollwood's teaching staff, together with professional experts in science, language arts, social studies, the arts, and technology infuses excitement, motivation, and high interest into the learning experiences of each and every child at school regardless of a child's learning profile. Project-based learning will play an enormous role in the success of the targeted population.

Knollwood Preparatory Academy will select curriculum, materials and instruction activities according to District guidelines. Grade level suggestions will be discussed through the Curriculum Development and Review Committee of the Governance Council.

Textbooks or Other Instructional Resources to be Used

- California Treasures (ELD component included)
- Accelerated Reader
- enVision Math, including manipulatives, software, and supplemental equipment
- Marilyn Burns
- Hands on Equations
- FOSS Science
- Scott Foresman California Social Science
- Health and Wellness
- Second Step
- Too Good for Drugs

How the School will Recruit Teachers Qualified to Deliver the Proposed Instructional Program

Teachers will be recruited in accordance with District policy, procedures and collective bargaining agreements. Applicants will be asked to apply the accordance with Personnel Commission and District policies. (Refer to Element 5)

How the School will Provide On-going Professional Development

Professional Development will be an on-going component of Knollwood Preparatory Academy and an effective tool used to design the curricular needs of our students and teachers professional development issues, ideas, and products will be driven by the students' and staff's needs and interests, which are then forwarded to the School Site Council for formalization of appropriate training and products. Data analysis of test scores and formal and informal classroom assessments will identify specific areas of need in professional development. Knollwood Preparatory Academy professional development program will be subject to the approval, implementation, and scheduling by the entire staff. In addition, Knollwood Preparatory Academy will participate in both site level and district professional development activities. Professional Development and grade level planning meetings occur once a week.

While adhering to the number of state mandated instructional minutes, we would like the flexibility to combine our professional development time into larger blocks. These professional developments would be used at our discretion for the implementation of new instructional programs to better serve the needs of our population.

Academic Calendar/Sample Daily Schedule

Knollwood Preparatory Academy will follow the traditional academic calendar set forth by the Los Angeles Unified School District utilizing daily scheduling as follows: 8:00 - 10:00 a.m. language arts instruction, 10:20 a.m. – 12:00 p.m. math instruction, and last portion of the day for social studies, science, arts, and physical education. Please also refer to Typical Day chart on page 9 of this petition. We will adhere to the number of state-mandated instructional minutes set forth in E.C. 47612.5.

Timeline for Implementation

The academic program outlined in Element 1 will be implemented in the 2012-2013 school year if affiliate charter status is granted before the commencement of the school year.

How Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population and How the Program will Meet the Needs of Specific Student Populations

Knollwood will address the needs of the entire population by meeting the state's standards. Teachers will through differentiated instruction utilize a variety of instructional programs appropriate to the special needs of the charter's population.

General Educational Population

Knollwood Preparatory Academy will meet the state standards/benchmarks through the lessons being taught, and we will provide the opportunity to participate in differentiated lessons.

English Language Learners

Knollwood Preparatory Academy is committed to reclassifying English Language Learners up to a minimum of one developmental level each academic year. In each classroom containing English Language Learners, the English Language Development component of Treasures will be used. In addition to this, Write From the Beginning and Thinking Maps will systematically improve writing skills.

Socioeconomically Disadvantaged

Knollwood Preparatory Academy will ensure that all students are provided with the necessary tools and nutrition to succeed academically and socially. Our current student population includes 50% identified as socioeconomically disadvantaged and receive free or reduced meals. Inability or financial hardship will never exclude students from any school program or activity. Community donations and PTA provide any necessary aid regardless of economic status or advantage.

Gifted/Talented Students

We are committed to an educational program that provides all students with challenging, diverse, and educational experiences that will enable them to reach optimal development of their talents. Teachers will provide students higher level thinking skills and opportunities for them to interact with their peers and expand their reasoning skills and creativity through their specialized knowledge and interests. The students will be given expectations that will help them become self-motivated and independent learners.

Underachieving/Below Grade Level

Knollwood maintains high academic expectations for all students, with an emphasis on cooperative learning to maximize learning opportunities. Underachieving and below grade-level students will be provided small group intervention during school hours (Independent Work Time) and beyond the traditional school day. All students will have their individual needs assessed and addressed to strengthen academic achievement and to apply appropriate teaching methodologies.

Knollwood Preparatory Academy believes that individualized attention is vital to increase student achievement and recognizes that socioeconomically/disadvantaged students may require such individualized attention. Students identified as at risk may be referred to our Student Success Team (SST), where parents are invited to participate in order to address and make recommendations for additional assistance and to observe future progress.

Special Education Program

The District shall continue to serve the needs of special education students enrolled in the 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.

Prior to Los Angeles Unified School District (LAUSD) Governing Board approval, Knollwood Preparatory Academy will either execute a Memorandum of Understanding (MOU) by and between the Los Angeles Unified School District (LAUSD) and Knollwood Preparatory Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (SELPA) Local Plan for Special Education or provide legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD's MCD requirements.

1. Charter School Special Education Responsibilities

a. General Requirements

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

The 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 Charter School.

The 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 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 Charter School will maintain copies of assessments and IEP materials for District review. The 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 Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The 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 Charter School will participate in internal validation review (“DVR”).

The Charter School is responsible for the management of its, personnel, programs and services. The 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 Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

b. Transferring Students

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students’ IEPs immediately upon the students’ enrollment.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

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 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 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 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 Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe 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 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 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

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

The 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 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 Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The 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 Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The 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 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 Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. The 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 current District-wide average percentage of students with disabilities is 10-13%. The Charter School's outreach efforts should be geared toward aligning with the District-wide average. The 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 provide the Charter with MCD reports indicating range of services and number of students served at individual 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 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 Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the 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 Charter Schools including the District's Uniform Complaint

Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The 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 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 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. The Charter School will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

5. District Responsibilities Relating to 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 Charter School staff.

Modified Consent Decree Requirements

All 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 eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use 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 charter 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 12th Grade Students Enrolled on December 1, due at the end of June every school year.
- Knollwood currently uses the Integrated Student Information System (ISIS) as required by the MCD.

What it Means to be an Educated Person in the 21st Century

At Knollwood Preparatory Academy we know that we are preparing our students to succeed in a rapidly changing world. Technology and the greater globalization of industry are creating jobs that were not even imagined in the last decade. It is our goal to prepare our students for a future we cannot even begin to imagine.

Knollwood Preparatory Academy recognizes our responsibilities to our students, parents, and community to provide an educational environment that is both challenging and nurturing. We must work together to form a partnership focusing upon the importance of education in creating lifelong learners.

Learning best occurs when we create an educational atmosphere that challenges, inspires, and expands the abilities of our students. Teachers, parents, and our communities must unify to promote an ongoing thirst for education.

Students must become self-confident and self-motivated to become prepared and effective in the 21st century. The complexities of a “world economy” and technological advancements require our students to be flexible in critical thinking skills that have been mastered through problem solving, communication, and collaboration.

Knollwood Preparatory Academy is prepared to serve our students, parents and communities in meeting the exciting challenges of educating all our children. The school will provide a safe and supportive environment. Well-qualified teachers, support staff,

and diverse classrooms will provide every opportunity for each student with their individual needs to develop, promote, and insure success.

How Learning Best Occurs

Knollwood Preparatory Academy believes that learning best occurs when all stakeholders have a solid understanding of the common goal of educating each student. When each person at Knollwood Preparatory Academy considers themselves to be an important part of the learning community, then the nurturing of life-long learning can begin.

Element 2 – Measurable Pupil Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes of specified as goals in the school’s educational program.” Ed. Code 47605 (b) 5 (B)

Desired Outcomes of the School’s Instructional Program

- **Language Arts:** Students will be effective communicators, able to read, write, listen, and speak effectively as indicated by the state standards. Students will incorporate the language arts skills across the curriculum, through science inquiries, math journals, and social studies presentations. They will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.
- **Mathematics:** Through exciting, enriching, engaging hands-on activities, students will understand and apply reasoning, analytic, and symbolic processing, arithmetic and pre-algebra, as indicated by the state standards. Students will make the connections to real world problem solving to gain further understanding of the applications of math and apply concepts to new situations.
- **Science:** Students will become proficient by leading inquiry based experiments in the various branches of science, such as physical, life, and earth. Students will formulate their hypothesis and write experiments utilizing the scientific method as they engage in hands-on critical thinking experiments. Students will engage in hands-on critical thinking experiments that will enable them to make decisions and draw conclusions about the world they live in as indicated by the state standards.
- **History and Social Studies:** Students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights, origins, functions, and governments of various populations. Social Studies will be used across the curriculum to enhance global awareness and create a greater understanding of their place in the local and global communities.
- **Technology:** Students will use word processing, internet research, online math resources, video recording, and other applications to enhance the core curriculum and prepare them for a technologically advanced society. Students will be familiar with various applications to accomplish goals in all other disciplines, such as spreadsheets, visual and audio animations, Photoshop, PowerPoint, etc. Students will understand the use of current technology and its real world applications.

- **Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theater, and dance. This will be promoted through an academic curriculum intertwined with enrichment instruction by specialists and field trips.
- **Physical Education:** Students will build a healthy and balanced body and mind through various sport activities/drills that follow the physical education standards with dedicated time for psychomotor skills development.

