



LOS ANGELES UNIFIED SCHOOL DISTRICT

Knollwood Preparatory Academy

A DISTRICT AFFILIATED CHARTER SCHOOL

11822 Gerald Ave.
Granada Hills, CA 91344

Renewal Petition

Submitted
February 21, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Knollwood Preparatory Academy (also referred to herein as “KPA” “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Cecilia Salazar</i>
• The address of Charter School is:	<i>11822 Gerald Ave. Granada Hills, CA 91433</i>
• The phone number for Charter School is:	<i>(818)363-9558</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Local District:	<i>Northwest</i>
• The grade configuration of Charter School is:	<i>T.K.-5th</i>
• The number of students in the first year of this Charter will be:	<i>426 Students</i>
• The grade levels of the students in the first year will be:	<i>T.K.-5th</i>
• Charter School’s scheduled first day of instruction in 2017-2018 is:	<i>8/15/2017</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>513 Students</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>8:00am-2:28pm</i>
• The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

The Knollwood Preparatory Academy site, formerly Knollwood Elementary, which is an affiliated charter of an LAUSD school, is located in a residential community in the north central San Fernando Valley. The school opened in 1959.

In the immediate geographic area of Knollwood, there are 17 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 opening our enrollment to an even broader base of students within the District, when we have the available space, to continuously strengthen our school. 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.

In the years preceding our conversion to affiliated charter status, our enrollment numbers were significantly lower, as many of our local families turned to other presumed to offer better educational programs, including private schools, smaller high performing schools in the District, and magnet programs at schools like Balboa Magnet. For example, prior to our conversion to affiliated charter, the enrollment was 380. In the past five years, our enrollment has steadily increased to 431. Knollwood Preparatory Academy continues to attract a high number of non-residential children and annually maintains a waiting list of over 100 non-residential kindergarten through fifth grade students.

Since becoming an affiliated charter, Knollwood has been and continues to be a strong, comprehensive public school choice over local private elementary school options. We continue to be a strong, competitive public school choice over other school district options since becoming an affiliated charter. We are committed to meeting the needs of all of our students including high achieving students, English Learners, and students with disabilities. We infuse rigor into our curriculum, continually update our technology, such as but not limited to computers and programs, and provide a cultivating environment while meeting the needs of all our students. Through ongoing professional development and a strong commitment of teachers, staff and administration, we strive to provide the best educational program and safe, nurturing learning atmosphere to every Knollwood Preparatory Academy student.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA ¹

Knollwood Preparatory Academy: 11822 Gerald Ave. Granada Hills, CA 91344

<u>LAUSD Schools</u>	# of Students 2014-2015	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in ELA	CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in Math	2014-2015 AYP Criteria	2015-2016 Federal Intervention Program
Danube Ave. Elementary	448	65.8%	13.2%	18.3%	White 12.3%	Latino 75.9%	Asian 2.5%	35%	27%	Yes	Not in PI
Tulsa Street Elementary	530	67.2%	11.7%	16.6%	White 18.3%	Latino 59.4%	Asian 5.3%	40%	33%	Yes	In PI
<u>Charter Schools</u>	# of Students 2014-2015	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in ELA	CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in Math	2014-2015 AYP Criteria	2015-2016 Federal Intervention Program
Knollwood Preparatory Academy	439	50.6%	10.3%	12.8%	White 24.6%	Latino 56.0%	Asian 6.2%	45%	41%	Yes	Not in PI
Granada Community Charter	452	69.0%	17.3%	20.4%	White 21.2%	Latino 61.6%	Asian 7.3%	27%	17%	Yes	In PI
El Oro Way CES	496	28.2%	8.3%	11.1%	White 51.6%	Latino 31.3%	Asian 6.0%	64%	56%	Yes	Not in PI
Van Gogh Charter	498	22.3%	9.4%	4.6%	White 44.8%	Latino 33.1%	Asian 7.8%	66%	59%	Yes	Not in PI
Darby Ave Charter	526	34.4%	11.4%	5.5%	White 35.7%	Latino 38.0%	Asia 9.7%	60%	59%	Yes	Not in PI
Castlebay Lane Charter	800	10.8%	6.3%	9.3%	White 46.6%	Latino 14.0%	Asian 25.8%	64%	63%	Yes	Not in PI

¹ The table shows Surrounding Schools Demographic and Performance Data from School Year 2014-2015 CDE CALPADS and LAUSD Elementary Schools Performance Framework 2014-2015.

STUDENT POPULATION TO BE SERVED

Knollwood Preparatory Academy is a neighborhood school that enrolls children who live within our school boundaries as well as those non-resident students who are selected from our lottery.

Knollwood is known for its diverse population. Diversity is one of our many strengths. The Knollwood family embraces a positive environment where students and teachers are respectful of different backgrounds, beliefs, ethnicities, socioeconomic levels, and linguistic origins. Our cultural celebrations give students the opportunities to view and understand more about different cultures. Our Multicultural Festival gives students the opportunity to celebrate other people's values and develop respect for various cultures. We are proud to be a school rich in diversity.

Knollwood Preparatory Academy is Predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) school that serves 431 students in TK through fifth grade. Our 2016-2017 enrollment of 431 students is composed of approximately 24.6% White, 57.3% Latino, 8.4% Asian, 4.4% Filipino, 4.9% African American, and 0.5% American Indian/Alaska Native. English Learners compose 13.3% of our population. Approximately 61.5% of our students are Socio-Economically Disadvantaged and 10.9% are Students with Disabilities. Our Gifted and Talented students compose 3.0% of our population. Approximately 49.76% of our student population is non-residential. Our non-residential students commute from different areas in the San Fernando Valley including Sylmar, Pacoima, and Panorama City.

GOALS AND PHILOSOPHY

Knollwood Preparatory Academy's 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 and 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, real world problem solving, and creativity in becoming lifelong learners.

Knollwood Preparatory Academy:

- 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 and builds respect for community, and fosters positive self-esteem
- places emphasis on multi-disciplinary, project-based learning that encourages children to make connections between the curriculum and the real world, thereby creating life-long learners
- integrates the arts, physical activity, 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

What It Means to be an “Educated Person” in the 21st Century

To be an effective citizen in the 21st Century, students must be able to exhibit a range of functional, critical, and healthy thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, collaboration, and self-awareness. A student today must be able to adapt efficiently in order to work and contribute to the ever-changing social and global society. The new millennium was ushered in by a dramatic technological revolution. We now live in an increasingly diverse, globalized, and complex, media-saturated society. According to Dr. Douglas Kellner at UCLA, this technological revolution will have a greater impact on society than the transition from an oral to a print culture (Kellner, Douglas; *New Media and New Literacies: Reconstructing Education for the New Millennium*). A well-educated person in the 21st Century needs to have the following six survival skills advocated by Tony Wagner in his book, *The Global Achievement Gap*:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

In addition to the rapid advances of technology, the United States has had dramatic change in its economic structure. Students must be prepared with skills of creativity and innovation in order to become successful contributing adults. "Because other nations have, and probably will continue to have, the competitive advantage of a low wage structure, the United States must compete by optimizing its Knowledge-based resources, particularly in science and technology, and by sustaining the most fertile

environment for new and revitalized industries and the well-paying jobs they bring" (Rising Above the Gathering Storm, Committee on Prospering in the Global Economy of the 21st Century: An Agenda for American Science and Technology National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 2007).

Goals of Knollwood Preparatory Academy

Our primary goal is to provide an engaging, innovative instructional program which challenges all students to become confident 21st Century learners. We wish to accomplish the following:

- Maximize student success, based on state academic standards and additional assessment techniques (performance and District interim assessment, differentiated assignments, student-led conferencing, and student portfolios)
- Expand multiple modality learning opportunities for all students, with an emphasis on enriched learning experiences, differentiated for subgroups (children identified below grade level, Gifted and Talented, Special Needs, and English Language Learners)
- Promote the use of assessment data to plan innovative instruction using progressive teaching methods, and to support a highly qualified staff through targeted professional development
- Actively encourage the West Valley community to participate in opportunities that shape the dynamic learning environment at Knollwood Preparatory Academy (Science Fair, Scholar Museum, Wings Over Wendy's, Koreh LA, the LAPD and LAFD, and Community Worker Volunteers)

Through thoughtful, thorough ongoing communication and articulation with neighboring middle and high schools, Knollwood will continue to build the foundation of an outstanding public education for all its students.

How Learning Best Occurs

Knollwood Preparatory Academy is a Title I school with the opportunity to help low-income and low-achieving children meet challenging state academic content and student academic achievement standards. Knollwood supports extra instruction in reading and mathematics, as well as intervention programs to extend and reinforce the regular school curriculum.

Knollwood Preparatory Academy is committed to meeting the needs of all of our students. Our students that are meeting and exceeding benchmark levels are being challenged through differentiated instruction that is targeted to meet their level of performance.

Knollwood Preparatory Academy recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals within a community of learners. Teachers, parents, and

community members help create an environment and culture that is inherently reflective of our school, home, and community.

Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning.

Knollwood Preparatory Academy will continue to serve as an academic arena that inspires lifelong learning. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Highly qualified teachers, support personnel, and diverse classrooms provide optimal opportunities for every child to be supported in their educational development. Classroom instruction takes into account the multiple modalities of learning and the different abilities and varying cultural experiences each student brings.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES-Basic Services	
GOAL #1	
<p><u>TEACHER ASSIGNMENTS AND CREDENTIALING</u> The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</p>	<p>Related State Priorities: X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
<p><u>ACCESS TO INSTRUCTIONAL MATERIALS</u> The school will provide 100% of students with sufficient access to 100% of standards aligned Instructional materials necessary to participate fully in the educational program described in the school charter.</p> <p>Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction.</p>	<p>Local Priorities: <input type="checkbox"/>: <input type="checkbox"/>:</p>

Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

FACILITIES MAINTENANCE

The school will achieve and maintain an overall “good” or better rating on annual review(s) of school facilities.

Specific Annual Actions to Achieve Goal

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal.
- Annual Williams instructional materials review and certification process.
- Annual budget review and planning to ensure funds are available for instructional materials.
- Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and EL Coordinator).
- Internal and/ or District annual review(s) of the state and condition of its facilities.
- Ongoing maintenance and repair log, with biannual inspection of school facilities by Plant Manager and Principal.

Expected Annual Measurable Outcomes

Outcome #1:
Metric/Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School-wide	100%	100%	100%	100%	100%	100%
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%

Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2:

Metric/Method for Measuring: Annual Williams Instructional Materials Review and Certification Process / Annual Budget Review / Annual Inventory

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #3:

Metric/Method for Measuring: Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School-wide	“Good” or better rating on annual review.					
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-Implementation of State Standards

GOAL #2

<p>Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments, and DIBELS/TRC.</p> <p>For English Learners, the school will meet annual AMAO 1 targets.</p> <p>Provide teachers with high quality professional development aligned to Common Core State Standards.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
	<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>

Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Annual review and modification of English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.
- Ensure programs for English Learners are designed to include the new California English Language Development Standards.

