



LOS ANGELES UNIFIED SCHOOL DISTRICT

Canyon Charter School

A DISTRICT AFFILIATED CHARTER SCHOOL

421 Entrada Drive
Santa Monica, CA 90402

Renewal Petition

Submitted
March 11, 2020

TERM OF PROPOSED CHARTER

JULY 1, 2020 TO JUNE 30, 2025

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(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”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
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- 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(e)(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(d)(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* section 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(c)(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(c)(5)(A)(ii).)

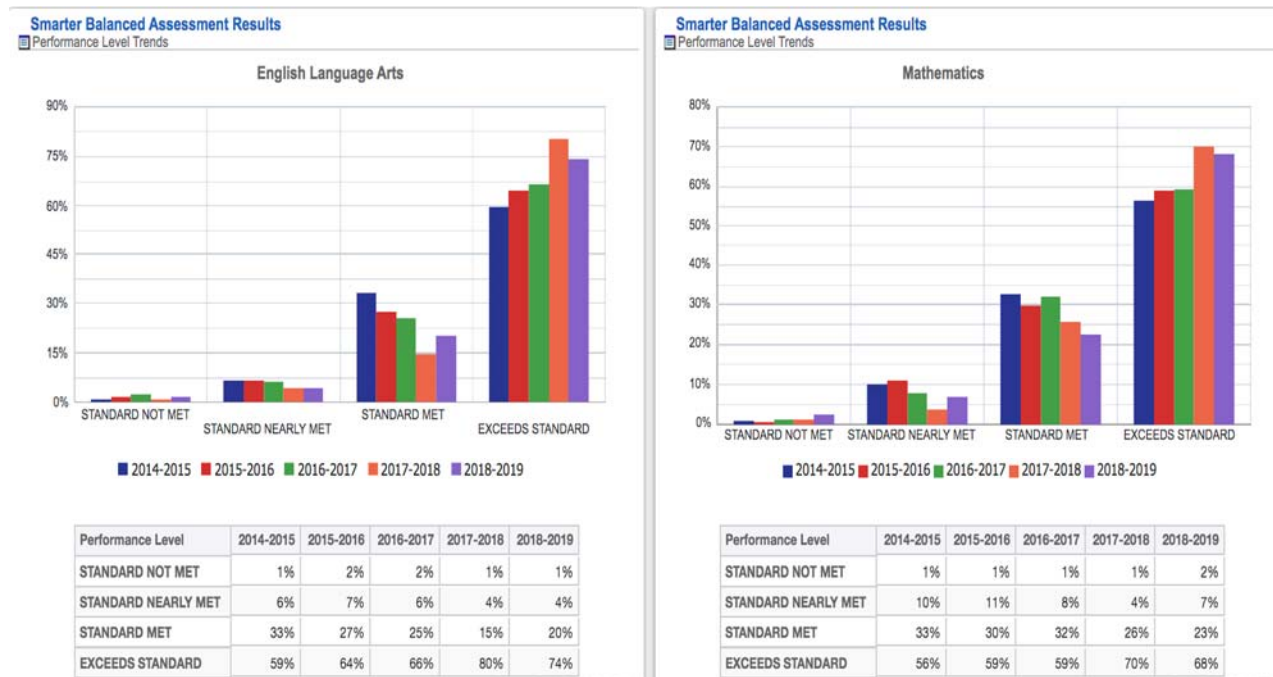
“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter 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(c)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	Nicole Sheard
• The address of Charter School is:	421 Entrada Drive Santa Monica, CA 90401
• The phone number for Charter School is:	((310) 454-7510
• Charter School is located in LAUSD Board District:	4
• Charter School is located in LAUSD Local District:	West
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	400
• The grade levels of the students in the first year will be:	TK-5
• Charter School's scheduled first day of instruction in 2020-2021 is:	August 18, 2020
• 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.)	432
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (start and end of day) for Charter School will be:	8:10-2:55 MWF 8:10-1:45 T/Th
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Canyon has been a successful charter school serving grades K-5 since 1993, when we were granted one of the initial 100 charters in California under the Charter schools Act of 1992. Canyon Charter Elementary is an academic success and we maintain consistently high student achievement. This is evidenced by the California School Dashboard results (below) which indicate above standard performance in all academic areas over the past five years.