Cultivating Lifelong Learners

Knollwood Preparatory Academy has always believed that schools must incorporate social and community ethics and values. An important objective of the Knollwood curriculum is to enable our students to function successfully in our school setting and to teach them the social values to succeed in the community. Outcomes to be measured will include: social development and attitudes, interaction with others, the ability to utilize self-evaluation, and the ability to use appropriate conflict resolution and anger management strategies. These outcomes will be measured within the framework of positive discipline and staff and student observation. They will be reported in the learning and social skills portion of the progress report using the LAUSD scoring rubric. Additionally students at Knollwood Preparatory Academy will develop lifelong learning skills, which include:

- **Leadership, Collaboration and Cooperation:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level.
- **Goal Setting:** Students will learn to set their own short-term and long-term social and academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community.
- **Critical Thinking and Problem Solving:** Students will learn to be effective problem solvers and will develop critical thinking skills appropriate to their level.
- **Self-Discipline:** Students will learn to control their behavior at all times and will respect and uphold the values of the community.
- **Citizenship:** Students will learn and utilize their civic rights and responsibilities, and will have an appreciation of their impact on the school, local, and global communities.

Specific and Realistic Achievement Targets

Academic Performance Index/Adequate Yearly Progress/CST scores.

As a LAUSD neighborhood school with affiliated charter status, Knollwood Preparatory Academy's achievement shall be measured and scrutinized in the same manner as any

typical elementary school that is part of LAUSD using the CST as a measure to determine growth and achievement. Periodic benchmark assessments are used to evaluate student learning in English Language Arts, Mathematics, and Science (4th and 5th grades). The California Department of Education Provides API reports as a part of its Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for state and federal accountability subgroups. Knollwood Preparatory Academy School will rely on the State of California to provide API information for this charter implementation.

The API is used in meeting state requirements and as one of the federal AYP (Adequate Yearly Progress) requirements under NCLB. According to the state of California, all schools will meet the API goal of 740 for the 2011-2012 school year or for schools at or above 740 increase by 1 point from the previous year. The API goal for 2012-2013 is 770 or for schools at or above 770, show a 1 point growth from the previous year. However, Knollwood has always set its goal to the state target of 800. Knollwood has experienced the ability to meet State requirements since 2005. In 2010, 66.1 % of students scored proficient or advanced in ELA and 71.9 % of students scored proficient or advanced in Mathematics. In 2011, we experienced a percentage increase scoring at 67.1 % proficient or advanced in ELA and 77.8% proficient or advanced in Mathematics.

CST Year	API
2007	839
2008	833
2009	833
2010	856
2011	867

Each year Knollwood Preparatory Academy will set a target of maintaining API above the state target and strive to increase the previous year’s score by at least one point. For each numerically significant subgroup scoring below 800 an increase of two points per year is the goal.

Students at Knollwood Preparatory Academy will demonstrate their knowledge and skills through an array of assessments; including but not limited to teacher created and commercially available performance assessments, diagnostic assessments, formative, and summative assessments. The students will also be expected to demonstrate proficiency on district and state assessments including the CST.

Knollwood Preparatory Academy knows that ongoing assessment is key to early intervention. Our goal is to meet the requirements of No Child Left Behind, which directs that each subgroup of students will reach proficiency levels in English Language Arts and Mathematics. Data from each subgroup of students will be collected and studied by the teachers at grade level meetings and by the administration in an on-going basis throughout the year. All pupils must demonstrate proficiency status to be considered as meeting NCLB requirements. The state of California has set a proficiency target of 24.4

% in ELA and 26.5% in Mathematics. According to the department of education, all subgroups have met their AYP.

Knollwood will continue to have students show the extent of their learning through portfolios, teacher observation, student journals, work samples, homework assignments, checklists, rubrics/criteria charts, teacher-created tests, publisher provided criterion referenced tests as well as through performance based assignments. Students will be graded using the LAUSD scoring guides for Kindergarten through 5th Grade, using the 1, 2, 3, and 4 point scale. Kindergarten through 5th Grade will continue to use the LAUSD report card. Parents will be informed on student progress three times per year with the LAUSD report card. Additionally, parents of students working below grade level will receive warning notices for each reporting period.

Parent conferences will be held twice per year. Parents will learn about grade level and teacher expectations via Back to School Night to be scheduled at the beginning of each year. Open lines of communication will exist in a variety of ways including newsletters, handouts, family math letters and games, and monthly calendars.

In order to have all students become successful, the principal and teachers will compile a running record of students at risk, or scoring basic, below basic, and far below basic. This list will be used to assist the grade levels in team planning during grade level meetings, to help support the students learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress throughout the student's elementary experience. It is the goal of our instructional program to have the students score at or above benchmark level on quarterly assessments as well as the CST to be removed from our list.

Teachers will provide GATE students with lessons and assignments that will encourage these students to strengthen their cognitive thinking skills. They will be asked to demonstrate their comprehension and thorough knowledge of each subject by defining, describing, and identifying what they have learned through analysis and synthesis of this information. Additionally, the students will present an outcome whether verbal, written, arts-based, or technology-based at their appropriate academic level.

The academic achievement outcomes to be measured by Knollwood Preparatory Academy will focus on students development of basic skills and conceptual understanding of the four core content areas of English Language Arts, Mathematics, Science, and Social studies (in addition to ESL for qualifying students). Outcomes will include knowledge acquisition, problem solving, and reasoning skills in each of the core content areas. The measurable outcomes in all academic areas will be aligned with the California State Standards.

Frequency and Methods by which Students are Assessed

Knollwood Preparatory Academy School believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. As mandated by No Child Left Behind, we

are committed to ensuring that each child reaches his/her proficiency level in the areas of language arts and mathematics.

Prior to the new school year beginning, each teacher receives a class list of their incoming pupils. We analyze their data from the prior year and formulate an instructional agenda based on the perceived needs of each student.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade level collaboration. Additionally, administration examines and discusses data on an ongoing basis throughout the year with teachers.

Periodic Assessments

Knollwood Preparatory Academy shall determine their development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Knollwood Preparatory Academy may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Standardized assessments may include, but are not limited to: CST written in English (yearly), CELDT (yearly), Treasures data (every 6-8 weeks), district math periodic assessments (three times a year), literacy periodic assessments (three times a year), DIBELS (K-3 three time a year), and district science assessments (4th & 5th grade 3 times a year). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test. Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-devised test, teacher observations, checklists, anecdotal records, publisher provided criterion-referenced test, and projects. Also known as performance assessments, they allow for meaningful application of essential knowledge and skills.

Individual classroom teachers will be primarily accountable for assessing their students' progress with regard to grade-level work and content standards. In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction.

Element 3 – Means to Assess Pupil Progress

“The method by which pupil progress in meeting those pupil outcomes is to be measured” Ed. Code 47605 (b) (5) (C)

Methods for Assessing Attainment of Student Outcomes

SUBJECT	SKILLS AND STRATEGIES	ASSESSMENTS
<p>Language Arts / Writing</p>	<p>Critique, justify, and theorize in compositions writing across disciplines</p> <p>Defend, critique, and illustrate in oral and written formats.</p> <p>Apply vocabulary development in written and oral format.</p> <p>Demonstrate critical thinking skills specific to upper Blooms Taxonomy</p> <p>Inquiry-based research projects aligned to thematic teaching in various disciplines.</p> <p>Creative writing: stories and poetry.</p> <p>Thinking like a disciplinarian – emulating masters</p> <p>Select appropriate Thinking Map for independent writing</p> <p>Use Thinking Maps to create a written product.</p>	<p>State mandated tests</p> <p>Periodic assessments</p> <p>Teacher-developed assignments, tests, and activities.</p> <p>Write From the Beginning rubrics</p> <p>Publisher’s assessments</p> <p>Daily journals</p>
<p>Language Arts / Reading</p>	<p>Synthesize and evaluate thematic literature tied</p>	<p>State mandated tests</p>

	<p>across disciplines.</p> <p>Discern relevant information after careful examination and exploration of text.</p> <p>Distinguish between fact versus fiction.</p> <p>Understand cause and effect and hypothesize based on altered facts.</p> <p>Develop critical reading skills.</p> <p>Select and evaluate material while participating in a leveled individualized reading program.</p>	<p>Periodic assessments</p> <p>Teacher-developed assignments, tests, and activities.</p> <p>Publisher's assessments</p>
Math	<p>Apply math skills to daily problem solving situations.</p> <p>Recognize relevant information and review process by checking work.</p> <p>Discern operations necessary to solve word problems.</p> <p>Connect math to other disciplines</p>	<p>State mandated tests</p> <p>Periodic assessments</p> <p>Teacher-developed assignments, tests and activities.</p> <p>Publisher's test</p> <p>On-line tests</p>
Science	<p>Hypothesize and develop inquiry based experiments</p> <p>Use hands- on</p>	<p>State mandated tests</p> <p>Periodic assessments</p> <p>Teacher-developed</p>

	<p>experiments to further research and prove/disprove conjectures.</p> <p>Integrate science and writing by using the Kaplan prompts.</p> <p>Products and life changes to better our local and global community.</p>	<p>assignments, test and activities.</p> <p>Journals</p> <p>Exhibits and presentations</p>
History / Social Studies	<p>Understanding timelines</p> <p>Analyze historical information</p> <p>Analyze different points of view and ethics</p> <p>Finding parallels and patterns</p> <p>Critical thinking and reading skills</p> <p>Interpreting information to draw conclusions</p> <p>Using role play drama and interactive units to gain first hand experiences</p>	<p>Teacher-developed assignments, tests and activities</p> <p>Publisher's tests</p> <p>Portfolios/Journals</p> <p>Exhibits and presentations</p>

In-house Benchmark Assessments

Methods by which student progress is measured includes authentic and standardized assessments:

- **Authentic Assessments:** Authentic assessments are on-going and can better evaluate the child over time and in a variety of settings. Examples of authentic assessments are teacher developed assignments and activities, homework,

anecdotal records, journals, work samples, grade level and teacher developed tests, rubrics, criteria charts, short term and long term projects, and learning contracts.