Expected Annual Measurable Outcomes

Outcome #1:
Metric/Method for Measuring: CAASPP SBAC

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	CAASSP Benchmark Levels of Performance for ELA 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%	2% Increase 55%
All Students (School-wide)	CAASSP Benchmark Levels of Performance for Math 41%	2% Increase 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%
English Learners	CAASSP Benchmark Levels of Performance for Math 19%	2% Increase 21%	2% Increase 23%	2% Increase 25%	2% Increase 27%	2% Increase 29%
English Learners	CAASSP Benchmark Levels of Performance for ELA 0%	2% Increase 2%	2% Increase 4%	2% Increase 6%	2% Increase 8%	2% Increase 10%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for Math 40%	2% Increase 42%	2% Increase 44%	2% Increase 46%	2% Increase 48%	2% Increase 50%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for ELA 42%	2% Increase 44%	2% Increase 46%	2% Increase 48%	2% Increase 50%	2% Increase 52%
Foster Youth	CAASSP Benchmark Levels of Performance for Math 100%	100%	100%	100%	100%	100%
Foster Youth	CAASSP Benchmark Levels of Performance for ELA 100%	100%	100%	100%	100%	100%
Students with Disabilities	CAASSP Benchmark Levels of Performance for Math 16%	2% Increase 18%	2% Increase 20%	2% Increase 22%	2% Increase 24%	2% Increase 26%
Students with Disabilities	CAASSP Benchmark Levels of Performance for ELA 11%	2% Increase 13%	2% Increase 15%	2% Increase 17%	2% Increase 19%	2% Increase 21%
African American Students	CAASSP Benchmark Levels of Performance for Math 25%	2% Increase 27%	2% Increase 29%	2% Increase 31%	2% Increase 33%	2% Increase 35%
African American Students	CAASSP Benchmark Levels of Performance for ELA 38%	2% Increase 40%	2% Increase 42%	2% Increase 44%	2% Increase 46%	2% Increase 48%
American Indian/Alaska Native Students	CAASSP Benchmark Levels of Performance for Math 100%	100%	100%	100%	100%	100%

American Indian/Alaska Native Students	CAASSP Benchmark Levels of Performance for ELA 0%	2% Increase 2%	2% Increase 4%	2% Increase 6%	2% Increase 8%	2% Increase 10%
Asian Students	CAASSP Benchmark Levels of Performance for Math 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%
Asian Students	CAASSP Benchmark Levels of Performance for ELA 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%
Filipino Students	CAASSP Benchmark Levels of Performance for Math 90%	2% Increase 92%	2% Increase 94%	2% Increase 96%	2% Increase 98%	2% Increase 100%
Filipino Students	CAASSP Benchmark Levels of Performance for ELA 80%	2% Increase 82%	2% Increase 84%	2% Increase 86%	2% Increase 88%	2% Increase 90%
Latino Students	CAASSP Benchmark Levels of Performance for Math 35%	2% Increase 37%	2% Increase 39%	2% Increase 41%	2% Increase 43%	2% Increase 45%
Latino Students	CAASSP Benchmark Levels of Performance for ELA 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%	2% Increase 55%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	CAASSP Benchmark Levels of Performance for Math 50%	2% Increase 52%	2% Increase 54%	2% Increase 56%	2% Increase 58%	2% Increase 60%
Students of Two or More Races	CAASSP Benchmark Levels of Performance for ELA 50%	2% Increase 52%	2% Increase 54%	2% Increase 56%	2% Increase 58%	2% Increase 60%
White Students	CAASSP Benchmark Levels of Performance for Math 60%	2% Increase 62%	2% Increase 64%	2% Increase 66%	2% Increase 68%	2% Increase 70%
White Students	CAASSP Benchmark Levels of Performance for ELA 68%	2% Increase 70%	2% Increase 72%	2% Increase 74%	2% Increase 76%	2% Increase 78%

Outcome #2:
Metric/Method for Measuring: CELDT and/or ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Meet or exceed AMAO 1					

	target(s) 66%	target(s) 2% Increase 68%	target(s) 2% Increase 70%	target(s) 2% Increase 72%	target(s) 2% Increase 74%	target(s) 2% Increase 76%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #3:
Metric/Method for Measuring: DIBELS**

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Benchmark 68%	2% Increase 70%	2% Increase 72%	2% Increase 74%	2% Increase 76%	2% Increase 78%
English Learners	Benchmark 54%	2% Increase 56%	2% Increase 58%	2% Increase 60%	2% Increase 62%	2% Increase 64%
Socioeconomically Disadvantaged Students	Benchmark 62%	2% Increase 64%	2% Increase 66%	2% Increase 68%	2% Increase 70%	2% Increase 72%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	Benchmark 16%	2% Increase 18%	2% Increase 20%	2% Increase 22%	2% Increase 24%	2% Increase 26%
African American Students	Benchmark 54%	2% Increase 56%	2% Increase 58%	2% Increase 60%	2% Increase 62%	2% Increase 64%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	Benchmark 85%	2% Increase 87%	2% Increase 89%	2% Increase 91%	2% Increase 93%	2% Increase 95%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A

Latino Students	Benchmark 66%	2% Increase 68%	2% Increase 70%	2% Increase 72%	2% Increase 74%	2% Increase 76%
Native Hawaiian/Pacific Islander Students	Benchmark 62%	2% Increase 64%	2% Increase 66%	2% Increase 68%	2% Increase 70%	2% Increase 72%
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	Benchmark 68%	2% Increase 70%	2% Increase 72%	2% Increase 74%	2% Increase 76%	2% Increase 78%

LCFF STATE PRIORITIES-Parental Involvement

GOAL #3

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

- My child's teachers inform me about my child's academic progress.
- My child is safe on school grounds.
- School staff takes my concerns seriously.
- This school provides opportunities to help me support my child's learning

The school will increase the number of parents, students and teachers completing the School Experience Survey by 2% annually.

Related State Priorities:

- | | | |
|---------------------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program.
- Provide guidelines for parents to express and resolve concerns, in accordance with the charter.

Expected Annual Measurable Outcomes

Outcome #1:
Metric/Method for Measuring: Annual Review of School Experience Survey of Parental Participation

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Parental Participation	Baseline 33%	2% Increase 35%	2% Increase 37%	2% Increase 39%	2% Increase 41%	2% Increase 43%
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2:
Metric/Method for Measuring: Annual Review of School Experience Survey of Student Participation

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Baseline 82%	2% Increase 84%	2% Increase 86%	2% Increase 88%	2% Increase 90%	2% Increase 92%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A

Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #3:						
Metric/Method for Measuring: Provide four workshops annually						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Workshops	100%	100%	100%	100%	100%	100%
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-Student Achievement

GOAL #4

The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.

The school will meet annual API growth targets, schoolwide and for all numerically significant subgroups, set by the state.

The school will annually increase the number of English Learners who Reclassified Fluent English Proficient (RFEP) by at least 2%.

Related State Priorities:

- | | | |
|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | X 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.
- Provide or obtain opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL's) progress Language Acquisition Team
- Utilize class-size reduction teacher to target needs of EL students.
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.
- Purchase ELD Common Core aligned materials.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: CAASPP SBAC Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	CAASSP Benchmark Levels of Performance for ELA 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%	2% Increase 55%
All Students (School-wide)	CAASSP Benchmark Levels of Performance for Math 41%	2% Increase 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%
English Learners	CAASSP Benchmark Levels of Performance for Math 19%	2% Increase 21%	2% Increase 23%	2% Increase 25%	2% Increase 27%	2% Increase 29%
English Learners	CAASSP Benchmark Levels of Performance for ELA 0%	2% Increase 2%	2% Increase 4%	2% Increase 6%	2% Increase 8%	2% Increase 10%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for Math 40%	2% Increase 42%	2% Increase 44%	2% Increase 46%	2% Increase 48%	2% Increase 50%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for ELA 42%	2% Increase 44%	2% Increase 46%	2% Increase 48%	2% Increase 50%	2% Increase 52%
Foster Youth	CAASSP Benchmark	100%	100%	100%	100%	100%

	Levels of Performance for Math 100%					
Foster Youth	CAASSP Benchmark Levels of Performance for ELA 100%	100%	100%	100%	100%	100%
Students with Disabilities	CAASSP Benchmark Levels of Performance for Math 16%	2% Increase 18%	2% Increase 20%	2% Increase 22%	2% Increase 24%	2% Increase 26%
Students with Disabilities	CAASSP Benchmark Levels of Performance for ELA 11%	2% Increase 13%	2% Increase 15%	2% Increase 17%	2% Increase 19%	2% Increase 21%
African American Students	CAASSP Benchmark Levels of Performance for Math 25%	2% Increase 27%	2% Increase 29%	2% Increase 31%	2% Increase 33%	2% Increase 35%
African American Students	CAASSP Benchmark Levels of Performance for ELA 38%	2% Increase 40%	2% Increase 42%	2% Increase 44%	2% Increase 46%	2% Increase 48%
American Indian/Alaska Native Students	CAASSP Benchmark Levels of Performance for Math 100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	CAASSP Benchmark Levels of Performance for ELA 0%	2% Increase 2%	2% Increase 4%	2% Increase 6%	2% Increase 8%	2% Increase 10%
Asian Students	CAASSP Benchmark Levels of Performance for Math 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%
Asian Students	CAASSP Benchmark Levels of Performance for ELA 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%
Filipino Students	CAASSP Benchmark Levels of Performance for Math 90%	2% Increase 92%	2% Increase 94%	2% Increase 96%	2% Increase 98%	2% Increase 100%
Filipino Students	CAASSP Benchmark Levels of Performance for ELA 80%	2% Increase 82%	2% Increase 84%	2% Increase 86%	2% Increase 88%	2% Increase 90%
Latino Students	CAASSP Benchmark Levels of Performance for Math 35%	2% Increase 37%	2% Increase 39%	2% Increase 41%	2% Increase 43%	2% Increase 45%
Latino Students	CAASSP Benchmark Levels of Performance for ELA 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%	2% Increase 55%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A

Students of Two or More Races	CAASSP Benchmark Levels of Performance for Math 50%	2% Increase 52%	2% Increase 54%	2% Increase 56%	2% Increase 58%	2% Increase 60%
Students of Two or More Races	CAASSP Benchmark Levels of Performance for ELA 50%	2% Increase 52%	2% Increase 54%	2% Increase 56%	2% Increase 58%	2% Increase 60%
White Students	CAASSP Benchmark Levels of Performance for Math 60%	2% Increase 62%	2% Increase 64%	2% Increase 66%	2% Increase 68%	2% Increase 70%
White Students	CAASSP Benchmark Levels of Performance for ELA 68%	2% Increase 70%	2% Increase 72%	2% Increase 74%	2% Increase 76%	2% Increase 78%

Outcome #2:
Metric/Method for Measuring: State Determined Target

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
English Learners	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Socioeconomically Disadvantaged Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Foster Youth	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Students with Disabilities	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
African American Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
American Indian/Alaska Native Students	Not	Will meet or exceed state				

	currently available	targets schoolwide and for all numerically significant subgroups	targets schoolwide and for all numerically significant subgroups	targets schoolwide and for all numerically significant subgroups	targets schoolwide and for all numerically significant subgroups	targets schoolwide and for all numerically significant subgroups
Asian Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Filipino Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Latino Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Native Hawaiian/Pacific Islander Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Students of Two or More Races	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
White Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups

Outcome #3:
Metric/Method for Measuring: RFEF Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Baseline 13%	2% Increase 15%	2% Increase 17%	2% Increase 19%	2% Increase 21%	2% Increase 22%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-Student Engagement

GOAL #5

School Attendance Rate

The school will annually increase the number of students that attend 173-180 days each school year (I.e. achieve individual attendance rate of 96% or higher).

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Chronic Absenteeism Rate

The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower school-wide.

Local Priorities:

- :
:

Student Suspension Rate

The school will maintain the number of suspension incidents at 0% for all subgroups: English learners, foster youth, low income students, African- American students, and students with disabilities.

Specific Annual Actions to Achieve Goal

- Promote and strengthen the home-school partnership through an annual schedule of programs and activities implemented by the Parent Support Officer
- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs
- Administration will contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance

- Decrease the number of students missing 16 or more school days each year

Expected Annual Measurable Outcomes

Outcome #1:
Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Baseline 96%	1% Increase 97%	1% Increase 98%	1% Increase 99%	1% Increase 100%	1% Increase 100%
English Learners	Baseline 97%	1% Increase 98%	1% Increase 99%	1% Increase 100%	1% Increase 100%	1% Increase 100%
Socioeconomically Disadvantaged Students	Baseline 88%	1% Increase 89%	1% Increase 90%	1% Increase 91%	1% Increase 92%	1% Increase 93%
Foster Youth	Baseline 98%	1% Increase 99%	1% Increase 100%	1% Increase 100%	1% Increase 100%	1% Increase 100%
Students with Disabilities	Baseline 93%	1% Increase 94%	1% Increase 95%	1% Increase 96%	1% Increase 97%	1% Increase 98%
African American Students	Baseline 96%	1% Increase 97%	1% Increase 98%	1% Increase 99%	1% Increase 100%	1% Increase 100%
American Indian/Alaska Native Students	Baseline 98%	1% Increase 99%	1% Increase 100%	1% Increase 100%	1% Increase 100%	1% Increase 100%
Asian Students	Baseline 98%	1% Increase 99%	1% Increase 100%	1% Increase 100%	1% Increase 100%	1% Increase 100%
Filipino Students	Baseline 97%	1% Increase 98%	1% Increase 99%	1% Increase 100%	1% Increase 100%	1% Increase 100%
Latino Students	Baseline 96%	1% Increase 97%	1% Increase 98%	1% Increase 99%	1% Increase 100%	1% Increase 100%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	Baseline 96%	1% Increase 97%	1% Increase 98%	1% Increase 99%	1% Increase 100%	1% Increase 100%

Outcome #2:
Metric/Method for Measuring: Chronic Absenteeism Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Baseline 37%	1% decrease 36%	1% decrease 35%	1% decrease 34%	1% decrease 33%	1% decrease 32%
English Learners	Baseline 25%	1% decrease 24%	1% decrease 23%	1% decrease 22%	1% decrease 21%	1% decrease 20%
Socioeconomically Disadvantaged Students	Baseline 13%	1% decrease 12%	1% decrease 11%	1% decrease 10%	1% decrease 9%	1% decrease 8%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	Baseline 47%	1% decrease 46%	1% decrease 45%	1% decrease 44%	1% decrease 43%	1% decrease 42%
African American Students	Baseline 52%	1% decrease 51%	1% decrease 50%	1% decrease 49%	1% decrease 48%	1% decrease 47%
American Indian/Alaska Native Students	Baseline 60%	1% decrease 59%	1% decrease 58%	1% decrease 57%	1% decrease 56%	1% decrease 55%
Asian Students	Baseline 14%	1% decrease 13%	1% decrease 12%	1% decrease 11%	1% decrease 10%	1% decrease 9%
Filipino Students	Baseline 32%	1% decrease 31%	1% decrease 30%	1% decrease 29%	1% decrease 28%	1% decrease 27%
Latino Students	Baseline 40%	1% decrease 39%	1% decrease 38%	1% decrease 37%	1% decrease 36%	1% decrease 35%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	Baseline 32%	1% decrease 31%	1% decrease 30%	1% decrease 29%	1% decrease 28%	1% decrease 27%