Due to the small, or in some cases absent, subgroups, limited achievement data is available. The following illustrates academic performance data for the represented subgroups:

ENGLISH LANGUAGE ARTS SUBGROUP DATA:

By Ethnicity:

Ethnicity	CLAIM	Below Standard	Near Standard	Above Standard	# with Scores	# Tested
ASIAN	Reading		20%	80%	10	10
	Writing		20%	80%	10	10
	Speaking & Listening		50%	50%	10	10
	Research/Inquiry		20%	80%	10	10
BLACK	Reading			100%	4	4
	Writing		50%	50%	4	4
	Speaking & Listening		50%	50%	4	4
	Research/Inquiry		25%	75%	4	4
HISPANIC	Reading		38%	62%	21	21
	Writing		62%	38%	21	21
	Speaking & Listening		43%	57%	21	21
	Research/Inquiry	5%	33%	62%	21	21
WHITE	Reading		25%	75%	138	138
	Writing	3%	31%	66%	138	138
	Speaking & Listening		43%	57%	138	138
	Research/Inquiry	1%	31%	68%	138	138
FILIPINO	Reading	25%	25%	50%	4	4
	Writing		50%	50%	4	4
	Speaking & Listening	25%	50%	25%	4	4
	Research/Inquiry		50%	50%	4	4
TWO OR MORE	Reading		30%	70%	27	27
	Writing	15%	19%	67%	27	27
	Speaking & Listening	4%	33%	63%	27	27
	Research/Inquiry	4%	30%	67%	27	27

By Special Education:

Special Ed	CLAIM	Below Standard	Near Standard	Above Standard	# with Scores	# Tested
NO	Reading	1%	21%	78%	185	185
	Writing	2%	31%	66%	185	185
	Speaking & Listening	1%	41%	59%	185	185
	Research/Inquiry	1%	29%	71%	185	185
YES	Reading		74%	26%	19	19
	Writing	21%	47%	32%	19	19
	Speaking & Listening	5%	58%	37%	19	19
	Research/Inquiry	11%	53%	37%	19	19

By Language Classification

Language Classification	CLAIM	Below Standard	Near Standard	Above Standard	# with Scores	# Tested
EO	Reading	1%	26%	73%	194	194
	Writing	4%	32%	64%	194	194
	Speaking & Listening	1%	43%	56%	194	194
	Research/Inquiry	2%	30%	68%	194	194
IFEP	Reading		14%	86%	7	7
	Writing	14%	29%	57%	7	7
	Speaking & Listening		14%	86%	7	7
	Research/Inquiry		29%	71%	7	7
LEP	Reading		100%		1	1
	Writing		100%		1	1
	Speaking & Listening		100%		1	1
	Research/Inquiry		100%		1	1
RFEP	Reading			100%	2	2
	Writing		100%		2	2
	Speaking & Listening		50%	50%	2	2
	Research/Inquiry		50%	50%	2	2

MATHEMATIC SUBGROUP DATA

By Ethnicity:

Ethnicity	CLAIM	Below Standard	Near Standard	Above Standard	# with scores	# Tested
ASIAN	Concepts & Procedures		20%	80%	10	10
	Problem Solving		40%	60%	10	10
	Communicating Reasoning		30%	70%	10	10
BLACK	Concepts & Procedures		50%	50%	4	4
	Problem Solving			100%	4	4
	Communicating Reasoning		50%	50%	4	4
HISPANIC	Concepts & Procedures		33%	67%	21	21
	Problem Solving	10%	43%	48%	21	21
	Communicating Reasoning		48%	52%	21	21
WHITE	Concepts & Procedures	4%	20%	76%	138	138
	Problem Solving	1%	30%	69%	138	138
	Communicating Reasoning	3%	21%	76%	138	138
FILIPINO	Concepts & Procedures	25%		75%	4	4
	Problem Solving	25%	25%	50%	4	4
	Communicating Reasoning	25%	25%	50%	4	4
TWO OR MORE	Concepts & Procedures	7%	22%	70%	27	27
	Problem Solving	4%	22%	74%	27	27
	Communicating Reasoning	7%	26%	67%	27	27

By Special Education:

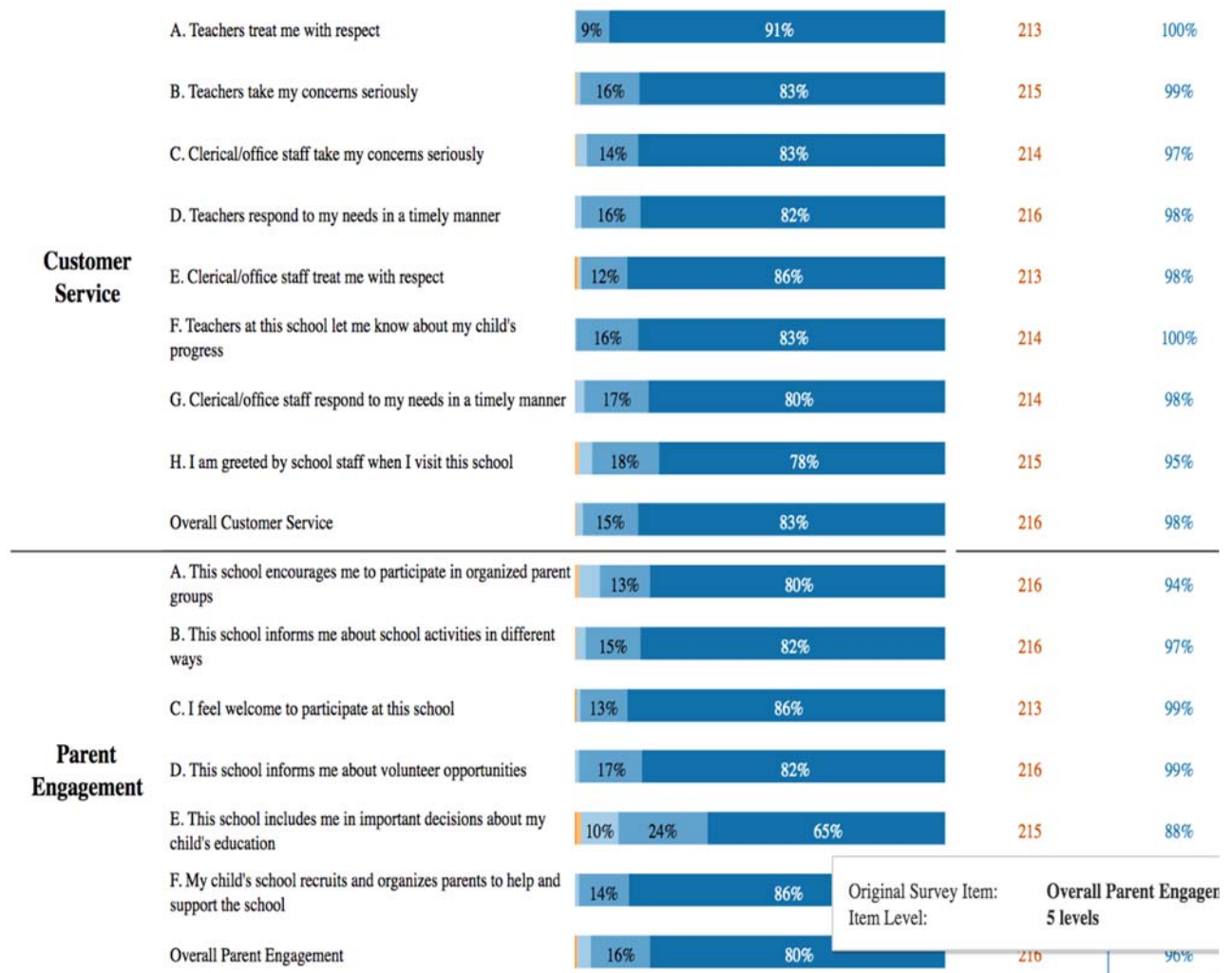
Special Ed	CLAIM	Below Standard	Near Standard	Above Standard	# with scores	# Tested
NO	Concepts & Procedures	3%	21%	76%	185	185
	Problem Solving	2%	29%	69%	185	185
	Communicating Reasoning	3%	23%	75%	185	185
YES	Concepts & Procedures	16%	32%	53%	19	19
	Problem Solving	11%	37%	53%	19	19
	Communicating Reasoning	11%	53%	37%	19	19