- **Standardized Assessments and How Data Will Be Used:** California Standards Test (CST), California English Development Tests (CELDT), Treasures assessments / fluency, Literacy Periodic Assessment (LPA), DIBELS, District Math Assessment, District Science Assessments for grade 4 and 5, and Writing Assessment for grade 4.

State Mandated Testing

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

As is required by the state charter law, Knollwood Preparatory Academy will conduct the state pupil assessments required pursuant to Section 60602.5, including the California and Federal Standardized Tests.

How Data Will Be Used

Knollwood Preparatory Academy values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the schools progress and to establish future goals and interventions. Specific examples of this include:

- Data from combined assessments is evaluated continuously by teachers and administration in order to meet each student's educational needs. Data is also used to identify and prioritize professional development priorities as well as to provide topics for discussion during grade-level planning.
- District assessment results and authentic assessments are communicated to parents by the teaching staff throughout the year.
- School wide data is also shared in a public forum at monthly governance meetings, in order to discuss upcoming program development and intervention priorities.
- Data regarding our SLL's is shared at ELAC meetings. Data from CELDT is communicated to parents.
- MYDATA will be available for immediate access, to grades, scores, and attendance. Instantaneous access to this information provides all stakeholders the

ability to monitor student performance and academic growth. In addition, intervention can take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective professional development program on an on-going basis.

Identification of Grading Policy

Individual classroom teachers will be primarily accountable for assessing their students' progress with regard to grade-level work and content standards. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by assessments aligned to the state's standards.

Student progress toward achieving the school's desired grade-level standards will be communicated to parents by providing immediate feedback on class assignments and homework assignments as well as by means of the unsatisfactory progress report and regular conferences with the student's teachers.

Proficient levels of the district and state standards are summarized on the progress report that was introduced by the LAUSD in the 1999-2000 school year. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

Progress is reported to the parents three times annually using the LAUSD Progress Report. Additionally, parent conferences are conducted as needed throughout the year.

Element 4 – Governance

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement” Ed. Code § 47605 (b) (5) (D)

Petition for Affiliated Charter Status

Knollwood Elementary School is an elementary school grades preK-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Knollwood Preparatory Academy. As an Affiliated Charter, Knollwood Preparatory Academy shall follow all established LAUSD policies and guidelines.

Knollwood Preparatory Academy Governance Council

The Knollwood Preparatory Academy is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Knollwood Preparatory Academy. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. 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, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that Knollwood Preparatory Academy changes from affiliated charter status to independent charter status, Knollwood Preparatory Academy and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Knollwood Preparatory Academy changes its status to an independent charter school, Knollwood Preparatory Academy shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

Knollwood Preparatory Academy shall maintain a Governance Council that will be the chief site-based decision-making body for the school under the authority of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Knollwood Preparatory Academy, which can be revised as approved by LAUSD.

The Governance Council shall meet at least once a month during the traditional school year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings. Subject to LAUSD policies and procedures, the Council shall have authority for aspects of its operation including, but not limited to the development and implementation of policies related to curriculum, personnel consistent with District policies and procedures and

collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage (within District policy), use of the school site (within District policy), safety, discipline, charter revision subject to District approval, dispute resolution(within District policy), appointment of school representatives to external organizations, and interactions with LAUSD. It will be the Governance Council's responsibility, to perform a school evaluation based upon the measurable goals and terms outlined in this charter.

The Governance council shall not have control over personnel hiring decisions. Knollwood Preparatory Academy will have a separate Staff Selection Committee for the selection of administrators (with District 1 involvement), clerical staff, custodial staff, classified staff, and certificated teaching staff.

The Selection Committee will be made up of the principal or designee, the UTLA chapter chair or designee, one parent jointly elected by the members of the Governance Council, the Compensatory Education Advisory Committee (CEAC), and the English Learners Advisory Council (ELAC), and two teachers elected by their peers,

The seventh member of the Selection Committee is flexible and temporary. The seventh member is chosen from and by that category of employee being hired. If a classified office position is open, then the seventh member will be elected by the office staff to serve on the committee to fill that open position only. If a teaching position opens, the seventh member will be elected from the teachers of the grade level where the opening exists. The grade level teachers elect the seventh member.

The Staff Selection Committee members serve a term of one year. The committee's responsibilities are as openings occur: to meet, gather job descriptions, generate questions, review resumes and eligibility lists, determine which candidates will be interviewed, and conduct interviews. Afterwards, the committee meets and discusses candidates. In a group setting, each member votes by secret ballot for the candidate of his/her choice. The votes are counted in the open group setting. Finally, the principal makes the job offer to the chosen candidate.

Process which Ensures Staff, Student, and Other Stakeholder Involvement

Parents play a very active role in our school, and the success of Knollwood Preparatory Academy depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Knollwood Preparatory Academy, their participation will help to fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school's Governing and Executive Committees, including but not limited to budget, bylaws, and curriculum, school safety, staff selection, technology, discipline and professional development.

Parents attend monthly parent meetings where they elect their own officers and representatives, and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis, and problem solving.

Methods by Which Schools Consult with Parents and Teachers Regarding School's Educational Programs

School Governance

Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue meeting the unique and changing needs of each Knollwood student. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts and ConnectEd), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 24 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply with all Brown Act requirements. Minutes of meetings will also be posted in a public area, on the school campus, and on the website.

As a separate entity from Knollwood Preparatory Academy, the Knollwood Preparatory Academy PTA shall maintain liability insurance sufficient to cover any and all PTA sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the District's Division of Risk Management & Insurance Services. Knollwood Preparatory Academy will conform to and operate under the District's Donation Policy (Policy Bulletin No. 1633). PTA shall work collaboratively with Knollwood Preparatory Academy to further the educational program of the School.

PTA is a non-profit 501c (3) California Corporation.

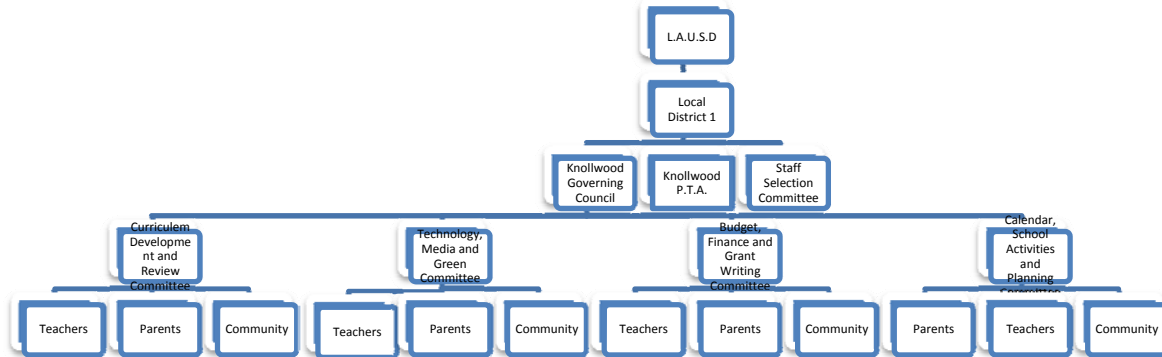
Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, Parent Education, weekly written correspondence, and the monthly PTA meetings. Knollwood also announces opportunities using email blasts, via its website, and by automated phone calls (ConnectEd). Teachers communicate during weekly collaboration meetings, professional development meetings, and regular faculty

meetings. Without the parents' support, Knollwood would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Knollwood's enriched education program. A parent's inability to participate does not impact admission for enrollment.

Decision-Making Process and Organizational Chart

Knollwood's School Governing Council will be a consensus-oriented, site-based decision-making body for Knollwood Preparatory Academy. It will have the responsibility for allocating categorical block grant resources and setting the site-based policies and procedures to achieve the school's program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Council shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Council. In the event of a tie vote, further discussion and research will take place until there is a majority vote. Any stakeholder can bring new business before the Governing Council by bringing the matter to the attention of the principal, a member of the Governing Council, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Knollwood Preparatory Academy.



Compliance with all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes

Knollwood Preparatory Academy will comply with the Brown Act.

Members of the Knollwood Preparatory Academy governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

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

Knollwood Preparatory Academy's Relationship with District/County

The Knollwood Preparatory Academy Governing Council will work collaboratively with the Local District and District to determine the applicability of District policies and procedures to Knollwood Preparatory Academy. Knollwood will continue its operation as a fiscally affiliated charter school. Knollwood Preparatory Academy will work collaboratively with the District to ensure all programs, services, and future needs are funded.