Outcome #3:
Metric/Method for Measuring: Student Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Baseline 0.4%	0%	0%	0%	0%	0%
English Learners	Baseline 0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	Baseline	0%	0%	0%	0%	0%

	0%					
Foster Youth	Baseline 0%	0%	0%	0%	0%	0%
Students with Disabilities	Baseline 0%	0%	0%	0%	0%	0%
African American Students	Baseline 0.4%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	Baseline 0%	0%	0%	0%	0%	0%
Asian Students	Baseline 0%	0%	0%	0%	0%	0%
Filipino Students	Baseline 0%	0%	0%	0%	0%	0%
Latino Students	Baseline 0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	Baseline 0%	0%	0%	0%	0%	0%
Students of Two or More Races	Baseline 0%	0%	0%	0%	0%	0%
White Students	Baseline 0%	0%	0%	0%	0%	0%

LCFF STATE PRIORITIES – School Climate

GOAL #6

The school will maintain the number of suspension incidents at 0% schoolwide and at 0% for English Learners, foster youth, low income students, African-American students, and students with disabilities.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 X 6

Local Priorities:

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Specific Annual Actions to Achieve Goal

- continue to implement positive behavior support plans and activities, as well as social skills training
- continue to implement “The Seven Pillars of Character” program that trains and supports students’. positive behavior to help prevent, de-escalate, and resolve conflicts

- promote and strengthen home-school partnership to manage discipline
- maintain safe and positive school environments

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: Monthly School Suspension Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	0.4%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0.4%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

Outcome #2:

Metric/Method for Measuring: Number of Instructional Days Lost to Suspension Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	0.02%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%

Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%
Outcome #3:						
Metric/Method for Measuring: Percentage of students who feel safe on school grounds						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	92%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES-Course Access

GOAL #7

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program. We will Maintain 100% of students having access to the core subjects and the school's enrichment program.

The school will differentiate instruction and services to respond effectively to the diverse needs of all students, and provide them with the opportunity to learn and thrive.

The school will deliver high quality professional development that allows teachers to enhance their teaching practice in the classroom. Teachers will have the opportunity to engage in ongoing self-reflection, modify instruction to meet the needs of all students, gain content knowledge,

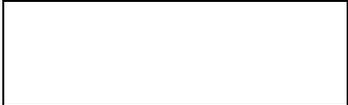
Related State Priorities:

- | | | |
|----------------------------|----------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

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and collaborate with other teachers.



Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information.
- Evaluate teaching methods and classroom curriculum to ensure that all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged Students, and Students with Disabilities, have equal access to a high-quality education and the opportunity to achieve their full academic potential.
- Provide teachers, who support all staff, with the necessary tools, coaching and training for planning and delivering highly effective professional development aligned to the Common Core State Standards in ELA and Math.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: Annual Review of Master Schedule and Student Schedules

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program
English Learners	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program
Foster Youth	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program
Students with Disabilities	Maintain 100% of students having access to the core	Maintain 100% of students having access to the core	Maintain 100% of students having access to the core	Maintain 100% of students having access to the core	Maintain 100% of students having access to the core	Maintain 100% of students having access to the core

Outcome #2:

- Metric/Method for Measuring:** Evaluate teaching methods and classroom curriculum to ensure that all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged Students, and Students with Disabilities, have equal access to a high-quality education and the opportunity to achieve their full academic potential.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential
English Learners	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential
Socioeconomically Disadvantaged Students	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential
Foster Youth	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential
Students with Disabilities	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential
African American Students	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential	Maintain 100% of students having equal access to a high quality education and achieve their full academic potential
American Indian/Alaska Native Students	Maintain 100% of					

	quality instruction in the classroom					
Students of Two or More Races	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom
White Students	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom

LCFF STATE PRIORITIES-Other Student Outcomes

GOAL #8

100% of our students will be participate in our Early Language Literacy Plan (ELLP) providing foundational literacy instruction as part of first teaching or as tiered intervention, will engage in series of differentiated literacy professional developments based on individual teacher’s knowledge of content and facilitated by school leadership teams, to address content facilitated by school leadership teams, to address the needs from early emergent to fluent readers.

Maintain ongoing training, and support all teachers and paraprofessionals participating in the ELLP program.

Maintain an effective evaluation process, where teachers integrate valid measure of student learning.

Related State Priorities:

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|----------------------------|----------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Provide off-site professional development for ELLP for all teachers, as school budget allows.
- Continue on-site training of teachers and paraprofessionals in ELLP through current *grade level* “experts” on staff and Instructional Coach.
- Data walls will be displayed to show student progress in DIBELS and TRC across all grade levels.

	show progress in ELA					
Asian Students	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA
Filipino Students	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA
Latino Students	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA
Native Hawaiian/Pacific Islander Students	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA
Students of Two or More Races	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA
White Students	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA	100% of students will maintain and show progress in ELA

Outcome #3:

- **Metric/Method for Measuring:** Evaluate the effectiveness of how well professional development meets the objectives it sets out to accomplish

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teacher	100% of teachers will receive ongoing high quality professional development	100% of teachers will receive ongoing high quality professional development	100% of teachers will receive ongoing high quality professional development	100% of teachers will receive ongoing high quality professional development	100% of teachers will receive ongoing high quality professional development	100% of teachers will receive ongoing high quality professional development
All Students (School-wide)	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
English Learners	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
Socioeconomically Disadvantaged Students	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
Foster Youth	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
Students with Disabilities	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom

African American Students	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
American Indian/Alaska Native Students	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
Asian Students	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
Filipino Students	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
Latino Students	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
Native Hawaiian/Pacific Islander Students	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
Students of Two or More Races	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom
White Students	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom	100% of students will receive high quality instruction in the classroom

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

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.

Attendance (Goals 5 and 6), access to the curriculum (Goals 1, 7, and 8), proficiency (Goals 2 and 4), and parental/community involvement (Goal 3) are essential to enable Knollwood students in becoming self-motivated, competent life-long learners. Implementing these goals as a foundation is a key factor to our students' success.

INSTRUCTIONAL DESIGN

Framework and Teaching Methodologies

Knollwood Preparatory Academy's 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 encourage their students to learn creatively and independently as they work with others. They support students in developing critical thinking and problem solving skills. Learning that is linked to real life experiences give students more value and meaning to their education and helps them to remain self-motivated, competent, and life-long learners. All our methodologies are supported by authentic assessments based on California Common Core standards utilizing district, teacher created, performance, and publisher assessments. This data is used to help guide instruction, decide upon teaching methodologies, and select curriculum materials in order to improve student learning.

Instructional Framework

Knollwood Preparatory Academy curriculum is based on the Common Core Standards and associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology and physical education. The curriculum meets all California Common Core State Standards. We believe that powerful learning, addressing the needs of our targeted population, are 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 helps our students become analytical as well as creative thinkers with opportunities to show their mastery of subject matter in diverse formats.

Teaching Methodologies

The teachers of Knollwood Preparatory Academy, along with the Instructional Coach and Targeted Student Population (TSP) Coordinator, review and use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Teachers in all grade levels, along with the Instructional Coach and TSP Coordinator, collaborate to integrate standards and teaching strategies to maximize student learning and engagement. They provide quality professional development for our team to support the standard methodologies and equip teachers with high quality professional development along with tools and resources to bring directly back to their classrooms.

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 thorough understanding of these concepts.
- **Technology-** Teachers provide experiences to children as they are developing and using models, constructing explanations, designing solutions, and engaging in argument from evidence.
- **Clear Expectations-** Teachers explicitly define and articulate the Common Core 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 for students to teach each other while facilitating their work.
- **Criteria Charts/Rubrics-** These tools guide students to effectively meet and exceed teacher expectations and assignment objectives. Criteria charts/rubrics reflect Common Core Standards and lesson goals. 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 modalities, 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 strengths and manipulatives in order for each student to achieve success.
- **Small Group Instruction-** Teachers create small groups to target students' individual areas of strength and weakness through additional preview, review, and challenge.
- **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. Teachers employ a variety of teaching modalities to address individual student learning styles.
- **Small Group Intervention-** The Instructional Coach and classroom teachers group students based on data from assessments in order to maximize instruction for individual student needs. Students work in a small group setting with peers at their skill level in the Learning Academy or in one of their grade level classrooms.
- **Higher-Level Thinking-** Teachers design lessons with depth and complexity that develop critical thinking skills, which help students solve complex problems. Students are encouraged to utilize the highest stages of Bloom's Taxonomy such as synthesis, analysis, and evaluation. Teachers use Norman Webb's

Depth of Knowledge and Sandra Kaplan’s strategies to differentiate lessons for varied groups of learners. Teachers can tailor the curriculum to challenge students based on their interests and abilities.

- **Integration of the Arts**-Teachers and curriculum specialists use 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 personal involvements that students can process, analyze, and conceptualize the curriculum and provide the ability to create new ideas.

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

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Scope and Sequence to Be Taught

The scope and sequence of skills taught across grade levels and all core content have been outlined below. All California Common Core State Standards will be addressed with cross *grade level* planning so students receive consistent instruction.

Knollwood Preparatory Academy’s teachers and instructional staff are implementing the Common Core State Standards by working diligently and collaboratively during weekly grade level meetings. The Instructional Coach, TSP Coordinator, and teachers attend district professional developments and bring back the information to share with and support our teaching staff.

Language Arts

All students at Knollwood Preparatory Academy follow a rigorous curriculum that exceeds the California Common Core State Standards for language arts K-5. Language arts incorporates reading, writing, listening, and speaking skills that support academics across disciplines. The curriculum is developed through a variety of materials that may include the state adopted textbooks along with staff selected material, intervention, and enrichment programs. These programs may include creative book reports, the use of

Thinking Maps to organize their thoughts and make connections, literature circles, oral discussions, and collaboration with peers.

Teachers develop critical thinking skills in their students by using the prompts of depth and complexity to include language of the discipline, details, patterns, changes over time, ethics, rules, big idea, trends, different perspectives, and unanswered questions, as well as the use of frames and thinking maps. Students develop their grammar, spelling, oral speaking, and active listening skills through direct instruction, small group instruction, and vocabulary development as well as an integration of language arts embedded across the curriculum. Students apply vocabulary development in written, oral, and illustrated formats.

Writing is implemented across all curricular areas and disciplines. We utilize the Write From the Beginning© program to promote advanced written products. Students write across all genres specific to grade level standards including narratives, summaries, response to literature, creative writing, poetry, expository writing, letters, and biographies. All classes visit the library and computer lab regularly where they access materials from our computerized database, have research opportunities, and learn about different genres. Students have the opportunity to critique, justify, and theorize in compositions/writing across disciplines.

Students learn and work independently in large, small, and collaborative groups. Students discuss ideas and share theories. They bring in their own personal experiences and cultural perspectives to classroom and group discussions. Teachers differentiate for all students' modalities and learning styles.

All grade level teachers, Instructional Coach, and TSP Coordinator meet regularly to analyze data from state, district, and classroom assessments, as well as teacher observations to identify all at-risk, benchmark, and enrichment students by grade level. Students are grouped homogeneously and heterogeneously within their grade level to work on a specific skill, area of need, or challenge. This is in the form of Academy Time, where students receive instruction based on their individual needs. Struggling students work in the Learning Academy with the Instructional Coach. Input is also given from our Student Support and Progress Team (SSPT), Instructional Coach, TSP Coordinator, Resource Specialists, and classroom teachers.