By Language Classification

Language Classification	CLAIM	Below Standard	Near Standard	Above Standard	# with scores	# Tested
EO	Concepts & Procedures	4%	22%	74%	194	194
	Problem Solving	3%	29%	68%	194	194
	Communicating Reasoning	4%	26%	71%	194	194
IFEP	Concepts & Procedures			100%	7	7
	Problem Solving		29%	71%	7	7
	Communicating Reasoning			100%	7	7
LEP	Concepts & Procedures		100%		1	1
	Problem Solving		100%		1	1
	Communicating Reasoning		100%		1	1
RFEP	Concepts & Procedures		50%	50%	2	2
	Problem Solving		50%	50%	2	2
	Communicating Reasoning		50%	50%	2	2

In addition, ratings on the School Experience Survey indicate high standards in the areas of Academic Engagement and Conditions and Climate.

High Quality Schooling	A. This school provides instructional resources to help me support my child's education	21% 74%	215	95%
	B. This school offers extra activities for my child's personal growth	20% 74%	216	94%
	C. This school provides high quality instruction to my child	12% 85%	216	97%
	Overall High Quality Schooling	18% 77%	216	95%



Other achievements include the integration of 1:1 technology in all classrooms, improving community communication and the establishment of several new committees including a Leadership Committee, a Social Emotional Learning Committee, and a Green Team responsible for bringing ecological awareness to the school and its community. We attribute our successes to a variety of factors, including but not limited to, the successful partnership between stakeholders and staff, the level of commitment of all stakeholders, the small size of the school, the ability to utilize a school-based governance model with opportunities to make decisions about curriculum, staffing, and budgetary decisions to best suit our school's community.

Since its inception as an Affiliated Charter School within the Los Angeles Unified School District, Canyon has developed successful programs that reflect the leadership, skill and talent of our stakeholders, while meeting the unique needs of our diverse student body and educational community. Seeking to build on our previous successes, through this current Charter Renewal, Canyon will continue to be a school that combines the expertise

and efficiencies of the large urban Los Angeles Unified School District with the accountability and responsiveness of a traditional local school community.

Fortunately, Canyon's challenges have been limited, however one of our ongoing challenges is to get a variety of parents involved in facilitating school events. Although we have a high level of parent involvement at Canyon, it has been difficult to recruit a variety of parents to take on leadership roles with school events. In order to encourage parents to feel comfortable taking on these bigger responsibilities, we have established a mentorship program where parents can shadow the current lead volunteers of the various events. In addition, there is a Volunteer Coordinator who works with ambassadors in each classroom to recruit parent volunteers. At the start of each school year, parents are asked to complete a survey sharing with the school their interests and how they would like to become more involved. Ambassadors help to notify parents when there are volunteer opportunities that match their interests.

Maintaining high levels of attendance is another challenge for Canyon. In order to encourage strong attendance, the following are strategies are utilized:

- Use of Blackboard Connect messages to parents reminding them of the importance of attendance
- Monthly attendance tags given to students with perfect attendance
- Acknowledgement of perfect attendance at school assemblies
- Classroom incentives for perfect attendance
- Regular communication and reminders through classroom newsletters
- Funding (when available) of a PSA counselor to assist with families not meeting school and District performance meter benchmarks
- Trophy given to class each month with the best attendance
- Independent Study contracts for students with permissible reasons for extended absences

Another ongoing challenge at Canyon is meeting the needs of our academically diverse community. Our learners range from highly gifted to students with disabilities. In order to address this, we provide a differentiated curriculum in all of our classrooms. Differentiation is accomplished through content, process and product using strategies such as pre/re-teaching, academic accommodations, flexible groupings, scaffolding of assignments, varied assignments, level of Depth of Knowledge questioning, and more.

Teachers participate in professional development sessions geared towards meeting the needs of each level of learner. Technology has been integral in the process of differentiation as we have been able to utilize various programs that properly assess and provide appropriately matched curriculum. Supports such as a Reading Specialist, instructional aides, software, flexible grouping within the classroom and leveled readers have allowed us to effectively meet the needs of all students.