Process for Amendments to Charter

Knollwood Preparatory Academy reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the Knollwood Preparatory Academy Governing Council. Any material revisions to the charter must be submitted to the LAUSD Board of Education for approval. Knollwood Preparatory Academy will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Knollwood Preparatory Academy, a California Distinguished School, is currently a high-achieving elementary school in Local District 1 and will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of LAUSD, both in addressing the implementation of innovative curriculum and instructional techniques, and in supporting those students who may need additional attention and intervention to succeed. We do this by providing additional educational resources such as:

- Targeted instruction by certificated professional for identified students not meeting Benchmark
- Class-size reduction teachers
- Additional support by paraprofessionals

All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation of parents, teachers and administrators as stakeholders in the educational process.

Articles of Incorporation and Bylaws of Nonprofit Corporation

Since we are applying to convert to an affiliated charter school, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have however submitted the Bylaws of the Governance Council (Appendix 1).

Selection Process of Council Members and Relevant Governance Council

Members of the Governance Council shall serve a one year term. The voting members of the Governance Council shall include representatives from the school's various constituencies.

5 staff members and 2 alternate teacher representatives, who shall be elected from and by the credentialed teachers employed at the school, which will include:

The Principal

UTLA Chapter Chair

Two Certificated Representatives (to be elected by certificated staff)

One Classified Representative (to be elected by classified staff)

Two parent members (to be elected by parents of Knollwood)

There shall be up to four (4) alternate parent Council representatives designated. The "First" alternate shall be the alternate with the most votes as compared to the other alternate(s). All vacant seats shall be filled within one month by a special election called by the Chair.

Executive Committee

Knollwood Preparatory Academy will have an Executive Committee comprised of the principal, UTLA Chapter Chair or designee, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately.

Knollwood shall comply with LAUSD's policies and regulations regarding ethics and conflicts of interest in their decision making process.

Role of Committees

Committees shall be formed to research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making and provide a more effective way of communication.

Committees may include but are not limited to:

- Curriculum Development and Review
- Budget, Finance, and Grant Writing
- Technology and Green
- Student Activities, Planning, Communication, and Community Outreach

Other committees will be formed as the need arises.

Additional committee members will be volunteers based on interest and expertise. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Governance Council Chair and/or the Governance Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Knollwood Preparatory Academy Governance Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times and all committees will comply with the Brown Act.

Grievance Procedure for Parents and Students

As a District affiliated charter, Knollwood Preparatory Academy, shall comply with the District's Grievance Policy and procedure for the Parents and Students.

LAUSD Charter Policy

The Knollwood Preparatory Academy will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.

Responding to Inquiries

Knollwood Preparatory Academy shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Knollwood Preparatory Academy acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Knollwood Preparatory Academy.

Audit and Inspection of Records

Charter school agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter school is subject to district oversight.

- The district's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of the charter school.
- The district is authorized to revoke this charter for, among other reasons, the failure of the charter school to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the district hereby reserves the right, pursuant to its oversight responsibility, to audit charter school books, records, data, processes and procedures through the district Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of school financial information.
- The school's debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- The school's enrollment process.
- Compliance with safety plans and procedures.
- Compliance with applicable grant requirements.

The Knollwood Preparatory Academy will cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days notice to charter school. When 30 days notice may defeat the purpose of the audit, the district may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste or the district receives fraud or abuse related to the charter school operations, the charter school will be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

Element 5 – Employee Qualifications

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

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU, if duly executed by Knollwood Preparatory Academy and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by the parties, will supersede.

Process for Staff Selection

Knollwood Preparatory Academy believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Knollwood Preparatory Academy will follow all district personnel policies and practices. The school retains the right to select and evaluate paraprofessionals, teaching and administrative staff, including the coordinator, the special education teachers, the resource teacher and the full inclusion specialist.

As an affiliated charter school of the Los Angeles Unified School District, Knollwood Preparatory Academy will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

The Charter will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with state legislation, Title I, and No Child Left Behind legislation. The district will monitor all credentials. At the close of each school year, the principal will evaluate the faculty consistent with district policy.

Knollwood Preparatory Academy will continue to recruit qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.) consistent with district hiring policies and will staff programs, which will attract and serve English Language Learners.

Personnel

Knollwood Preparatory Academy shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any 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, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

While Knollwood Preparatory Academy recommends employees through an interview process and in accordance to district and personnel commission policies, the district is the employer and all candidates must be processed through the district.

As an affiliated charter school, Knollwood Preparatory Academy will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD. All employees will be compensated according to district contracts and the respective collective-bargaining agreements. Staff is subject to district decisions regarding reduction in force and layoffs.

Knollwood Preparatory Academy will abide by district policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendation to the local district superintendent who will make the final decision. Personnel is subject to district decisions regarding reduction in force, mandated furloughs, layoffs, and any other district personnel decisions regarding salaries, classifications and assignments. Knollwood Preparatory Academy personnel will consist of persons who are committed to the Knollwood Preparatory Academy's philosophy. Selection of Certificated and Classified Personnel (to include teachers, administrators, support personnel, office manager and staff, cafeteria manager and staff, and custodial personnel) will be conducted as follows:

The selection process will include the following steps in accordance with district policy and collective bargaining agreements

- Obtain district job description
- Announce opening(s)
- Recruit applicant(s)
- Request an application, resume, references, records of experience, credentials, licenses, etc.
- Verify previous employment
- Final teacher candidates will be interviewed by the Selection Committee (Element 4) using questions specifically directed to the applicant's understanding. The selection of the top candidate will be recommended.

Procedure to be used for Adequate Background Checks

LAUSD, as the official employer of the staff at Knollwood Preparatory Academy, will conduct all background checks required of all employees. Knollwood Preparatory Academy, will abide by all LAUSD union contracts and collective bargaining agreements with regards to privacy and permissibility.

District will verify:

- Medical clearance: proof of medical exam and TB testing.
- Fingerprinting. Applicant will submit prints that will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law.
- Check for employment eligibility, including authorization to work in the United States and require child-abuse sign-off.

Selection of Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Knollwood Preparatory Academy will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Knollwood Preparatory Academy campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

With regard to selection, the Knollwood Preparatory Academy will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree and Office of Civil Rights guidelines. Credentialed teachers interested in filling a position will be asked to submit a resume plus letters of recommendation from former employers or other references. An applicant who is being considered for selection will be interviewed by the Staff Selection Committee of the Governance Council. Members of this committee will prepare questions specifically directed to the requirements of the position.

The committee will be authorized to determine, by consensus, which applicants will be hired. When an applicant is selected, he or she must be processed through the district. The Governance Council will appoint a Staff Selection Committee made up of members of the committee which will select the School staff.

In the event a qualified credentialed teacher on staff with Knollwood Preparatory Academy requests a Job-Share position with another qualified credentialed teacher, the position must be approved by the school administrator and LAUSD. The days and hours assigned to each teacher will be in the best interest of the students.

Selection of Administrator(s)

Knollwood Preparatory Academy will abide by district policy, procedures, and collective bargaining agreements for employee selection. The prospective administrators will be interviewed by the Staff Selection Committee, who will make its recommendations to the local district superintendent for administrative candidates. Credentialed administrators will be recommended to the local district superintendent for final determination. All administrative positions at Knollwood Preparatory Academy will be filled in accordance to district and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Prior to District initiated transfers of administrators, the Charter requests the opportunity to petition the district to retain the administrator.

Selection of Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, Knollwood Preparatory Academy 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 Knollwood Preparatory Academy, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, Knollwood Preparatory Academy will have autonomy in assigning positions to specific working basis.

Classified Personnel will meet all District personnel requirements for their specific position.

The exceptions for Classified Personnel are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

Selection of Substitutes

Knollwood Preparatory Academy will establish and maintain a list of qualified district-approved substitutes who will be contacted as needed. All substitute teachers will be credentialed teachers.

Certificated Personnel – Job Descriptions

- Provide a quality, enriched, and integrated curriculum

- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective room environment that reflects and facilitates the academic program
- Provide peer assistance to fellow teachers
- Continue to work on professional growth
- Actively strive for continuous and open communication with parents
- Regular, punctual attendance
- Professionally attired

Administrator(s) – Job Descriptions

- Ensure effective collaboration with the Knollwood Prep Charter Governance Council
- Oversee the business practices of the school
- Attract new resources to the school
- Oversee the instructional program
- Provide opportunities for professional growth
- Facilitate communication among staff, parents and community
- Assist with student discipline
- Assist with scheduling when necessary
- Regular, punctual attendance
- Professionally attired

Principal Essential Functions

- The principal will be responsible to the LAUSD Local District 1 Superintendent and the Knollwood Preparatory Academy Governance Council
- Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students
- Provides leadership for and facilitates collaboration with all stakeholders on the writing of the school plans, self-study, and program quality reviews and on identifying goals for student achievement and standards for assessing the outcome of these goals
- Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with federal, state and district guidelines
- Develops the partnership among students, parents, community members, teachers and support staff that will enable the Knollwood Preparatory Academy to become a learning community with high expectations and achievement for all students
- Works enthusiastically with the Knollwood Preparatory Academy to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions

- Educates all students and demonstrates improved student achievement with standards-based instruction, focused learning opportunities, and appropriate use of all resources
- Evaluates the performance of certificated and classified personnel assigned to the school site
- Maintains a school climate that ensures the safety, health and welfare of students and personnel; organizes and implements an emergency operation plan; and complies with mandated child abuse reporting procedures
- Provides staff development and training for all stakeholders to improve student achievement
- Establishes and enriches the state standards

Classified and Other Personnel – Job Descriptions

- Teacher Assistants will assist with instruction and will assist the teacher with other classroom duties.
- Office personnel will perform daily school business.
- Other personnel will perform duties as described by the administration team.