Kindergarten

- Write From the Beginning is used to teach and engage students in writing activities
- Raz Kids and Starfall are implemented to improve and reinforce reading skills
- Read Across America is celebrated to promote the love of reading
- Thinking Maps® are used to learn to organize ideas, compare and contrast stories and text, for collaborative conversations
- Students perform plays and role play to express their feelings
- Puppet shows are done to reinforce or teach skills
- Students have Book Buddies to read with and support each other's learning

- Integrate ELA standards to develop understanding in the other core academic areas
- Core literature to develop a deeper understanding of the standards

1st Grade

- Write From the Beginning® is used to teach and engage students in writing activities
- Raz Kids and Starfall are implemented to improve and reinforce reading skills
- Thinking Maps® are used to learn to organize ideas, compare and contrast stories and text, for collaborative conversations
- Teachers deepen critical thinking with Depth of Knowledge
- Project based curriculum enhances learning for each unit of study
- Students create poetry books
- Students use Accelerated Reader to enhance and motivate them to read more books and improve their comprehension
- Integrate ELA standards to develop understanding in the other core academic areas
- Core literature to develop a deeper understanding of the standards

2nd Grade

- Students dramatize stories with small group re-enactments
- Students use art to illustrate vocabulary
- Students write letters to political leaders
- Dr. Seuss Day is celebrated to promote the love of reading
- A Spelling Bee is done every year to improve spelling
- Raz Kids is implemented to improve and reinforce reading skills
- Students use Accelerated Reader to enhance and motivate them to read more books and improve their comprehension
- Teachers present core literature study using literacy circles and book reviews
- Students focus on an author of the month and their writing style and or illustrations through Meet The Author
- Core literature to develop a deeper understanding of the standards

3rd Grade

- Students dramatize stories with small group re-enactments
- Students use art to illustrate vocabulary
- Students write letters to political leaders
- Students use Accelerated Reader to enhance and motivate them to read more books and improve their comprehension
- Students write and discuss current events
- Students create graphic organizers for vocabulary words and other key ideas to enhance retention and comprehension
- Teachers offer field trips that support journal writing
- Teachers integrate all subject areas using informational text

- Project based learning enhances Depth of Knowledge
- Thinking Maps® are used to organize ideas, compare and contrast stories and text, for collaborative conversations
- Integrate ELA standards to develop understanding in the other core academic areas
- Core literature to develop a deeper understanding of the standards

4th Grade

- Students use Accelerated Reader to enhance and motivate them to read more books and improve their comprehension
- Teachers enhance daily language and vocabulary
- Daily journals are used to enhance on the spot writing
- Students are engaged in writing activities through Write From the Beginning®
- Thinking Maps to organize information and thoughts
- Core literature to develop a deeper understanding of the standards
- Use literature and informative text to enhance collaborative conversations developed through sentence frames
- Integrate ELA standards to develop understanding in the other core academic areas
- Project based learning and student centered learning provides deeper, more meaningful experience
- Oral presentations develop speaking skills and engage students as listeners

5th Grade

- Students organize ideas using Thinking Maps®
- Students engage in writing activities through Write From The Beginning®
- App “inspiration” creates circle map and then transitions to a flow or compare and contrast prompts
- iPads are used to type writing assignments and Google Docs to peer edit and utilize editing tools on various devices and programs
- Students upload writing assignments to *Google Classroom*
- Parents are able to see all incoming assignments and comments made by the teacher for all written work
- Project based learning and student centered learning provide deeper, more meaningful experience
- Students are provided with a deeper, more meaningful experience through project based learning.
- Students use Accelerated Reader to enhance and motivate them to read more books and improve their comprehension
- Integrate ELA standards to develop understanding in the other core academic areas
- Core literature to develop a deeper understanding of the standards

Mathematics

Knollwood Preparatory Academy has taken on the challenge and embraces the Common Core State Standards for math. Individually and collaboratively we have analyzed the different math programs available to us and have collectively determined which best meets the needs of our students. We at Knollwood strive to develop our student's problem solving and abstract reasoning skills. We build a deep understanding of the CCSS math practices to embed lifelong problem solving skills. Our students receive a rigorous curriculum that addresses the Common Core State Standards for mathematics. While using the state adopted textbook, *My Math*, teachers enhance mathematics by using *My Math* enhancement materials, Marcy Cook, Marilyn Burns, Touch Math, Hands on Equations, Engage New York and various websites. All grades use manipulatives, games, and math tools to encourage a deeper understanding.

Teachers develop mathematic proficiency in students by applying mathematical concepts and computational skills to a variety of mathematical processes and practices. Teachers develop student understanding of the concepts of computations, patterns, functions, algebraic expressions, geometry, statistics, and probability. Students apply math skills to daily problem-solving situations in collaborative groups and recognize relevant information and discern operations necessary to solve word problems. Students construct and strengthen understanding with math manipulatives and digital media.

Teachers differentiate instruction by using the math practices and by having students share different strategies to solve a problem. Teachers use Math Talks and real life problem solving situations to deepen the understanding of math concepts and procedures. Math is connected throughout the disciplines of language arts, science, social studies, music, art, and technology. Data from state, and school tests, as well as teacher observations are analyzed regularly by teachers and Instructional Coach to identify at risk students, benchmark, and high achieving students, so that extra instruction can be provided for them.

Kindergarten

- Teachers use Marilyn Burns activities to enhance math skills
- 100th Day Activities promote number sense and place value
- Students use Thinking Maps® to find different ways to come up with a number
- Think pair share is used in lessons to develop understanding
- Students discuss and write their own math stories through journal writing
- Project based lessons enhance Depth of Knowledge
- Students use manipulatives to problem solve
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Students collaboratively work to discuss different strategies and explain their reasoning for high cognitive thinking
- Students model their thinking and strategies
- Students analyze and compare numbers

- Students use communication guides to structure academic conversations
- The 4-Step Problem Solving process enables students to deconstruct and solve multi-step problems
- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem solving skills

1st Grade

- Teachers use Marilyn Burns to enrich lessons
- 100th Day activities promote understanding of place value
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Math Keys build fluency and enhance automaticity of math facts
- Project based problem solving activities give students deeper understanding of mathematical concepts
- Use of Thinking Maps® reinforces academic vocabulary
- Think Pair Share is used in lessons to develop understanding Students model their thinking and strategies
- Students model their thinking and strategies
- Students analyze and compare numbers
- Students use communication guides to structure academic conversations
- The 4-Step Problem Solving process enables students to deconstruct and solve multi-step problems
- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem solving skills

2nd Grade

- Students model their thinking and strategies
- Students apply problem solving skills to real world scenarios
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Students measure physical objects on yard and classroom
- 100th Day activities promote understanding of place value
- Project based problem solving activities give students deeper understanding of mathematical concepts
- Use of Thinking Maps® reinforces academic vocabulary
- Students use communication guides to structure academic conversations
- The 4-Step Problem Solving process enables students to deconstruct and solve multi-step problems
- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem solving skills

3rd Grade

- Students model their thinking and strategies
- Teachers present math games to enhance and reinforce math skills that they have learned

- Hands-on Equations helps students strengthen concrete connections to algebraic thinking
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Multiplication challenge improves math facts
- Students measure physical objects on yard and classroom
- Themed math projects develop problem solving and critical thinking skills
- *My Math* and interactive games are utilized for skills practice
- Students use manipulatives to foster understanding of math facts and geometry
- Teachers integrate the arts and create math based art projects
- Students use communication guides to structure academic conversations
- The 4-Step Problem Solving process enables students to deconstruct and solve multi-step problems
- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem solving skills

4th Grade

- Students model their thinking and strategies
- Students work in cooperative groups to problem solve
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Students use fraction tiles and circles to reinforce fraction concepts
- Teachers reinforce the standard algorithm of two-digit multiplication using area model, distributive property and other strategies
- Implementing strategies from other resources than those provided by the district.
- Project based problem solving activities give students deeper understanding of mathematical concepts
- Students use communication guides to structure academic conversations to construct viable arguments and critique the reasoning of others
- The 4-Step Problem Solving process enables students to deconstruct and solve multi-step problems
- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem solving skills

5th Grade

- Students use manipulatives to demonstrate their thinking while working in groups solving various mathematical equations and real-world word problems
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Use iPads to capture students solving a problem to share with classmates during whole group instruction
- Math journals are kept and uploaded to “*Google Classroom*” to share and assess student progress
- In addition, parents are able to monitor student progress as well as access “*Google Classroom*” and plan ahead based on the assignments being posted

- Students are in charge of leading fifth grade fundraising events and calculating costs and profits to ensure their culmination activities are successful
- The 4-Step Problem Solving process enables students to deconstruct and solve multi-step problems
- Project based problem solving activities give students deeper understanding of mathematical concepts
- Students use communication guides to structure academic conversations to construct viable arguments and critique the reasoning of others
- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem solving skills

Science

Knollwood Preparatory Academy has been preparing for the Next Generation Science Standards (NGSS) by attending multiple professional developments given by the district. We will continue to attend professional development to further our understanding and implementation of the new standards.

All students at Knollwood receive a rigorous curriculum that addresses the NGSS for science. Students acquire knowledge of life, earth, and physical science from a balanced curriculum that includes state adopted textbooks, Full Option Science System™ (FOSS), and teacher created lessons. Teachers use the scientific method to create a testable hypothesis, construct an experiment and evaluate the findings. Students do hands on experiments in a lab format to further prove or disprove conjectures as they apply the scientific method. Students create new understanding of science concepts through hands on activities and analysis of data collection.

Teachers integrate science with other curricular areas as well real world situations. Writing is incorporated by using academic language to “write like a scientist” through the use of science journal entries. Students hypothesize, test, analyze, and create theories while making connections to real world situations. Through these theories, students develop global awareness to make eco-friendly choices and life-changes to improve our local and world community.

The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels. Teachers support students’ learning and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.

We incorporate into instruction the eight STEM (Science Technology Engineering and Math) practices in grades K-5 focusing in on STEM Practice 2, 6, and 7 which asks students to ask questions, create models, and use argument backed up with evidence. This is a cross curricular common core skill that all teachers use in their classrooms in Language Arts and Math. Our school provides engineering opportunities for the children to work in groups to build models and put together conclusions. Once their activities

have culminated, students have an opportunity to present and defend their conclusions to their classmates.

Kindergarten

- Students use garden boxes to plant and study plant growth
- Field trips enhance the science curriculum
- Students use Thinking Maps® to compare and contrast ideas and brainstorm topic
- Students create a device for our annual Egg Drop
- Science projects are created and research is presented

1st Grade

- Students use garden boxes to plant and study plant growth
- Field trips reinforce and enhance science curriculum
- Students use Thinking Maps® to compare and contrast ideas and brainstorm topic
- Students create a device for our annual Egg Drop
- Science projects are created and research is presented

2nd Grade

- Students use garden boxes to plant and study plant growth
- Field trips reinforce and enhance science curriculum
- Students use Thinking Maps® to compare and contrast ideas and brainstorm topic
- Students create a device for our annual Egg Drop
- Science projects are created and research is presented

3rd Grade

- Garden Boxes for students to plant
- Use of Activities Integrating Mathematics and Science Programs (AIMS)
- Egg Drop and exploration projects
- Monitor movement of the moon across the night sky
- Explore how the sun appears to move across the sky
- Force and motion marble tracks
- Field trips reinforce and enhance science curriculum
- Students use Thinking Maps® to compare and contrast ideas and brainstorm topic
- Science projects are created and research is presented

4th Grade

- Give students the opportunity to produce videos to demonstrate understanding of concepts
- Work in collaborative groups used to foster self-discovery of new knowledge
- Routine reflective journal writing reinforces concepts learned throughout the lesson

- Peer reviews of reflective journals
- Field trips reinforce and enhance science curriculum
- Students use Thinking Maps® to compare and contrast ideas and brainstorm topic
- Students create a device for our annual Egg Drop
- Science projects are created and research is presented

5th Grade

- Field trips reinforce and enhance science curriculum
- Dissecting Heart
- Students use Thinking Maps® to compare and contrast ideas and brainstorm topic
- Students create a device for our annual Egg Drop
- Science projects are created and research is presented
- Routine reflective journal writing reinforces concepts learned throughout the lesson

History / Social Studies

A rigorous history/social studies curriculum is provided at Knollwood Preparatory Academy that exceeds the CCSS by utilizing state adopted textbooks and teacher created lessons. Teachers promote an understanding of our place in the world through studying communities, cities, states, and countries in terms of geographical settings and historical periods. Students have the opportunity to relate historical events using critical thinking to find parallels and patterns. They create an understanding of the cause and effect relationship to historical events using role-play and interactive units. Through first-hand experiences students learn to think like a historian to build knowledge of civics, history, cultures, geography, economics, communities, cities, states, and countries. Activities and lessons utilize the curriculum areas of language arts, science, math, music, art, dance, and technology. Multicultural events are recognized through many curricular activities such as artifact gallery walks, Chinese New Year Parade with student-made dragon, and an annual Multicultural Fair. These activities promote a positive multicultural attitude necessary to be a responsible citizen in the 21st Century. We at Knollwood create connections between different cultures based on such aspects as geography, culture, or language. We also foster student connections between the past, the present, and the future.