As an Affiliated Charter School, Canyon seeks to provide the resources necessary to prepare our students for the demands of the 21st century. In collaboration with the

District, Canyon has proved to be innovative in our instructional approaches in order to maintain a high level of instruction and consist student achievement. Our charter document has given us the opportunity to collaboratively construct our mission and vision, define our goals, and learn valuable lessons. As a result, this has enabled us to raise the bar in our own professional growth as well as the achievement of our students.

Canyon utilizes the the Categorical Block Grant, according to the needs of our students, and under the oversight of the District and our School site Governing Council, which represents the interests of all stakeholders.

Canyon has been proactive in initiating innovative opportunities for our students in the following ways:

- supplemental curricular materials to enhance District materials through the use of different and innovative teaching methods
- strong accountability for student achievement through frequent monitoring and analysis of student assessment data
- teacher training and resources for the provisions of a differentiated and appropriate curriculum to meet the high achievement levels of our students as well as those identified as low achieving
- a variety of enrichment classes offered to enhance the instructional program (visual art, vocal and instrumental music, performing arts)
- implementation of research-based instructional practices and assessments to improve and drive continuous improvement that draws on the rich resources surrounding our school
- demonstration learning, through student-motivated projects that allow students to demonstrate in a wide variety of ways what they have learned and allowing them to teach what they learned to their peers
- parent education opportunities and workshops for parents and community members
- a dedicated technology program and instructor which provides a curriculum geared to meet the school's technology vision and goals to support 21st century learning
- 1:1 ratio of state-of-the-art technology hardware and software (Smartboards, iPads, Chromebooks) to enhance the integration of technology into the instructional program
- a dedicated science lab and science teacher provides for hands-on experiential learning using FOSS Kits and supplemental science materials
- a full time physical education coach to collaborate with classroom teachers to provide instruction in physical education skills
- after school and weekend community events
- a strong Governing Council made up of school stakeholders who share decision making about the school's personnel, programs and operations
- committees dedicated to heighten awareness and maintain focus with the school's vision in areas of curriculum, budget, digital learning, safety, community service, positive discipline, social emotional learning and landscape and design

- systems in place for the identification of students experiencing difficulties in academics, behavior, social emotional states, attendance or other school related issues
- collaboration with other local schools to share best practices and opportunities for professional development
- a time banking schedule which has provided the staff with invaluable time for professional development and grade level collaboration
- opportunities to promote a historical, social, and multicultural perspectives
- community partnerships, both with other Palisades Complex schools and with institutions such as local colleges, museums, and private organizations, to afford extended learning opportunities beyond the campus location

Canyon has been effective in adhering to its Charter. This success has been due to the Charter Accountability and Vision Committee who is responsible for overseeing this process to fulfill the goals and mission of the charter. Canyon's most notable achievement is its academic success as evidenced by our consistently high CAASPP scores. In addition to Canyon's academic success, the ability of the staff and parent body to collaborate on a multitude of issues has been both a strength and an achievement. As a charter school, we have been able to develop a cohesive and comprehensive program that is particular to our school community.

Students receive a variety of enrichment opportunities such as a dedicated science teacher and a hands-on science lab, visual and performing arts; including vocal music, dance and performing arts that are integrated with the core curriculum. We also have a devoted and involved parent community and committed staff who are vested in the success of the school's Charter. In addition we have greater latitude regarding the selection of teachers to meet our vision of highly qualified teachers who will work beyond the traditional work-day to serve and participate in committees and programs. The flexibility of the time banked schedule provides great opportunities for collaboration between all stakeholders.

We attribute our successes to a variety of factors, including but not limited to: the partnership between stakeholders and staff, the level of commitment of all stakeholders, the small size of the school, the ability to utilize a school-based governance model with opportunities to make curriculum, staffing, and budgetary decisions to best suit our school's community. At Canyon we strive to become a model neighborhood school that will stimulate improvements in all public schools.

STUDENT POPULATION TO BE SERVED

Canyon shall provide a free, nonsectarian, public education for students in Transitional Kindergarten through Grade 5. Canyon, as a neighborhood school, shall serve students who live in its attendance area in the Santa Monica Canyon, Rustic Canyon and Palisades Riviera communities of Los Angeles but shall also provide for the education of non-neighborhood students who wish to attend, based on the District's Desegregation or Integration Policy set forth in *Crawford vs. Board of Education, City of Los Angeles*.