Plant Manager and Custodians

The plant manager and all custodians will be employees of the District and will be assigned to Knollwood Preparatory Academy. They will perform the maintenance and operations for the school.

Parent Volunteers

The developers of the Knollwood Preparatory Academy recognize that it will not succeed without relying upon the community and its resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community ownership of the school: local residents, business people, community leaders and especially parents. They must be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, the Knollwood Preparatory Academy will continue partnership with many institutions. The school's primary partnerships are with the local community, the PTA and a number of other community groups and agencies. The strengths and resources of these institutions will greatly enhance the quality and variety of programs at the Knollwood Preparatory Academy, improving the School's ability to positively impact the students and community now and in the years to come.

Professional Development

In addition to any District-mandated professional development, Knollwood Preparatory Academy shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development

required by the District for newly-adopted curriculum selected by the Knollwood Preparatory Academy will, in turn, be funded by the District consistent with its practice for other District schools.

Measures of Assessment of Performances

Good performance will be acknowledged, rewarded, and replicated, if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance measures to assist in evaluation follow:

Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. The principal or assistant on a yearly basis using the LAUSD standard evaluation form will evaluate special education assistants. Teachers will be evaluated according to Stull or any future evaluation programs approved by LAUSD and any collective bargaining units involved. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. The Local District Superintendent or designee will evaluate administrators.

Criteria for Principal Accountability

- Communication Dimensions
- Decision-Making Dimensions
- Management Dimensions
- Interpersonal Dimensions
- Personal Dimensions

Criteria for Teacher Accountability

- Support for Student Learning
- Planning and Designing Instruction
- Classroom Performance
- Developing as a Professional Educator
- Punctuality, Attendance and Record Keeping

Criteria for Classified Employees

- Work Product
- Work Habits
- Relations with Others
- Additional Job Related Factors and Overall Work Performance

Employee Compensation

The Knollwood Preparatory Academy will adhere to all collective bargaining agreements signed by LAUSD in establishing staff compensation.

Work Basis

Each staff member will work the number of days designated in his/her specific collective bargaining agreement.

Mandatory Benefits for all Staff Members:

The Knollwood Preparatory Academy will provide the following benefits as applicable through Los Angeles Unified School District:

- Workers Compensation.
- Unemployment Insurance Medicare
- Social Security (for non-STRS/PERS members) or other appropriate retirement plan mutually negotiated by employee and employer, as allowed by state and federal law.

Procedure for Monitoring Credentials

- As an affiliated charter school and in conjunction with the state, LAUSD will continue to monitor both teaching and administrative credentials.

Element 6 – Health and Safety

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

As an affiliated charter school, Knollwood Preparatory Academy will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

Knollwood Preparatory Academy will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that Knollwood Preparatory Academy changes its status to independent charter school during the term of this Charter, Knollwood Preparatory Academy shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

Evidence of Insurance

Coverage shall be provided to the affiliated Knollwood Preparatory Academy by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the Knollwood Preparatory Academy from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

As an affiliated charter school, Knollwood Preparatory Academy will adhere to District’s Health, Safety and Emergency Plans. The Knollwood Preparatory Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

The Knollwood Preparatory Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Knollwood Preparatory Academy will follow all policies of the Risk Management Division of the Los Angeles Unified School District. All policies will be held and maintained by LAUSD Office of Risk Management and Insurance Services.

It will be LAUSD’s responsibility to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements. In accordance with LAUSD

policy and procedure, Knollwood Preparatory Academy will work with the office of Risk Management and the Leasing and Asset Management Office to secure all necessary insurance and other documents when hosting special events or when an outside party plans to use this LAUSD facility.

Through LAUSD, Knollwood Preparatory Academy will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. Knollwood Preparatory Academy will be subject to regular safe school inspections by the LAUSD Office of Environmental Health and safety and work to correct any corrective in a timely manner. Knollwood Preparatory Charter will also undergo regular SARC inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner.

Knollwood Preparatory Academy will complete the Safe School Plan each year, file such plan with OEHS and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. Knollwood Preparatory Academy conducts regular safety drills, meetings, and includes safety as part of professional development.

LAUSD will continue to provide services to maintain this facility and keep it in a condition conducive to a safe learning environment. Service would include regular and deferred maintenance, repair of equipment, trash removal, fire alarms, security systems, pest control, lawn and garden maintenance, asbestos management, response to trouble calls, locksmith services, plumbing services, carpenter services, school police services and other cleaning services. These services will extend into the food services area.

As part of the processing for employment, LAUSD and Knollwood Preparatory Academy will require that each school employee furnish a criminal record summary as described in Education Code Section 44237. Employees will also submit to a fingerprint test. These inquiries should be requested at the time of initial employment with LAUSD and kept on file with the employee's record.

As an affiliate charter school, returning administrators, teachers, and other LAUSD employees should have to undergo background checks or criminal record statements any more than a typical LAUSD employee would have to submit to. TB tests and updates will be maintained by LAUSD. The Los Angeles Unified School District will continue to provide employees of Knollwood Preparatory Academy timely notices or routine and mandatory TB requirements.

Health and Safety Procedures

Knollwood Preparatory Academy will adhere to all district policies concerning health, safety, and emergency plans. Knollwood will adopt and implement a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. It will be the task of the school administration to monitor all activities consistently to provide safety and security of the students and staff. In addition, the

principal will create an emergency plan and assign various safety jobs, such as supervision, search and rescue, first aid, reunion gate organization, and assure all efforts are effective and run smoothly.

The policies will address, but not be limited to, the following topics:

- Employee fingerprinting and criminal background check
- All reporting of child abuse, acts of violence, and other improprieties as mandated or non-mandated (reporters such as volunteers report to principal) by federal, state, and local agencies.
- Procedures for response to natural disasters and emergencies, including fires and earthquakes. Emergency fire and earthquake drills are conducted on a regular basis.
- First aid/CPR training. The school nurse (or other district approved method) leads a professional development meeting to train staff in handling blood-borne pathogens.
- Documentation of TB test requirement for all students, staff, and volunteers. Parents are not allowed to volunteer until their TB tests are documented and on file in the office.
- Students will be required to submit documentation that they have met all state and county immunization requirements.
- Sexual harassment training for all employees.
- The school as a drug, alcohol, and tobacco-free workplace. Each class uses Health and Wellness textbooks and the Too Good for Drugs program to maintain these drug, alcohol, and tobacco-free lessons throughout the year.
- The safety of auxiliary services (food services, transportation, custodial services and hazardous materials).
- PTA will assist in providing classrooms with earthquake kits which include, but is not limited to: emergency water, meals, and a comfort kit which includes a letter from parents, pictures, and a small game or book while they wait to be picked up.
- The School Safety Committee will continue to meet regularly to update and review safety procedures and continuous ways to improve the safety and wellbeing of our students and staff.

- Parent volunteers have started a valet safety program. The program enhances student safety and minimizes the potential for accidents. This program is conducted in partnership with LAPD.

Element 7 – Means to Achieve Racial & Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general populations residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” § 47605 (b)(5)(G)

As an existing public school converting to an affiliated charter school, admission preference shall be given to pupils who reside within the former attendance area of Knollwood Elementary School. The attending students shall represent a broad ethnic background and the boundaries for the school will be consistent with the policies of the District for achieving it.

The Knollwood Preparatory Academy will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the LAUSD. Recruitment efforts outside the District designated attendance area will include “Open Enrollment,” publicizing in multiple languages our instructional program at Open House in the spring, speaking to interested parents including those from overcrowded neighboring schools, and providing tours of the school. The Charter will also recruit students through the use of digital media such as the school’s website, Facebook, and through the positive recommendations that our Open Enrollment families share with their neighborhood families.

Court-ordered Integration

Knollwood Preparatory Academy 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Knollwood Preparatory Academy shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

The district receives neither Average Daily Attendance (ADA) allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the district now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-

ordered Integration Program. The district retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

Non-Discriminatory Statement

Knollwood Preparatory Academy will not unlawfully discriminate, harass or allow harassment against any student on the basis of ethnicity, color, ancestry, religious creed, national origin, gender disability (including HIV and AIDS), medical condition or mental disability, and all characteristics listed in Section 220 of the Education Code. Knollwood Preparatory Academy will be nonsectarian in its programs, admission policies, employment practices, and all other operations. The charter will not charge for tuition, and cannot discriminate against any student on the basis of ethnicity, actual or perceived sexual orientation, national origin, gender, or disability.

NCLBA - Public School Choice for Traveling Students

The district and charter school are committed to providing 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. NCLBA -Public School Choice (NCLBA-PSC) placement with Charter Schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (NCLBA). The Knollwood Preparatory Academy agrees to discuss with the district the possibility of accepting for enrollment district students participating in the district's NCLBA-PSC program. The parties agree to separately memorialize in writing any agreed-to number of NCLBA-PSC placements of district students at the school.