Kindergarten

- Language arts is integrated throughout the social studies curriculum
- Field trips enhance the social studies curriculum
- Students learn about multicultural music, holidays and dance
- Students experience career day and learn about community helpers
- Teachers present Olympics themed activities
- Earth Day assembly and activities

1st Grade

- Language arts is integrated throughout the social studies curriculum
- Field trips enhance the social studies curriculum
- Students learn about multicultural holidays and events
- Students learn about community helpers
- Earth Day assembly and activities

2nd Grade

- Language arts is integrated throughout the social studies curriculum
- Field trips enhance the social studies curriculum
- Students experience and present plays with characters in history
- Students experience a career day
- Olympic theme activities (every two years)
- Students research and present biographies on famous people of past and present and African American inventors
- Students learn about multicultural holidays and events
- Earth Day assembly and activities

3rd Grade

- Language arts is integrated throughout the social studies curriculum
- Field trips enhance the social studies curriculum
- Re-creation of Native American village and study their lifestyles and how they adapted to their environments.
- Students visit historical sites in the community
- Middle school dancers are invited to demonstrate cultural dances
- Students learn about multicultural holidays and events
- Earth Day assembly and activities

4th Grade

- Language arts is integrated throughout the social studies curriculum
- Field trips enhance the social studies curriculum
- Students write historical informal letters
- Earth mobile presentation from the Natural History Museum
- Students use historian cards, realia, and icons to help students think like a historian.
- Students are involved in Gallery Walks to introduce students to historical artifacts and primary and secondary sources
- Students create collaborative presentations and projects to demonstrate understanding of concepts
- Middle school dancers are invited to demonstrate cultural dances
- Students learn about multicultural holidays and events
- Earth Day assembly and activities

- The end of the year Integrated Project combines social studies, language arts, science, and math to create a real-life scenario which requires informed decision making and presentations

5th Grade

- Language arts is integrated throughout the social studies curriculum
- Students create and present an explorer project
- Middle school dancers are invited to demonstrate cultural dances
- Students take the explorer's point of view to persuade the sponsor funding their expedition
- Students discuss and debate on the Presidential Election and the Electoral College
- Students use visual fact boxes
- Field trips enhance the social studies curriculum
- Students learn about multicultural holidays and events
- Earth Day assembly and activities

Technology

Knollwood strives to equip our students with the next generation technology skills, therefore students receive a rigorous curriculum that addresses the Common Core State Standards for technology. Teachers provide instruction on safety in use of technology, keyboarding skills, mouse skills, word processing and web browsing, and prepare them for college and career readiness in a technologically driven society. All classes have computers and a printer as well as computers or tablets for student use at centers. Each classroom has internet connectivity for increased research capability. Every class is equipped with a Brightlink interactive projector and updated Brightlink technology. These technologies allow teachers to present dynamic and interactive lessons in a visually stimulating way to students. These lessons can be designed by the teacher or retrieved from an online database. With our Brightlink programs, documents can be projected and manipulated. Student work throughout all subjects can be presented and edited as a whole group lesson. All classes have been updated with Elmo and document reader technology allowing teachers and students to show work and to model learning strategies.

Each teacher has an iPad for use in lessons or for testing purposes. The iPads are mirrored to the teacher desk top computer so that independent work can be projected and shared with the whole group. iPads create better mobility for teachers to roam the room and interact with students more freely while in the process of learning. The teachers have the ability to present student work immediately with feedback, take pictures and videos, as well as share and collaborate with colleagues.

Knollwood has two iPad carts that are routinely used in the classroom providing all students with the ability to work independently. For primary grades the teachers use the

iPad carts for small and whole group differentiated instruction, intervention, and enrichment. In upper grades, the students have daily access to devices to be used in their classroom for whole group instruction, research, long and short term projects, publishing student writing, leveled on-going activities that align with our curriculum and incorporate online resources from instructional materials to teach the common core standards. These carts also allow fourth and fifth grades to take district assigned assessments and Smarter Balanced Interim assessments. The students develop familiarity taking assessments on electronic devices, while freeing up the computer lab for Kindergarten through 3rd grade use.

Upper grade students are given instruction on Keynote, PowerPoint, and Google Slides. Fourth and fifth grade students access Google Docs and Google Classroom. Google Docs is a “cloud based” website where projects can be created collaboratively from different locations and writing can be retrieved from any personal device anywhere with instant work saving capabilities. This type of shared document promotes collaboration among students and versatility to work on a project both in and out of school. Google Classroom is also used among these grade levels to post and assign class projects, create Google Slides and research presentations. Excel to produce models and graphs from collecting data from research based activities, publish written students work, and assign and give teacher generated assessments with immediate feedback to students. (*“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*)

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”*)

Theater education allows students to create imaginary characters, stories and worlds while learning about the history of civilization.

Visual Arts education enhances the study of history and its people. Students have the opportunity to contribute their experiences and opinions through the creation, expression, analysis, and processing of ideas.

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 currently have a weekly music teacher that services classes based on grade –level standards with an emphasis in correlating to the social studies standards.

We are also in our third year of having instrumental music at Knollwood. The instrumental music program provides standards-based music instruction on violin, cello, flute, clarinet, trumpet and trombone, starting with beginning classes, with the goal of creating a school orchestra.

- The orchestra teacher instructs upper grade students each week
- Orchestral performances enhance school events, assemblies and concerts
- Students learn how to read music and perform on their instrument
- Students learn responsibility and maintain an academic standard in order to continue

Field Trips

Field trips are an integral part of the classroom curriculum. They give students the opportunity to engage in real-world simulations and experience the curriculum visually and hands on. Every grade level seeks out a field trip based on the grade level standards and curriculum.

Physical Education

It is important to us at Knollwood that students are educated about having a healthy and active lifestyle. In order to learn or work most effectively students must have a healthy attitude and a healthy mind. Teachers provide our students with the required 100 minutes each week of grade level standardized skills which build upon each grade level. During this time, teachers show students how to play outdoor games, activities, and sports. Students also participate in a psychomotor program once a week to emphasize these skills, games, and activities.

How the Curriculum Addresses:

Intervention

Every child has a unique individuality in their learning styles and in their talents. It is our responsibility at Knollwood to provide learning experiences that both nurture and encourage our students to work to the best of their ability.

Students receive targeted instruction based on the skills that they need in order to improve or be challenged. By looking at student data on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading Comprehension (TRC), and district and teacher created lessons, creating smart goals and through planning and collaboration, we are able to embrace and monitor all student progress.

During the past two years, Knollwood has provided a Learning Center, led by our Instructional Coach to help support students who were struggling in their grade level academics. With LAUSD's and Knollwood Learning Center's Early Language and Literacy Plan (ELLP) goals in mind, we have evolved the Learning Center into the Learning Academy. During Academy Time, grade levels focus on the area of Language Arts, which include the continuum of text awareness through reading comprehension. The teachers group students by their area of need or an area that needs to be challenged. They go into a classroom with a teacher who focus on that skill. These students receive their What I Need (W.I.N) time. Students are working in a small group environment to best meet their individual needs. These groups are flexible and students have the opportunity to move to other groups or other classrooms. All students are working towards their grade level standards.

Students who attend the Learning Academy with the Instructional Coach are receiving tier 3 intervention during the school day. Data and observations are collected and shared with teachers and parents at formal and informal meetings. Students are monitored for progress using DIBELS, TRC, Core Phonics Survey, or the Phonological Screener for Intervention (PASI). Students who do not make adequate progress are referred to the Student Success and Progress Team (SSPT), where further interventions could be put into place. Those that make adequate progress toward grade level standards or skills being taught transition to more advanced skill.

We believe that this program will enrich our students' learning and enhance the level of growth throughout the year. Knollwood also offers after school intervention for students struggling in reading comprehension and critical thinking development.

Parent Involvement

Knollwood Preparatory Academy believes that having parents involved in their child's education is a priority for student success. Teachers and staff encourage parents to volunteer in their child's classroom, to read every day, and to engage in vocabulary rich conversations with their child. The Instructional Coach, TSP Coordinator, and Parent

and Community Representative provide parent workshops to strengthen the home school connection, to clarify Common Core State Standards, and build effective communication between parents and teachers to best support their student's education.

Transitional Kindergarten

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

This program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on the California Kindergarten Common Core State Standards with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement. The daily schedule includes whole group instruction and activities, small group instruction and independent and "hands-on" learning. The Transitional Kindergartners enjoy lunch and recess with their fellow Kindergarten friends and participate in all Kindergarten activities such as music, art, and motor skills development throughout the year.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Knollwood Preparatory Academy Bell Schedule

Playground Opens 7:30 a.m.

Instructional Day - Kindergarten

7:50 a.m.-2:18 p.m.

Banked Tuesday Dismissal 1:14 p.m.

Recess Schedule 10:00 a.m.-10:20 p.m.

Lunch Schedule 11:40 a.m.-12:25 p.m.

Instructional Day - Grades 1-5 & Special Day Classes

Warning Bell 7:55 a.m.

8:00 a.m.-2:28 p.m.

Banked Tuesday Dismissal 1:24 p.m.

Recess Schedule 10:00 a.m.-10:20 a.m.

Lunch Schedule 11:50 a.m.-12:30 p.m.

AM State Preschool 7:40 a.m.-10:40 a.m.

PM State Preschool 11:20 a.m.-2:20 p.m.

Preschool for All Learners (PAL) 8:30 a.m.-12:30 p.m.

Minimum Day Schedule

Kindergarten Dismissal 12:19 p.m.

Grades 1-5 & SDC Dismissal 12:29 p.m.

Shortened Day Schedule

Kindergarten Dismissal 1:24 p.m.

Grades 1-5 & SDC Dismissal 1:34 p.m.

Mathematics Placement Act

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

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

The Knollwood Preparatory Academy Instructional Leadership Team (ILT) will determine Professional Development at Knollwood. Weekly Professional Development continues to be an on-going component and an effective tool used to design the curricular needs of our students and staff. Through data analysis, the ILT will problem-solve and determine the course of action for professional development incorporating the CCSS and the new English Learner Standards. The principal's role is to secure outside vendors when necessary, but also support in house teams of experts in scheduled professional development. Weekly grade level meetings, in addition to Professional Development, provide staff with the opportunity to analyze periodic assessments and collaborate on how to best meet the needs of students at each grade level.

State mandated Professional Development is the responsibility of the school principal. State initiatives are at the center of district professional development. This includes but is not limited to Response to Instruction and Intervention, English Learners, and Special Education. The principal is responsible to follow through on required professional development at the school site, as well as to schedule, document, deliver, and submit completion of mandated state Professional Development.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Knollwood Preparatory Academy continues to follow all District policies to test and identify English Learners (EL) based on the Home Language survey of the enrollment packet. We follow all District policies to administer California English Language Development Test (CELDT) to be transitioned to English Language Proficiency Assessments for California (ELPAC) within the specified time frame.

Since 2015-16 school year, Knollwood Preparatory Academy has employed a part-time Targeted Student Population (TSP) Coordinator who works closely with teachers and the Instructional Coach to provide support and intervention to EL students. Struggling EL students are identified by CELDT results, DIBELS, Smarter Balanced Assessments and class work and will be provided with intervention in identified areas of difficulty.

The parents of all students assessed receive written notification of the results of the test to inform them of their child's placement or progress. Monthly English Language Advisory Committee (ELAC) meetings will additionally provide open communication with parents discussing the Master Plan and other mandated areas that impact English Learners and their peers.

Students identified as English Learners will be placed in one classroom per grade level. Based on the results of CELDT/ELPAC Test, teachers will plan instruction to support the students in meeting the English Language Development (ELD) standards during designated ELD instruction, with the support of the Target Student Population Coordinator. English Learners will receive additional support during integrated ELD time to scaffold instruction and make it accessible for those students to gain access to the curriculum: constructive conversation skills, Thinking Maps®, think-pair-share, realia, illustrations for visual support, and hands-on activities to support all learning modalities. Those specific students who are not making adequate progress qualify for our intervention program; they are supported by the Intervention Teacher in small groups and additional intervention provided by the TSP Coordinator. Those who are still not making adequate progress are subsequently referred to our Student Support and Progress Team for further analysis.

Knollwood Preparatory Academy's goals for our English Learners include:

- Achieving academic proficiency in all areas of the English language
- Attain grade level academic achievement in all subject areas
- Develop a positive self-image
- Function effectively in a culturally responsive environment

The designated instructional block includes: constructive conversations, mentor texts, grammatical structures, and vocabulary lessons. Teachers will use the ELD lessons provided by the Multicultural Multilingual Education Department. Integrated ELD is used throughout the day and across disciplines where our English learners use English as they develop academic language simultaneously with academic content. Classroom instruction is also supported by the use of realia, computer images, Total Physical Response (TPR), and pair shared or peer modeling support to encourage students to help and collaborate. Teachers are using constructive conversation skills to support students as they create, clarify, fortify, and negotiate in their conversations while engaged in small group and pair shared activities.

We evaluate our program annually based on District criteria. We analyze the percentage of students reclassifying and evaluate the quarterly progress of our reclassified (RFEP) students, to ensure they are making adequate progress. Our TSP Coordinator generates monthly reports and collaborates with teachers to monitor the progress of English Learners. We follow the District guidelines for the reclassification of our students who have met the reclassification criteria.