Canyon, which currently serves just over 400 students, is located at 421 Entrada Drive, Santa Monica, CA 90402. Nestled in a canyon, just blocks away from the Pacific Ocean, the majority of our students reside within the identified residential boundaries. Canyon shall also provide education for as many non-neighborhood students who wish to attend the school as space allows.

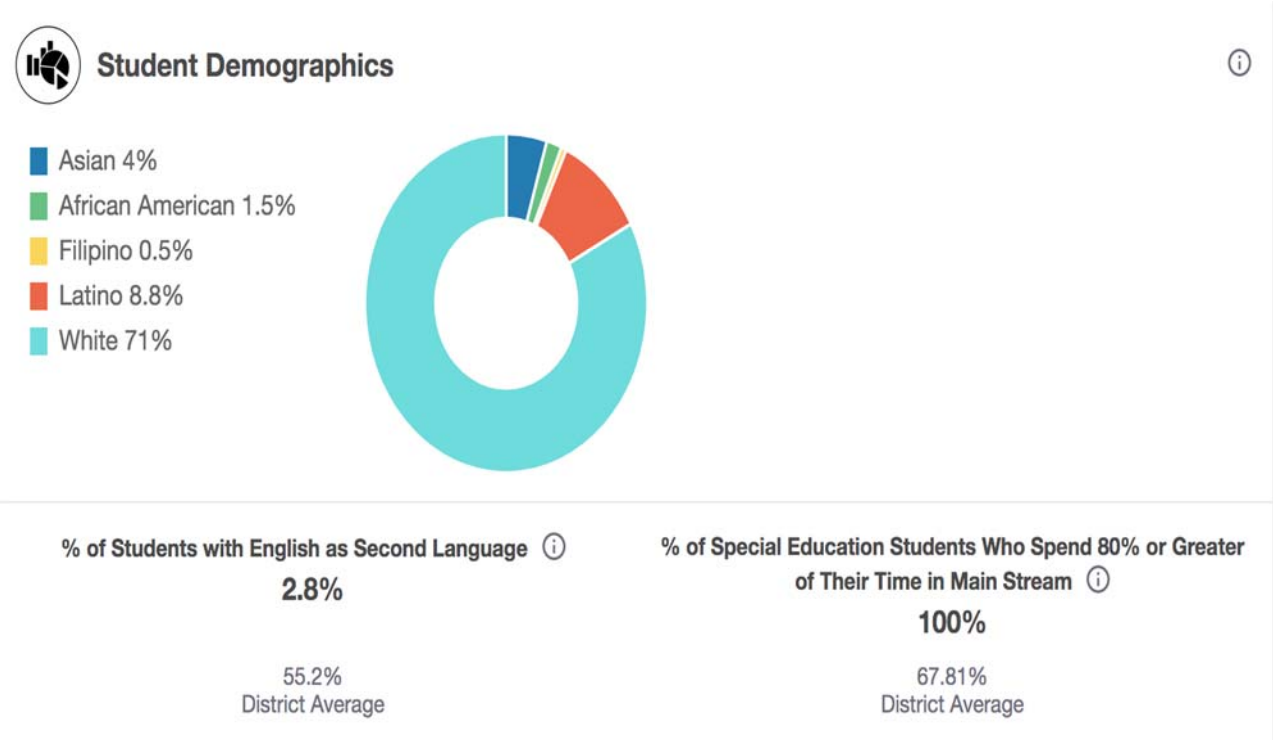
Students at Canyon learn early about the original historical one-room schoolhouse building on our campus. It is now the well-loved school library, filled with photos of Canyon long ago. The front of the library serves as the stage and seating area for school wide assemblies. Beyond its historic significance, the schoolhouse/library is a symbol of the longtime efforts by many generations to create a vibrant place of learning. The original schoolhouse, built in 1894, occupied several acres of land donated to the school by the Marquez family.

Every year 4th graders walk to La Senora Institute to learn more about the cultural heritage left to us by the Marquez family. To honor the Marquez family and the original land grant our school community comes together to create an annual Fiesta. It's an event that brings together people, mariachi bands and traditional Mexican decorations.