As required under NCLBA, all NCLBA-PSC students attending Knollwood Preparatory Academy will have the right to continue attending Knollwood Preparatory Charter until the highest grade level of the charter. However, the obligation of the district to provide transportation for a NCLBA-PSC student to Knollwood Preparatory Academy will end in the event the NCLBA-PSC student's resident district school exit's the Program Improvement Status.

Knollwood Preparatory Academy will ensure that all of its NCLBA-PSC students are treated in the same manner as other students attending the school. NCLBA-PSC students are and will be eligible for all applicable instructional and extracurricular activities at the school. Knollwood Preparatory Academy will make reasonable efforts to invite and encourage the participation of the parents of NCLBA-PSC students in the activities and meetings at the school.

Determination of student eligibility for this NCLBA-PSC option, including the grade level of eligibility, will be made solely by the district, based on the district's NCLBA-PSC process, guidelines, policies, and the requirement of NCLBA. In the event demand for places at Knollwood Preparatory Academy under the NCLBA-PSC program increase

in subsequent years, Knollwood Preparatory Academy agrees to discuss with the district the possibility of increasing the number of NCLBA-PSC places available at the school.

Federal Compliance

To the extent that Knollwood Preparatory Academy is a recipient of federal funds, including federal Title 1, Part A funds, Knollwood Preparatory Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. The Knollwood Preparatory Academy agrees that it will keep and make available to the district any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their right to know the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title 1 meeting for parents of participating Title 1 students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Knollwood Preparatory Academy also understands that as part of its oversight of the school, the Innovation and Charter Schools Division may conduct program review of federal and state compliance issues.

Element 8 – Admission Requirements

"Admission Requirements, if applicable" Ed. Code § 47605 (b)(5)(H)

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Knollwood Preparatory Academy and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Knollwood Preparatory Academy and LAUSD, will supersede.

McKinney-Vento Homeless Assistance Act

The Charter School will 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.

All provisions of IDEA (Individuals with Disabilities Education Act) will be adhered to for students identified to receive special education services. Knollwood Preparatory Academy will utilize and comply with Los Angeles Unified School District (LAUSD) Special Education policies and procedures.

Knollwood Elementary School is a former Title I and PHBAO designated school. Based on Knollwood elementary School's history, we recruit academically low-achieving students, students with disabilities and economically disadvantaged students.

Admission Requirements

Admission to Knollwood Preparatory Academy is open to all students residing in California as outlined in Education Code § 47605 (d)(2)(A). Admission to Knollwood shall not be determined according to place of residence of the pupil, nor of the parents or legal guardian, within California. Knollwood will not require any child to attend this school. Transportation will not be provided.

Knollwood Preparatory Academy shall not discriminate on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.35 of the Penal Code.

Knollwood Preparatory Academy will not discriminate on the student's academic achievement nor on the family's economic ability. Tuition will not be required.

Children must be the age of five (5) as designated by LAUSD and state guidelines on the year they are applying for kindergarten. Knollwood Preparatory Academy will not enroll pupils older than the legal age mandated for students at a public elementary school.

After admission a parent will be required to attend an orientation meeting to review and sign the School-Parent and Student Compact (Appendix 2). Procedures to hold families accountable to the School-Parent and Student Compact will include proper notification, alternative compliance opportunities, and due process.

Enrollment/Lottery Assurances and Procedures

Knollwood Preparatory Academy will be located and operate within the boundaries of Local District 1 of Los Angeles Unified School District. It will be open to all students who wish to apply. As an existing public school converting to a charter school, admission preference will be given to pupils who reside within the former attendance area of Knollwood Elementary School. Students will receive a lottery application should the amount of pupils that wish to attend Knollwood Preparatory Academy exceed the enrollment limit. A public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B). The school will designate a deadline, and all interested students will be considered for the public random drawing based on grade level openings. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. A waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year.

In the event that the school is notified of a false address for the predetermined district attendance boundary for the school, for example, if school mail is returned undeliverable, Knollwood Preparatory Academy will assign an address verification committee to assist the office with validating whether an address is within Knollwood's boundaries. Such boundaries may vary from time to time but will always be developed or revised in accordance with the policies and guidelines set for other schools in the district. However, any student who resides in the state of California may apply to the Knollwood Preparatory Academy. Transportation will not be provided. All applicable laws governing the minimum age for public school attendance will be adhered to.

- A public random lottery, by grade level will take place to determine the school enrollment in accordance to Education Code § 47605 (d)(2)(B).
- Parents will be told about the capacity when requesting an application (Appendix 3) and given written information regarding the public random lottery.
- The school will designate a deadline for applications, and all interested students will be considered for the public random drawing to fill available seats at each grade level.
- Public notice will be posted regarding the date, time and location of the public drawing.
- Parents of the lottery applicants will be notified immediately at the drawing, or by phone the next day, of their standing as either admitted or placed on a waiting list.

- A waiting list for each grade level will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year.
- Parents will be given a date and time by which to respond in order to secure enrollment.

The Knollwood Preparatory Academy will utilize LAUSD enrollment forms and cumulative records. The charter school will adhere to all District procedures related to confidentiality and privacy of records. In order to ensure continuity of record keeping, LAUSD will provide the Knollwood Preparatory Academy, upon request, the cumulative records of the students attending the charter. Upon leaving the Knollwood Preparatory Academy, student records will be processed accordingly and forwarded to the receiving school. Knollwood will follow district policy for requests of cumulative records of students who have transferred from or to other schools.

Element 9 – Annual Financial Audits

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

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Knollwood Preparatory Academy and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Knollwood Preparatory Academy and LAUSD, will supersede.

Knollwood Preparatory Academy’s current arts-based enrichment and physical education programs are financially supported by Knollwood Preparatory Academy’s PTA. We will maintain liability insurance sufficient to cover any and all activities and will present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the District’s Division of Risk Management and Insurance.

Categorical Funds

Knollwood Preparatory Academy shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Knollwood Preparatory Academy shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Knollwood Preparatory Academy must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

The Knollwood Preparatory Academy will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Knollwood Preparatory Academy may also be subject to audits to verify the accuracy of the school’s financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

Timing for Distribution of Categorical Block Grant Funds

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the Knollwood Preparatory Academy. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to the Knollwood Preparatory Academy may also be subject to adjustment in funding levels and deferrals. In addition, Knollwood Preparatory Academy may also be subject to District “freezes” in a manner consistent with other District schools.

Other Sources of Funds

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by the Knollwood Preparatory Academy, to maintain the Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from the Knollwood Preparatory Academy will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

Administrative Fees

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

Payment for Other Services

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to the Charter School. In addition, it will be the responsibility of the Charter School, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

Documentation

The Knollwood Preparatory Academy financial reports shall remain a part of the District’s single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Knollwood Preparatory Academy shall prepare and submit all required financial data and reports for inclusion in the District’s report.

Per-Pupil Budgeting

Where possible, Knollwood Preparatory Academy will have the ability to implement the District’s per-pupil budgeting model.

Audit and Inspection of Records

Knollwood Preparatory Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements

Knollwood Preparatory Academy shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

The Knollwood Preparatory Academy will develop and maintain internal fiscal control policies governing all financial activities.

Resolution of Exceptions and Deficiencies

As an affiliated charter school, the Beckford Charter for Enriched Studies would follow district policy around resolving any exceptions or deficiencies found during the course of an audit.

District Oversight Costs

The district may charge for the actual costs of supervisory oversight of the charter school not to exceed 1% of the charter school's revenue, or the district may charge for the actual costs of supervisory oversight of the charter school not to exceed 3% if the charter school is able to obtain substantially rent free facilities from the district. Notwithstanding the foregoing, the district may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Element 10 – Suspensions and Expulsions

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

General Discipline Policies

As an affiliated charter school of the Los Angeles Unified School District, Knollwood Preparatory Academy will follow all discipline proceedings established by the District. In LAUSD, the 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 and services as required by law.

Knollwood Preparatory Academy shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Knollwood Preparatory Academy shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

At least once every school year, Knollwood Preparatory Academy's Governance Committee and subcommittees will review the school's discipline policy and make changes as deemed necessary.

Any provisions in this charter petition, parent student handbook, or parent-school compact that conflict with LAUSD discipline policy and procedures, state and federal laws, shall be null and void.

Standards and Conduct

Knollwood Preparatory Academy embraces the theory of positive discipline. We use problem solving rather than punishment to help children become successful students and citizens. Parent/child/school cooperation and support is crucial. To this end, the Parent-Student-School Compact, sent home at the beginning of the school year, addresses the responsibilities of each signatory to the Compact. (Appendix 2).

Twice each school year, students will participate in grade level assemblies where school-wide positive behavior support elements will be reviewed and discussed through role-playing, short video clips, and visual aids in accordance with the District's Discipline Foundation Policy.

In addition, each teacher in every classroom explains standards and expectation for behavior. Students are expected to maintain our school-wide standards of behavior, which are based on the Six Pillars of Character.

Six Pillars of Character

1. Take **responsibility** for yourself and your actions.
2. Demonstrate that you are contributing **citizen** of your school community.
3. Always treat others with **respect**.
4. Show **fairness** to others in class as well as on the playground.
5. Show **kindness** to others who need assistance.
6. Prove yourself to be **trustworthy** to your peers and school staff.

Positive Behavior Reinforcements

Students are encouraged to behave appropriately throughout the day. Based on the Six Pillars of Character, our school reinforces positive behaviors with our "Caught Being Good" program. Students are rewarded for random acts of good behavior, kindness and empathy, with raffle tickets for a drawing at the end of the week. Winners are chosen from each grade level and announced to the school.