Our English Language Advisory Committee provides written recommendations to the Governance Council and School Site Council regarding programs and services for our EL students. These recommendations are based on student performance and parental involvement data. Knollwood Preparatory Academy continues to work with English Learners to ensure they meet and/or exceed English Language proficiency goals.

Our Language Appraisal Team/SSPT works to ensure teachers receive support in meeting the goals for each student. The team meets with ELD teachers twice yearly to examine growth/progress, reclassification criteria, and CELDT scores as well as to answer any questions teachers may have about the status of their students. The team is also available to teachers throughout the school year to monitor consistency with instruction and documentation. Data shows that our work with ELs has been effective. We use that data to plan interventions to meet student needs and, when necessary, follow up with an SSPT to further address our concerns.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

Knollwood Preparatory Academy is dedicated to identifying our gifted and talented and high achieving population by administering the Otis Lennon Scholastic Aptitude Test (OLSAT) to all second graders. We have a system in place for teacher or parent referral for those students to be considered in all other areas of gifted, as well as those students

who may qualify in the intellectual category. Our GATE population is not solely a high-achieving population and is inclusive of diverse students with individual strengths. 100% of our GATE population met or exceeded the ELA standards on SBAC 2015/16, and 83% of our GATE population met or exceeded the Math standards. Both ELA and Math scores show significant growth from the previous years' scores.

Starting in third grade, our identified gifted and talented students are clustered by grade level based on guidelines provided by LAUSD. Teachers then address students' needs by incorporating experiential learning and differentiated planning into daily instruction. Teachers provide GATE students with lessons and assignments that encourage the students to develop, utilize, and strengthen their cognitive and critical thinking skills. They are asked to demonstrate their comprehension and deep knowledge of subjects by defining, describing, identifying, applying, and providing evidence for what they have learned through analysis, synthesis, and evaluation of this information. Additionally, students present novel oral, written, digital, and other products at an appropriate academic level. Students are also introduced to Sandra Kaplan's curriculum, and teachers incorporate Webb's Depth of Knowledge instruction to challenge all students. Furthermore, in our increasing use of cross curricular units of study, we have incorporated multiple opportunities for our students to use research and project based activities that they can relate to real world problems and solutions. As they present their projects, they are encouraged to become peer teachers.

An integral part of Knollwood Preparatory Academy's instructional program is a dedication to providing additional enrichment programs. Knollwood's teaching staff, together with a professional expert in each one of the designated arts (music, orchestra, and technology), infuses excitement, motivation, and high interest into the learning experiences of each and every child at school. In addition, Knollwood offers diverse after-school enrichment classes throughout the school year. Regardless of a child's learning profile at Knollwood, the Arts play an enormous role in the success of the targeted population. We are committed to engaging in comprehensive strategies for all students enrolled at Knollwood Preparatory Academy.

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Knollwood Preparatory Academy utilizes standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment (SBAC) for grades 3rd-5th (yearly), CELDT/ELPAC (yearly), DIBELS for grades K-5th and TRC for grades 2nd-5th (every 6 to 8 weeks), CA Treasures Assessments, and District and SBAC Interim Assessments for ELA and Math throughout the year. Data from these different assessments is collected and studied by teachers independently and at weekly grade level collaborative meetings. Additionally, the administration along with teachers, examines and discusses data and plans strategies to utilize on an ongoing basis throughout the year. Once identified, students

not achieving grade level standards are referred for intervention and are closely monitored using the above assessments. Knollwood provides these students with several interventions throughout the year, based on assessment data and teacher recommendation.

Learning Academy –The Learning Academy time provides intervention through our ELLP (Early Language and Literacy Plan) program coordinated by our Instructional Coach and funded through Title I funds. Twice a week students are grouped according to their needs as determined by assessments and data. The Instructional Coach, classroom teachers, and instructional aides provide targeted skill instruction to promote literacy and comprehension for all students. Working in groups of four to six, students receive direct instruction in the form of skill specific mini lessons with adults. At the same time, to reinforce and practice targeted reading skills, students work at independent group centers.

Before/After School Short Term Intervention Program - Classroom teachers provide intervention in both language arts and math areas for students achieving below grade level. Pre-tests and post-tests are administered to monitor progress. These results are analyzed at the end of each intervention session.

Daily Intervention - In all classrooms, teacher assistants work daily with small groups (three to four students) based on specific needs. This intervention is planned by the classroom teacher based on the need for further support as guided by anecdotal notes, teacher observation, and lesson and homework needs.

Class Size Reduction Teacher - Through our Block Grant funding, we purchase two additional classroom teachers. Smaller class size allows for more individual attention and differentiated learning.

These interventions have been successful in increasing the percent of students that have achieved grade level on SBAC scores from 2014/15 to 2015/16.

Socioeconomically Disadvantaged Students

Knollwood's goal is to provide all students with the tools necessary for an equal opportunity to achieve academic success. Our current student population includes 62% identified as Socioeconomically Disadvantaged and receive free or reduced meals. Out of the Knollwood students who took the SBAC (3rd - 5th grade) in 2015/16, 57% were socioeconomically disadvantaged.

Socioeconomically Disadvantaged Students at Knollwood are supplied educational materials with the assistance of Parent Teacher Association (PTA) funding, family and teacher donations, and administrative budgeting support so that they have the tools necessary for the rigorous demands of our academic program. We make every attempt to 'level the playing field.'

Knollwood provides enrichment opportunities to broaden the experience for the Socioeconomically Disadvantaged Students through exposure to the arts, field trips, and afterschool programs. Fifth grade fundraisers ensure that all students have access to 5th grade culminating field trips and other activities. Our families in need are provided Thanksgiving baskets through Knollwood's YMCA program as well as backpacks and school supplies through district assistance. For those students that have limited or no access to computers or other devices for research at home, Knollwood encourages use of classroom and lab computers and tablets. We are committed to ensuring that all students are equipped with the academic support they need to learn.

SBAC scores for our Socioeconomically Disadvantaged Students show growth over the past two years.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by

the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

F. Staffing Requirements

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

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

f. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary

to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on

behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

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

- # The 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.

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

Students in Other Subgroups

Homeless Youth are supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. Knollwood teachers, staff, and administration work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available (e.g. tutoring, counseling, and support for school supplies/transportation).

Foster Youth are supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and

student achievement. The Foster Youth Achievement Counselor is provided through LAUSD as a liaison between the Department of Social Services, LAUSD, and the families to support students for their academic and emotional needs. Knollwood teachers, staff, and administration work in conjunction with the Foster Youth Counselor to put strategies in place to ensure the students' success.

Students in both of the above subgroups are monitored through diagnostic assessments and data including: attendance, DIBELS, SBAC, report cards, Individualized Education Programs, and progress reports. Collaboration between students, family members, teachers, and school administrators is continuous throughout this process.

“A TYPICAL DAY”

Knollwood Preparatory Academy uses a banked time schedule which meets the required minute schedule of the State of California.

A typical day begins at 7:50 a.m. for students in Kindergarten, and at 8:00 a.m. for grades 1 – 5. Dismissal time on Monday, Wednesday, Thursday, and Friday is at 2:18 p.m. for Kindergarten and 2:28 p.m. for grades 1 – 5. On Tuesday, dismissal time is at 1:14 p.m. Kindergarten and 1:24 p.m. for grades 1 – 5 to allow for staff meetings and professional development.

Students receive rigorous, standards based language arts instruction, ELD instruction, and mathematics instruction during the morning hours. During the rest of the day, students can be seen receiving a rigorous standards-based program in science, social studies, art, physical education, and health at various times. On a typical day, you will see technology enhanced teaching and learning. Students use computers and iPads as tools for learning and showing what they have learned. Knollwood has document cameras and projectors used in every classroom to enhance instruction.

Similarly, arts and culture are alive at Knollwood. Our 3rd, 4th, and 5th graders take part in an orchestral instrument program in addition to a schoolwide music class. We also have a yearly Multicultural Fair where our students' diversity is celebrated with food, music, dance, and games from the different cultures represented in our population. In addition to our Multicultural Fair, students' cultures are woven into our curriculum in order to represent diversity in our literature, art projects, and music.

On a typical day, you will see students learning in whole group situations, small group situations, and individually in targeted instruction with the classroom teacher. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction and promoting learning on a daily basis. A visitor might also see classes rehearsing songs or the orchestra practicing music for an upcoming performance.

Of course, parents play a big part in our typical day. Parents can be seen working with student groups, acting as mentors in our arts as well as providing invaluable support to the school on a daily basis. They also can be found in the parent center helping

organize schoolwide events such as Literacy Campout, Math Games Night, Science Technology Engineering and Math (STEM) Night, the Multicultural Fair, and Spring Fling. We are fortunate to have passionate and involved parents who volunteer in and out of our classrooms.

Knollwood Prep. Academy Bell Schedule

Playground Opens 7:30 a.m.

Instructional Day - Kindergarten

7:50 a.m.-2:18 p.m.

Banked Tuesday Dismissal 1:14 p.m.

Recess Schedule 10:00 a.m.-10:20 p.m.

Lunch Schedule 11:40 a.m.-12:25 p.m.

Instructional Day - Grades 1-5 & Special Day Classes

Warning Bell 7:55 a.m.

8:00 a.m.-2:28 p.m.

Banked Tuesday Dismissal 1:24 p.m.

Recess Schedule 10:00 a.m.-10:20 a.m.

Lunch Schedule 11:50 a.m.-12:30 p.m.

AM State Preschool 7:40 a.m.-10:40 a.m.

PM State Preschool 11:20 a.m.-2:20 p.m.

Preschool for All Learners (PAL) 8:30 a.m.-12:30 p.m.

Minimum Day Schedule

Kindergarten Dismissal 12:19 p.m.

Grades 1-5 & SDC Dismissal 12:29 p.m.

Shortened Day Schedule

Kindergarten Dismissal 1:24 p.m.

Grades 1-5 & SDC Dismissal 1:34 p.m.

Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward OUTCOMES WILL BE MEASURED

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

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP), as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

Our Vision for Student Outcomes

Knollwood Preparatory Academy's curriculum includes an integrated, inquiry-based K-5 curriculum aligned with CCSS for ELA and Math, California ELD Standards, Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on project-based enrichment curricula meet or exceed State Standards for Music, Art, Physical Education, and Technology.

Knollwood firmly believes that the following three elements are crucial to student success:

Standards: CCSS serve as a benchmark for what students at each grade level need to learn. These standards are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the knowledge and skills the students must master.

Challenging Curriculum: The goal of Knollwood is to provide a challenging 21st Century curriculum that will not only meet but also exceed the minimum thresholds established by the District and the State.

Trained Teachers: If students are going to be held to high standards, they need teachers who know the subjects and know how to teach those subjects. Strategies for significant and on-going teacher professional development using the selected curricula are included in the Knollwood program.

Desired Outcomes of the School's Instructional Program

English Language Arts: Students will be able to read, write, listen, and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, 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: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the applications of such processes.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. In addition, students will learn about Ecology. Students will formulate their hypotheses and conduct experiments utilizing the scientific method as they engage in hands-on critical thinking investigations in our Science Lab.

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 and the origins, functions, and sources of power, authority, and governance.

Technology: Students will understand the use of current technology and its real world applications starting in Kindergarten. Grades K-5 have access to a weekly scheduled computer time in the computer lab with their class. Students in grades 1-3 will have keyboarding instruction in addition to other technology lessons, with students being proficient by 3rd grade for SBAC testing. Students will learn computer applications such as PowerPoint, Keynote, Google Slides, Word, and Google Classroom. All students at Knollwood will have regularly scheduled time to utilize the Computer Lab as well as our iPad carts and Chromebooks.

Arts: Students will develop knowledge of and appreciation for the arts such as vocal and instrumental music, visual arts, theatre, and dance-creative movement. This will be promoted through an academic curriculum intertwined with enrichment by specialists.

Physical Education: Each student 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 Life-Long Learners:

Keeping the focus on the whole child, students at Knollwood will also develop lifelong learning skills and interpersonal skills, which include:

Leadership, Collaboration, and Cooperation: Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. Students will learn to prepare for and participate effectively in a range of conversations and collaborations with various partners, building on others' ideas and expressing their own clearly and persuasively.

Goal Setting: Students will learn to set their own short-term and long-term 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. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience, or communication. Students will learn to respond to new information and use questioning to gain further meaning.

Self-Discipline: Students will learn to control their behavior at all times and will respect and uphold the values of the community. Students will learn to use effective communication strategies on the playground.

Citizenship: Students will learn and practice to be safe, responsible, and respectful of their peers, teachers, administration, and staff, as well as their school. Students “Caught Being Good” will receive a ticket which will be entered into a weekly drawing to receive a special “prize” from the office. Entire classes “Caught Being Good” will receive a “Knollwood Knight Coupon” which will be redeemed for a class-wide reward.

Each month, teachers nominate students to receive a Citizenship award at the Student of the Month assembly. Parents are invited in advance to attend and applaud their student’s achievement that serves to not only recognize but also to motivate positive student behavior at school.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Knollwood Preparatory Academy participates in the Smarter Balanced Assessment as the state’s standardized summative assessments. We also will participate in the California State Test for Science this year for fifth graders. The annual CELDT assessment is given for all of our EL students. Beginning Fall 2017, EL students will participate in the ELPAC. Through these assessments, we receive individual student data that holds us accountable and information regarding a common measure of student performances as well as areas of needed improvement. Having student data that measure students to the attainment of the CCSS and gives comparative data to other students nationally gives teachers and the administration important data in which to base instructional decisions.

Summative Assessments

Knollwood Preparatory Academy utilizes standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3-5 (yearly), TRC and DIBELS (three times a year), CELDT (yearly), and Science CST (5th grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). Over the course of our Charter we have learned much from the summative assessments/SBAC data and have set goals for our future Charter term.

Measureable Goals (SBAC and Science CAST):

- The school’s overall score will grow by 2% each year of the Charter term in ELA and Math.
- More than 52% of students will achieve Standards Met or Exceeded in ELA/Literacy
- More than 44% of students will achieve Standards Met or Exceeded in Math

- Students scoring Proficient or Advanced on the Science CAST will meet or exceed performance each year of the Charter term based on the levels of performance in the 2016-2017 school year.
- English Learners acquiring English Proficiency (AMA01 – CELDT Annual Growth of ELPAC) will meet or exceed performance each year of the Charter term.
- More than 72.8% students will have 96% or higher attendance with a growth of 1% each year of the Charter term.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2019-20
% of Students Achieving Standards Met/Exceeded in ELA/Literacy	45%	52%	54%	56%	58%	60%	62%
% of Students Achieving Standards Met/Exceeded in Math	42%	44%	46%	48%	50%	52%	54%
% of 5 th Graders Scoring Proficient or Advanced on Science CST	CST 51%	CST 58%	CAST NA	CAST Meet or Exceed	CAST Meet or Exceed	CAST Meet or Exceed	CAST Meet Or Exceed
% of ELs Acquiring English Proficiency on CELDT	CELDT 50%	CELDT 45%	CELDT 41%	ELPAC NA	ELPAC Meet or Exceed	ELPAC Meet or Exceed	ELPAC Meet or Succeed
% of Students with 96% or Higher in Attendance	68.3%	73.1%	74%	75%	76%	77%	78%

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Knollwood Preparatory Academy will utilize standardized formative assessments which include, but are not limited to:

- DIBELS and TRC Reading Assessments (beginning, middle, and end of year)
- CA Treasures Assessments (weekly and per unit)
- My Math Assessments (per chapter and per unit)
- District Interim Math Assessment Bank (Grades TK – 2 once a year)

- District Interim Assessments for ELA (Grades TK – 2 once a year)
- Interim Assessments Blocks for ELA (Grades 3 – 5, every 6-8 weeks)
- Interim Assessment Blocks for math (grades 3 – 5, every 6-8 weeks)

In addition, Knollwood will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the students over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher provided criterion referenced tests, and projects. Also known as performance tasks, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

Knollwood believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics. 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 meetings. Knollwood is also utilizing Learning Academy and small group instruction to address students’ needs comprehensively K-5. Additionally, teachers and administration examine, discuss data, and plan how to utilize it on an ongoing basis throughout the year.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide lessons within the classroom.

Formative Assessments

English Language Arts – Writing	<ul style="list-style-type: none"> - Critique, justify, and theorize in writing across disciplines with evidence - Grades K-5 read non-fiction text, orally discuss details, students illustrate ideas, state their opinion, and back it up with facts from text - Inform, persuade, and expose in writing with text-based and personal evidence - Defend, critique and illustrate in oral and written formats - Describe and illuminate in oral 	<ul style="list-style-type: none"> - District-mandated tests - Interim Assessment Blocks - Teacher-developed assignments, tests, and activities - Write from the Beginning® Program, Writer’s Workshop, writing prompts - Writing Journals - Oral Presentations and Project exhibits - End of unit projects
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	<p>and written format using figurative language</p> <ul style="list-style-type: none"> - Apply vocabulary development and knowledge in written and oral format - Demonstrate critical thinking skills specific to Depth of Knowledge degrees - Produce inquiry-based research projects aligned to thematic subjects in various disciplines - Creative Writing – stories & poetry 	
English Language Arts – Reading	<ul style="list-style-type: none"> - Identify, analyze and evaluate thematic cross-curricular literature - Discern relevant information after careful examination and exploration of text - Distinguish between fact vs. fiction and important supporting details - Understand cause & effect and connections in rising action - Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program 	<ul style="list-style-type: none"> - District-mandated tests - Interim Assessment Blocks - Teacher-developed assignments, tests, and activities - CA Treasures Reading series - DIBELS - Close Reading - Project-based learning inquiry Projects - Accelerated Reader - Oral Presentations and Project exhibits
Math	<ul style="list-style-type: none"> - Apply and practice acquired skills in daily math problem solving - Discern operations necessary to solve word problems - Persevere in solving problems, including multi-step/multiple strategy problems - Explain/show math strategies and justify solutions 	<ul style="list-style-type: none"> - District-mandated tests - Interim Assessment Blocks - Teacher-developed assignments, tests, and activities - Publishers’ classwork, homework, activities, and tests - Manipulative-based math activities
Science	<ul style="list-style-type: none"> - Develop theories and test them in experiments utilizing scientific inquiry process - Report on findings in oral or written presentation; conduct further inquiry - Persevere in solving problems, including multi-step problems - Incorporate STEM curriculum 	<ul style="list-style-type: none"> - District-based tests - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Lab-based experiments and STEM activities (FOSS Kit materials) - Science note-taking and reflective journals

		- Exhibits and presentations
History and Social Studies	<ul style="list-style-type: none"> - Understand cause and effect connections of the making of civilizations - Relate and connect over time patterns in events - Finding parallels in historical events - Read content area information to critique events and policies of the past - Interpret information to draw conclusions and make predictions - Use role play - State/National icons/landmarks - Famous figures of History - Multi-cultural understanding 	<ul style="list-style-type: none"> - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Portfolios of significant achievement - Exhibits and oral presentations - Integration of the Arts
Technology (Computer Lab/iPads)	<ul style="list-style-type: none"> - Use Internet for research and learn to evaluate relevant versus irrelevant information - Use word processing applications to create documents - Create spreadsheets to analyze data - Use artistic applications to create original and novel products 	<ul style="list-style-type: none"> - Teacher-developed activities - Portfolios of significant achievement - Presentations and inquiry-based projects

Method by Which Pupil Progress Toward Outcomes Will Be Measured:

Authentic Assessments: Authentic assessments are ongoing and can better evaluate a student over time and in a variety of settings. These types of assessments include but are not limited to teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade level and teacher-developed tests, rubrics, criteria charts, and short-term and long-term projects.

Standardized Assessments: Common Core State Assessment (SBAC) for Grades 3-5, California English Development Test (CELDT), District Interim ELA Assessments for Grades TK-2, District Interim Assessment Bank for Math for Grades TK-2, Interim Assessment Blocks for ELA for Grades 3-5, Interim Assessment Blocks for Math for Grades 3-5, DIBELS Reading Assessment for Grades K-2, TRC Reading Assessment for Grades 3-5, and California Science Test (CAST) for 5th Grade only

Additional Grade Level Assessments: Treasures Reading Series Comprehension, Spelling, Vocabulary, Fluency and Writing Tests, Science Investigations and Assessments, Health Assessments

DATA ANALYSIS AND REPORTING

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

- Data from combined assessments, as it becomes available, is continuously evaluated by teachers and administration in order to meet each student's educational needs. Data is also used to identify and prioritize professional development priorities.
- District, Standardized, and authentic assessment results are communicated to parents throughout the school year.
- School-wide data is also shared in a public forum at monthly governance council meetings to discuss upcoming program development and education intervention priorities.
- My Integrated Student Information System (MISIS) parent portal (PASSPORT) is available to all parents, teachers, and students for immediate access to grades, scores, and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop effective Professional Development.

How Students' Progress is Reported to Families

Individual classroom teachers are accountable for assessing their students' achievements using a school-wide grading scale with regard to standards-based, grade level, work and achievement of grade appropriate content standards, as well as showing progress towards mastering the skills, knowledge, and aptitudes required for advancing to the next grade level. Student progress towards meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school's, District's, and State's curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school's desired grade level standards will be communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Tri-Annual District-Aligned Report Cards, and regular conferences with students' teachers.

Report of Progress Toward the Achievement of IEP Goals is also provided to parents three times a year, as applicable. Additionally, parent conferences are conducted at the end of the first and second reporting periods and as needed within the third reporting period. Transitional Kindergarten holds Parent-Teacher conferences twice a 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 including 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 the ability to play fairly.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

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

LEGAL AND POLICY COMPLIANCE

As a District affiliated charter school, Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

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

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

STAKEHOLDER INVOLVEMENT

Parents play a very active role in our school, and their involvement is the key to success for Knollwood Preparatory Academy. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are, and continue to be, involved in all levels of decision-making at Knollwood Preparatory

Academy, their primary role will be to help to fulfill our goal of an enriched education experience for all children.

Involvement in the Governance Council and its various Standing and Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of Knollwood Preparatory Academy's students. All Governance Council as well as Standing and Ad Hoc Committee meetings will be open to the public in accordance with the Brown Act. All stakeholders and interested parties will be encouraged to contribute agenda items for discussion. In addition, meeting schedules will be made available to the public, including on the school website and via organized email blasts. Additionally, an agenda of each meeting will be publically posted at the school site and on the school's website at least 72 hours in advance. All meetings will be held in accordance with the posted agenda and any items raised during any "public comment" period will be added to a later agenda for official discussion. The Governance Council and Standing Committees will also comply with all Brown Act requirements related to special meetings. Furthermore, minutes of meetings will be posted in a public area and on the school's website.

In addition to having a voice on the Governance Council, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet given to each student at the start of each school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Room Parent Orientations, Back-to-School Night, Open House, parent education meetings for Common Core State Standards in English Language Arts, Math, Science and Smarter Balanced Assessment Consortium Updates, Parent/Teacher/Student Surveys, Parent Teacher Conferences, parent participation in the classroom, campus beautification, monthly newsletter and community building events such Math Night, Literacy Night, and Multicultural Fair. Knollwood Preparatory Academy announces these opportunities through weekly Connect Ed blasts, as well as through the school's website, and hard copy flyers to each classroom.

Included in the Welcome Packet is the Student-Parent-Teacher Handbook, which outlines the responsibilities of all three parties in providing the best education possible for each student. Also, each fall the Governance Council reviews the Four Way School/Parent Compact for effectiveness. The Council approves the compact for dissemination to families as part of the Governance Council business. Each year parents, students, the principal and teachers review and sign this compact. It is essential for all stakeholders to have positive relationships and open communication as well as to work together for all students to be successful.

Along with parent organizations such as PTA, parents will have access to school facilities through the on-campus Parent Center, Coffee with the Principal Program, and various community meetings that come up from time to time.

In addition to maintaining parent representatives on the Governance Council and parent participation in the PTA, parents will be strongly encouraged to contribute volunteer time to our affiliated charter school. The principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school, small group assistance, attending parent-teacher conferences, attendance at the school council meetings, participation in planning and attending of fundraising activities.

Local Governance Structure, Procedures, and Operations

Knollwood Preparatory Academy Governance Council is a consensus-oriented, decision-making body for Knollwood Preparatory Academy Affiliated Charter. It has the responsibility for allocating categorical block grant resources and setting the 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 majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Council.

Charter School shall comply with all applicable federal and state laws and regulations, as well as District policies and procedures, as they may change from time to time.

Knollwood 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 Knollwood's Governance Council. Material revisions of charters are governed by the standards and criteria in Section 47605. (Ed Code 47607(a)(2)). Any material revisions to the charter may be made only with the approval of the LAUSD Board of Education. Knollwood will consult with the District and Superintendent in making a determination as to whether or not a proposed amendment or change to the charter constitutes material revision.

We abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Knollwood Preparatory Academy.

Members of the Governance Council shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person. If the conflict would involve entering into a financial transaction with the member of the

Governance Council, the Council as a whole cannot enter into the transaction regardless of recusal.