School-Wide Behavior

Morning recess and lunch recess are times for play, relaxation, and to share time with friends from different classes and grade levels on the playground. This allows for personal development. All students will be expected to follow the Six Pillars of Character. However, if there are infractions, there are consequences for the misconduct.

Consequences for Misconduct

- First offense: Student is given an explanation of the offense and instructed how to participate appropriately.
- Second offense: Student who needs a cooling off period will be directed to a specific area by the teacher or supervision aide until he/she decides he/she is ready to rejoin the class.
- Third offense: Student is removed from the game or classroom. The student may be given school beautification service as a result of their behavior. Any students involved in physical altercations will meet with the principal.

Further behavioral infractions will be handled according to LAUSD policies and procedures.

Due Process

If suspension is necessary, the principal will notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal will inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

No student will be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil will not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term "emergency situation" means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator will notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference will be held at the earliest time possible but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference will be held as soon as the student is able to attend.

Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may not be suspended more than 20 days in a single school year.

Grounds for Suspension and Expulsion

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b) (5) (j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, a classified employee and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from the Knollwood Preparatory Academy will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification. A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq.:

- Caused, attempted to cause, or threatened to cause physical injury to another person.

- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products).
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property (includes, but not limited to, electronic files and databases).

- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4.
- Made terroristic threats against school officials, school property or both. Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.

Suspension Appeal Procedures

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal's decision, they may appeal to the Local district Operations Administrator or designee. The Local district appeal conference will be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

- Sustaining the suspension in all respects.
- Modification of penalties imposed.
- Rescinding the suspension and expunging the suspension from the student's records.

The parents will be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision will be included in the student's discipline records if the parents so request.

Expulsion Procedure

Only the Principal of Knollwood Preparatory Academy can recommend that a pupil be expelled.

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by:

- 1) discussing the matter with district officials,
- 2) identifying and interviewing witnesses,
- 3) securing oral and written statements,
- 4) reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances or possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended, the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with district policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.

Pupils who are expelled from Knollwood Preparatory Academy will be given a

rehabilitation plan upon expulsion as developed by the LAUSD Discipline Unit at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

The LAUSD governing board will adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the LAUSD governing board will readmit the pupil unless the LAUSD governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure will be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school will be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

Therefore, in the event that a student requires expulsion, Knollwood Preparatory Academy will work with LAUSD and implement BUL-4655, March 13, 2009 as the guiding practice for expulsion. Knollwood Preparatory Academy will notify the local district superintendent of any potential expulsion case and provide the local district superintendent with a copy of the case file for review. It will be the local district superintendent that will review the case and prepare the recommendation to expel the student. Knollwood Preparatory Academy will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

Procedures for Rehabilitation, Readmission, and Interim Placement

Rehabilitation Plans

Pupils who are expelled from Knollwood Preparatory Academy shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Knollwood Preparatory Academy for readmission.

Readmission

Knollwood Preparatory Academy shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled

pupils for readmission. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. Knollwood Preparatory Academy is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, Knollwood Preparatory Academy will ensure that it follows the 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 the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Knollwood Preparatory Academy 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's failure to implement 504?

Gun Free Schools Act

Knollwood Preparatory Academy shall comply with the federal Gun Free Schools Act.

Disciplinary Records

Knollwood Preparatory Academy will follow district policies and will maintain the confidentiality of pupil records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to the school administration and designated staff members providing services to the students. Such records will be made available to the district upon request.

Outcome Data

Knollwood Preparatory Academy shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Element 11 – Employee Benefits

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

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

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

As an affiliated charter school, the following staff issues are handled per established District policies and procedures:

- Relationship between the teachers and the District bargaining unit.
- Process by which salaries, benefits, working conditions and items, e.g., calendars, holidays, vacations and workday and year will be determined.
- Labor procedures, which will be applied to employees (EERA).
- Process for resolving complaints/grievances.
- Process for ensuring due process.
- Manner by which, staff members will be covered by STRS, PERS, Social Security or Medicare.
- Process for staff recruitment, selections, evaluation, and termination.
- Procedure for processing and monitoring credentials if required.
- As employees of an affiliated charter school within the Los Angeles Unified School District, all Knollwood Preparatory Academy staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and LAUSD employee benefits and will be negotiated by employee unions: UTLA, AALA, Local 99, Teamsters Employees will continue to be covered by STRS, PERS, and PARS.

Due Process

UTLA and all collective bargaining agreements will be enforced allowing all staff members due process rights, which include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to binding arbitration conducted by a paid arbitrator.

United Teachers Los Angeles (UTLA)

Associated Administrators of Los Angeles (AALA)

Service Employees' International Union (SEIA) Local 99

- Unit B (Instructional Aides)
- Unit C (Operations)
- Unit F (Teacher Assistants)
- Unit G (Playground Aides)

California School Employees Association (CSEA)

- Unit D (Technical, Professional, Clerical)

Teamsters Local Union 572

- Unit S (Classified Supervisors)

Public Employment Relations Board (PERB)

Element 12 – Attendance Alternatives

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

Knollwood Preparatory Academy is a school of choice. No student is required to attend, and no employee is required to work at the school. Pupils who chose not to attend Knollwood Preparatory Academy may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

Parents and guardians will be informed that there is no concurrent enrollment in Knollwood Preparatory Academy and other District schools.

Element 13 – Rights of District Employees

"A description of the rights of any employee of the school District upon leaving the employment of the school District to work in a charter school, and of any rights of return to the school District after employment at a charter school." Ed. Code 47605 (b)(5)(M)

As an affiliated charter school, all administrators, faculty and staff of the Knollwood Preparatory Academy are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with applicable collective bargaining agreements.

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to: use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Knollwood Preparatory Academy and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Knollwood Preparatory Academy and LAUSD, will supersede.

If, for any reason, Knollwood Preparatory Academy closes or LAUSD closes Knollwood Preparatory Academy, all rights of employees are governed by District policy and applicable collective bargaining agreements.

As LAUSD employees, Knollwood Preparatory Academy employees are subject to District decisions regarding Reductions in Force (RIF), mandated furloughs, and any other personnel decisions regarding salary, classification and assignment.

Element 14 – Mandatory Dispute Resolution

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

The staff of Knollwood Preparatory Academy and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Knollwood Preparatory Academy, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Knollwood Preparatory Academy shall be resolved in accordance with the procedures set forth below:

1) 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 other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received:

(a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery;

(b) if by facsimile, upon electronic confirmation of receipt; or

(c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

All written notices will be addressed as follows:

To Charter School: Knollwood Preparatory Academy
c/o School Director
11822 Gerlad Avenue
Granada Hills, CA 91344

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference 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 the other party.

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 date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery;
 - (b) if by facsimile, upon electronic confirmation of receipt; or
 - (c) if by 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 Local District.

Element 15 – Exclusive Public School Employer

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540, of division 4 of Title 1 of the Government Code)." Ed. Code 47605 (b)(5)(O)

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

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Knollwood Preparatory Academy and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Knollwood Preparatory Academy and LAUSD, will supersede.

As an affiliated charter school, Knollwood Preparatory Academy will follow District policy with respect to all existing collective bargaining agreements. Teachers and staff in the Knollwood Preparatory Elementary will continue to be employees of the District and members of existing Collective Bargaining Units.

Element 16 – Charter School Closure

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code 47605 (b)(5)(P)

Because Knollwood Preparatory Academy will be an affiliated charter school, District guidelines and procedures will be adhered to in all aspects of school closure.

Revocation

Knollwood Preparatory Academy reverts back to a District traditional school in the event of a closure.

The District may revoke the charter if Knollwood Preparatory Academy 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 provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Knollwood Preparatory Academy if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Knollwood Preparatory Academy in writing of the specific violation, and give the Knollwood Preparatory Academy 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.

Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or

as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School's governing council voluntarily closes the Knollwood Preparatory Academy, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Charter Schools Division will notify the California Department of Education that Knollwood Preparatory Academy has closed and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the Knollwood Preparatory Academy will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
 - a. The process for transferring student records shall be in accordance with LAUSD procedures.

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

Facilities

In the event that Knollwood Preparatory Academy changes its status to an independent charter, during the term of this Charter, Knollwood Preparatory Academy shall meet all requirements of an independent charter that occupies LAUSD facilities; Knollwood Preparatory Academy shall enter into facilities use agreement with the District and adhere to District guidelines including;

- Proposed charter school location: 11822 Gerald Avenue, Granada Hills, CA 91344
- LAUSD Attendance Area, District 1, Knollwood Elementary School
- Proposed charter school will be located within the boundaries of LAUSD.

District-Owned Facilities

If Knollwood Preparatory Academy is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Knollwood Preparatory Academy shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Knollwood Preparatory Academy agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Knollwood Preparatory Academy from conducting its educational programs. If Knollwood Preparatory Academy will share the use of LAUSD facilities with another LAUSD user group, Knollwood Preparatory Academy agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, Knollwood Preparatory Academy will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Knollwood Preparatory Academy will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Knollwood Preparatory Academy for use. Knollwood Preparatory Academy, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Knollwood Preparatory Academy shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Knollwood Preparatory Academy shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services.