- The Council's duties shall include, but are not limited to:
- Assuring compliance with categorical programs
- Overseeing and evaluating effectiveness of school curriculum, programs, and appropriate assessments
- Developing the schedule of school activities, events, policies, and procedures (in alignment with District policies and procedures)
- Establishing and maintaining fiscally-sound budget practices
- Interviewing and selecting personnel through the Council's hiring committee from candidates selected from the eligibility list established by the LAUSD Personnel Commission
- Establishing and maintaining a Four Way Student/Parent Compact in accordance with District guidelines
- Establishing and maintaining the effectiveness of the Council's committees
- Implementing and monitoring programs funded by private donations
- Developing a dispute-resolution process for staff, students, and parents, as required, for any grievance procedure for staff, Uniform Complaint Procedures (UCP), and other types of procedures
- Facilitating communication and collaboration among members of the school community as well as between the school and the Granada Hills community at large
- Facilitating innovation, consensus, and problem solving
- Amending and revising the Council bylaws, as required
- Monitoring, supporting, and assisting in the execution of Knollwood Preparatory Academy policies and plans in accordance with District guidelines, including developing the Local Control Accountability Plan (LCAP) and reviewing the Single Plan for Student Achievement (SPSA)

Governance Council Meetings and Decision Making Process

The Knollwood Preparatory Academy Governance Council meets at least nine times per year, on a monthly basis, to discuss policy and make decisions for the school. The meeting time, date and location will be posted at campus entrances, in the school main hallway, on the online school calendar, as well as communicated through the weekly Connect Ed. An agenda of the Council's regularly scheduled meetings will be available on the school website and posted in public no less than three days before the meeting. The Chair may call special meetings at any time, as long as all members and the public are notified at least 24 hours in advance of the meeting. All teachers, parents, and community members are encouraged to attend Governance Council meetings. A decision-making quorum shall consist of a majority of the Council. As a 12-member council, seven voting members constitute a quorum. Non-members who wish to speak to the Council may do so, and will be given three minutes to speak during the "Public Comment" section in the agenda. Any stakeholder can bring new business before the

Governance Council by communicating with the Principal, a member of the Governance Council or a relevant Standing or Ad Hoc Committee. All Standing and Ad Hoc Committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Knollwood Preparatory Academy.

Members of the Governance Council serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The composition of the Governance Council and the election process are subject to an approved waiver from the UTLA collective bargaining agreement. Absent a waiver, the Governance Council's composition and election process must abide by Article XXVII of the Collective Bargaining Agreement.

The voting members of the Governance Council include representatives from the school's various constituencies as follows:

Six staff members, which will include:

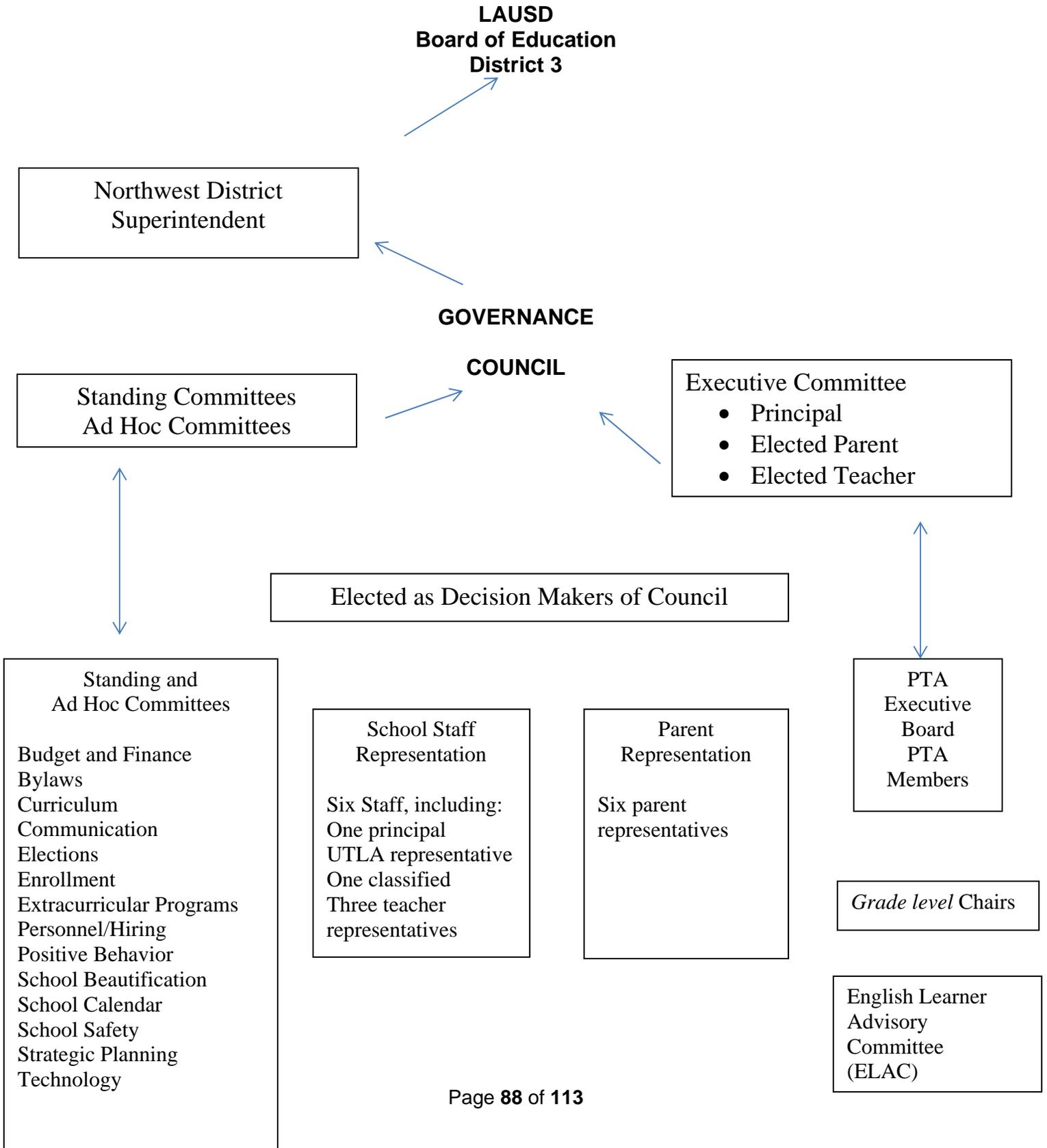
- The principal - automatic member
- The UTLA Representative - automatic member
- Three Teachers Representatives - elected by the teachers employed at the school
- One Classified Representative - elected by the non-teaching staff at the school

Six parent members, which will include:

- Six Parent Representatives, who shall be elected from and by parents whose children are enrolled in the school.

There shall be up to two alternate parent and two alternate teacher Council representatives designated each year. The "First" alternate shall be the person with the most votes as compared to the other alternate(s). Alternates will be asked to serve only if an elected member of the Council steps down or is asked to vacate the position. Alternates serve for a one year term.

KNOLLWOOD PREPARATORY ACADEMY
GOVERNANCE COUNCIL ORGANIZATIONAL CHART



Governance Council Officers

The officers of the Council shall include a Chair, a Vice Chair, a Secretary, and a Parliamentarian. These officers shall perform duties prescribed by the bylaws and Robert's Rules of Order.

The officers shall be nominated and elected during the first Council meeting after the new Council has been elected, by a majority vote of Council members. The term of each officer shall be for one year. Only Council members who will be commencing their second year of service on the Council are eligible to be Chair. In the event that no member meets this requirement or no member meeting this requirement wants to be Chair, the Chair will be nominated by the Council and elected by a 2/3 vote. All officers must be current members of the Council.

The duties of the Council Chair include:

- Overseeing the decisions and actions taken by the Council
- Sitting on the Executive Committee
- Preparing an agenda and distributing it to the members prior to all meetings. The agenda is to be posted publicly on the school's website and in the school's main hallway 72 hours before each meeting and distributed to Council members via email at least 48 hours before each meeting
- Conducting all meetings in accordance with Governance Council Bylaws

The duties of the Vice Chair include

- participates as a vital part of the Council leadership
- understands the responsibilities of the board chair and is able to perform these duties in the chair's absence at regular Governance Council meetings, as well as Executive Committee meetings when called upon to do so
- perform other duties as assigned by the Chair

The duties of the Secretary include:

- Record the proceedings of all meetings of the Council, then distribute minutes to Council members
- Keep all agendas, sign-in sheets, and meeting minutes in a file, which will be stored in the Principal's office
- Post meeting minutes publicly

- Provide meeting minutes and reports presented in Council meetings to the webmaster to post on the school's website

The duties of the Parliamentarian include:

- Having knowledge of Robert's Rules of Order and the proper procedures for the conduct of Council meetings
- Assists in the interpretation of bylaws and rules of order
- Plan and conduct meetings
- Votes and takes part in discussion of items on the agenda

Executive Committee

Knollwood Preparatory Academy has an Executive Committee comprised of the Principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee:

- Helps to prepare the agenda for Governance Council meetings
- Deals with routine matters not requiring the attention of the full Governance Council or its committees
- Refers issues to the Governance Council or its committees as appropriate
- Meets monthly, but may convene more or less frequently as necessary to conduct its business.

The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school's operation nor the terms and conditions of the Charter.

Committees

Committees shall be formed to research issues and obtain input from all affected/interested groups. They ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making, provide a more effective way of communication, and assist in the selection of all members of the staff. This would include the Principal, Assistant Principal, Administrative Staff, and Teaching Staff.

Standing and Ad Hoc Committees may include but are not limited to:

- Budget and Finance
- Bylaws
- Curriculum
- Communication
- Elections
- Enrollment
- English Learner Advisory Committee (ELAC)
- Extracurricular Programs
- Instructional Leadership
- Personnel/Hiring
- Positive Behavior
- School Beautification
- School Calendar
- School Safety
- Strategic Planning
- Student Success and Progress Team (SSPT)
- Technology

Other committees shall be formed as the need arises. New Standing and Ad Hoc committees shall be established by the Council with the exception of ELAC, which will be elected each year in a special election, per LAUSD guidelines.

Ad Hoc committees are advisory and may be composed of Council members, alternates, and community members, each serving with equal standing. Each committee, at a minimum, should include one staff member and one parent member of the Governance Council. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair. 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 committee shall determine their meeting dates and times. Notice of meetings shall be posted on the bulletin board in the main hallway and at least 72 hours before each committee meeting, as well as on the online school calendar and through weekly E-blast communication. Committees shall follow the Governance Council's Committee Guidelines.

Standing Committees

- Budget and Finance: Prepares school budget each year, based on various sources of funding received and the needs of the school

- Curriculum: Researches and develops curriculum recommendations based on the educational program outlined in the Charter
- Positive Behavior: Foster positive behavior in students by reviewing school policies and recommending best practices related to discipline, anti-bullying, citizenship, and character development
- Safety: Oversees the safety and security of students and all other community members both on campus and on the school's perimeter
- Strategic Planning: Creates specific plans and processes to implement the education program as spelled out in the Charter
- Technology: Surveys technology inventory, develops and refines the school technology plan, contributes to the school-wide technology curriculum
- English Learner Advisory Committee (ELAC): Per LAUSD policy, when our school has more than 21 English learner students, we shall establish an elected English Learner Advisory Committee (ELAC). The responsibilities of the ELAC include:
 - Advising the Council on the development of the Single Plan for Student Achievement especially those sections related to English Learners
 - Assisting in the development of the school's needs assessment and language census
 - Advising the Principal and staff on the school's program for English Learners
 - Advising in the development and approval of the school's Limited English Proficient budget
- Personnel/Hiring Committee - A Hiring Committee will be established in the event of a position opening. The Governance Council and its Hiring Committee shall have responsibility for personnel selection decisions, including the setting of applicable interview and selection procedures and the determination of prerequisite job qualifications. All candidates for the position of Principal, Administrative, Certificated and Classified Personnel will be interviewed and selected for recommendation to the District by a selection committee. The selection committee shall be composed as follows:
 - One Administrator
 - One Clerical Staff Member
 - Two Teachers
 - One UTLA Representative

- One Parent/Community Member
- One Representative of the Department or Grade level of vacancy being filled

In the event of a time-sensitive hiring situation and one or more members of the Hiring Committee are unavailable to participate in the interviews, the hiring process can proceed with: one Administrator, one Teacher, and one Parent/Community Representative (from Governance or PTA).

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other

alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

GENERAL PROVISIONS

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

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

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall

make its admissions determination in compliance with applicable law and the terms of this Charter.

Enrollment/Lottery Assurances and Procedures

Knollwood Preparatory Academy operates within the boundaries of Local District Northwest of Los Angeles Unified School District. It will be open to all students who wish to apply. Admission preference will be given to pupils who reside within the 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.

Knollwood's Charter enrollment lottery period opens in April. Knollwood conducts two prospective parent tours per school year, one in April and one in May. Interested families may receive an application and enrollment information at the tour or by visiting the Knollwood office. Lottery applicants are strongly encouraged to hand-deliver their completed applications to the front office. On the day of the lottery, families will be able to observe the lottery in person, but do not need to be present to be placed on the list.

Those selected will be notified by phone and email. Offers must be accepted within three days and the enrollment packet must be returned within two weeks of the phone call in order to secure enrollment in Knollwood Preparatory Academy.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable state law and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

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

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to

conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall 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 Charter School's failure to implement 504 Plan?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

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

and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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