In the event LAUSD agrees to allow Knollwood Preparatory Academy to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Knollwood Preparatory Academy.

- (i) Co-Location. If Knollwood Preparatory Academy is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Knollwood Preparatory Academy shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) Sole Occupant. If Knollwood Preparatory Academy is a sole occupant of LAUSD facilities, LAUSD shall allow the Knollwood Preparatory Academy, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Knollwood Preparatory Academy shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance. Prior to occupancy, Knollwood Preparatory Academy satisfy those requirements to participate in LAUSD’s property insurance or, if Knollwood Preparatory Academy is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Knollwood Preparatory Academy shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Knollwood Preparatory Academy is co-locating or sharing the LAUSD facility with another user.

Facility status

The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site

The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Asbestos Management

The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Other 17 – Description of Administrative Services

Process for Staff Selection

Knollwood Preparatory Academy believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Knollwood Preparatory Academy will follow all district personnel policies and practices. The school retains the right to select and evaluate paraprofessionals, teaching and administrative staff, including the coordinator, the special education teachers, the resource teacher and the full inclusion specialist.

As an affiliated charter school of the Los Angeles Unified School District, Knollwood Preparatory Academy will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

The Charter will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with state legislation, Title I, and No Child Left Behind legislation. The district will monitor all credentials. At the close of each school year, the principal will evaluate the faculty consistent with district policy.

Knollwood Preparatory Academy will continue to recruit qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.) consistent with district hiring policies and will staff programs, which will attract and serve English Language Learners.

Personnel

Knollwood Preparatory Academy shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any 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, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

While Knollwood Preparatory Academy recommends employees through an interview process and in accordance to district and personnel commission policies, the district is the employer and all candidates must be processed through the district.

As an affiliated charter school, Knollwood Preparatory Academy will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD. All employees will be compensated according to district contracts and the respective collective-bargaining agreements. Staff is subject to district decisions regarding reduction in force and layoffs.

Knollwood Preparatory Academy will abide by district policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendation to the local district superintendent who will make the final decision. Personnel is subject to district decisions regarding reduction in force, mandated furloughs, layoffs, and any other district personnel decisions regarding salaries, classifications and assignments. Knollwood Preparatory Academy personnel will consist of persons who are committed to the Knollwood Preparatory Academy's philosophy. Selection of Certificated and Classified Personnel (to include teachers, administrators, support personnel, office manager and staff, cafeteria manager and staff, and custodial personnel) will be conducted as follows:

The selection process will include the following steps in accordance with district policy and collective bargaining agreements

- Obtain district job description
- Announce opening(s)
- Recruit applicant(s)
- Request an application, resume, references, records of experience, credentials, licenses, etc.
- Verify previous employment
- Final teacher candidates will be interviewed by the Selection Committee (Element 4) using questions specifically directed to the applicant's understanding. The selection of the top candidate will be recommended.

Procedure to be used for Adequate Background Checks

LAUSD, as the official employer of the staff at Knollwood Preparatory Academy, will conduct all background checks required of all employees. Knollwood Preparatory Academy, will abide by all LAUSD union contracts and collective bargaining agreements with regards to privacy and permissibility.

District will verify:

- Medical clearance: proof of medical exam and TB testing.

- Fingerprinting. Applicant will submit prints that will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law.
- Check for employment eligibility, including authorization to work in the United States and require child-abuse sign-off.

Selection of Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Knollwood Preparatory Academy will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Knollwood Preparatory Academy campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

With regard to selection, the Knollwood Preparatory Academy will adhere to all court mandates and state and federal laws including the Rodriquez Consent Decree and Office of Civil Rights guidelines. Credentialed teachers interested in filling a position will be asked to submit a resume plus letters of recommendation from former employers or other references. An applicant who is being considered for selection will be interviewed by the Staff Selection Committee of the Governance Council. Members of this committee will prepare questions specifically directed to the requirements of the position.

The committee will be authorized to determine, by consensus, which applicants will be hired. When an applicant is selected, he or she must be processed through the district. The Governance Council will appoint a Staff Selection Committee made up of members of the committee which will select the School staff.

In the event a qualified credentialed teacher on staff with Knollwood Preparatory Academy requests a Job-Share position with another qualified credentialed teacher, the position must be approved by the school administrator and LAUSD. The days and hours assigned to each teacher will be in the best interest of the students.

Selection of Administrator(s)

Knollwood Preparatory Academy will abide by district policy, procedures, and collective bargaining agreements for employee selection. The prospective administrators will be interviewed by the Staff Selection Committee, who will make its recommendations to the local district superintendent for administrative candidates. Credentialed administrators will be recommended to the local district superintendent for final determination. All administrative positions at Knollwood Preparatory Academy will be filled in accordance to district and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Prior to District initiated

transfers of administrators, the Charter requests the opportunity to petition the district to retain the administrator.

Selection of Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, Knollwood Preparatory Academy 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 Knollwood Preparatory Academy, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, Knollwood Preparatory Academy will have autonomy in assigning positions to specific working basis.

Classified Personnel will meet all District personnel requirements for their specific position.

The exceptions for Classified Personnel are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

Measures of Assessment of Performances

Good performance will be acknowledged, rewarded, and replicated, if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance measures to assist in evaluation follow:

Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. The principal or assistant on a yearly basis using the LAUSD standard evaluation form will evaluate special education assistants. Teachers will be evaluated according to Stull or any future evaluation programs approved by LAUSD and any collective bargaining units involved. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. The Local District Superintendent or designee will evaluate administrators.

Other 18 – Budget Plan for Financial Operation

The budget plan for the financial operation is consistent with the requirements of any school district budget and is designed to identify the costs associated with the operation of an affiliated charter school serving a population of students from Pre-kindergarten through fifth grades. The school will open with grades Pre-K-5 and remain at that level in subsequent years. The school budget will flow to the Los Angeles Unified School district and be allocated to Knollwood Preparatory Academy. The school will be operated as an affiliated charter with LAUSD. As a district-affiliated charter school, Knollwood Preparatory Academy will be afforded resources in the same manner used for funding all district schools.

Knollwood Preparatory Academy will allocate its Block Grant in the following manner: Assuming we have 380 students and the state allocates \$325 per student we will have \$123,500. This money will be used to purchase:

(\$15,000)	3 Copy machine leases and their maintenance
(\$2500)	1 Accelerated Reader Contract
(\$7500)	3 Bright Links
(\$15,000)	Computer Upgrades
(\$12,500)	Instructional Material (IMA) and General Supplies

As an affiliated charter Knollwood will follow the district guidelines regarding the following:

- Financial projections for the first three years
- Process for investment procedures and deposit of funds
- Procedure for ensuring adequate cash flow
- Process for assuring that resources will be available to meet the needs of students with disabilities including transportation in those cases it is a related service

Other 19 – Liability of District / County to Handle Payment if Charter School Defaults

Knollwood Preparatory Academy shall abide by the regulations as set forth in AB1994. In the event Knollwood Preparatory Academy closes, the assets and liabilities of the School will be disposed of by the Governance Committee in accordance with applicable state and federal law and the asset disposition provisions of Knollwood's bylaws. The Governance Committee will attend to enumeration and disposing of the assets and liabilities as directed in the bylaws.

Upon matriculation, parents or guardians will be provided with a printed or electronic transcript of their students' academic progress at the school, with other relevant information. Thus, in the event of a school closure, parents and students will possess an independent copy of potentially necessary pupil records. Knollwood Preparatory Academy may also provide for the transfer of such records to a responsible and willing school district, county office of education, or other qualified entity, if available at the time Knollwood closes. In the event that no such willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.

Other 20 – Court-Ordered Integration Funding

The Los Angeles Unified School District (LAUSD) does not guarantee availability of court-ordered Integration funding. Contingent upon available funds, Knollwood Preparatory Academy will comply with the district's Court-ordered Integration policy set forth in Crawford vs. Board of Education, City of Los Angeles. The policy applies to all schools within or schools chartered through LAUSD. After the Charter submits the ethnic survey information, the type of class-size reduction will be determined during the first year of operation. If Court-ordered Integration funding is appropriate, Predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) or Desegregated/Receiver school teacher to pupil norming ratio would be approved for the first year of operation. If Knollwood Preparatory Academy wishes to reduce class size to a lower ration, Court-ordered Integration funding cannot be used and the funding source must be identified. When staffing, the 70:30 or 30:70 ratio will be addressed per District policy. Additionally, as documentation for initial and yearly funding, both Budget Services and Financial Planning Division and the Office of Student Integration Services will continue to use the information listed below:

Norm Day Classification:

- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade Level
- List of Register-Carrying Teachers in Classrooms
- List of All Certificated Personnel (*Show cost of teachers funded by Court-ordered Integration.*)
- List of Emergency Credentialed Teachers
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Financial Report
- Number of Students Living Outside

Other 21 – LAUSD Attendance Area

Court-ordered Integration compliance will also include appropriate recordkeeping within the Charter's budget line items to ensure that the Court-ordered Integration funds are used specifically as designated, e.g., number and cost of class-size reduction position(s). Knollwood Preparatory Academy will provide to LAUSD all requested information using district forms, including ethnic survey and, if appropriate, PHBAO Parent Conferences Program documentation. Any modification to the Court-ordered Integration Program must first be approved by the Office of Student Integration Services I the Specially Funded & Parent/Community Programs Division of LAUSD.