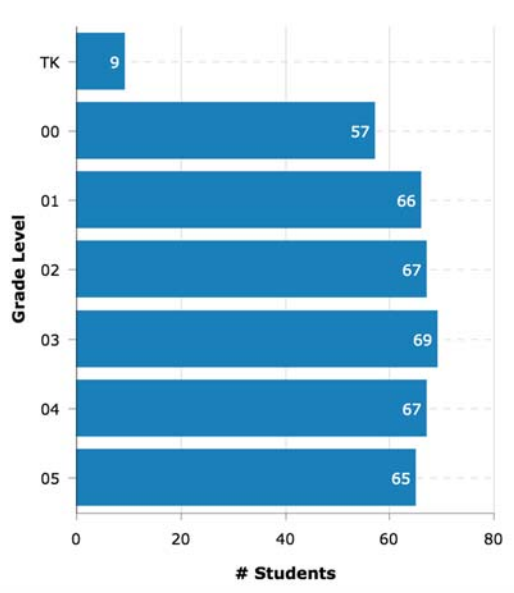
Canyon Charter Elementary has been able to honor our natural heritage by transforming our front and side gardens into a wonderful native garden, filled with drought tolerant native California plants. The once neglected gardens have come alive with help from students, parents, and grants from local garden clubs and the California Department of Fish and Wildlife. The gardens are living laboratories for Canyon students to explore and protect plants and wildlife of the watershed ecosystem.

Canyon's educational program shall serve students of all abilities ranging from those who require remedial attention to gifted and highly-gifted children. Canyon families desire for their children a solid foundation in reading, writing, mathematics, science, and social studies that prepares them to be successful in pre-college preparatory courses of middle school and high school. We remain committed to continuing an enrollment priority for students who reside within our designated school boundaries. We are the neighborhood school of choice for local families looking for an exceptional public school experience for their children.

The following chart breaks down the demographic data of students at the time of the Charter renewal:



The following graph represents enrollment view by grade at the time of the Charter renewal:



GOALS AND PHILOSOPHY

Mission and Vision

School Mission

Canyon is committed to providing a nurturing environment, in which we strive to inspire compassion, integrity and a passion for learning to last a lifetime. We recognize that students need a variety of skills for success in today's world, such as critical thinking, creativity, problem solving, communication and collaboration. Through a rigorous and differentiated curriculum, we are able to provide a strong foundation, which focuses on academic excellence, real-world connections, high-level thinking skills, problem solving, communication skills, artistic expression, positive character traits, and social values. Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need to better understand the world around them and compete successfully in today's global society as effective 21st Century learners.

We believe that quality education requires collaboration of the entire community of teachers, parents and students. Our students are encouraged to make connections with each other in the Canyon community, as well as with local and global communities. Canyon is a place where students learn from the past and celebrate and preserve our school's natural and cultural heritage. It is a place where students are empowered in the present in order to become productive citizens in the future.

School Vision

Canyon is a community dedicated to educating the whole child. We strive to maximize educational opportunities through a developmentally appropriate and experiential curriculum. Our students are encouraged to be active participants in their learning as they are challenged to expand their academic, personal and global knowledge through meaningful interactions with each other and their community.

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

Twenty-first-century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of sources, experiences and learning tools. Our small school setting allows us to provide a rich and relevant curriculum where we recognize the potential promise of each individual.

Academically, we aim for our students to leave our campus with strong literacy and language skills and the ability to clearly articulate ideas, think critically and communicate effectively both orally and in writing. Students learn to think creatively and to use reasoning skills, analysis and logic to solve problems and to determine how they relate to the real world. We aim for them to culminate with significant knowledge of history, geography and cultural practices, both locally and globally, as well as an understanding of the major concepts underlying the physical, earth, and life sciences, and working knowledge of scientific inquiry and method.

In addition to the academic attributes of a 21st Century Learner, we believe that a curriculum that promotes the following six experiences enables students to acquire knowledge and tools for ongoing learning which will prepare them to be college prepared and career ready:

Hands-on Learning

At Canyon Charter Elementary, we provide a program that is both challenging and relevant to our students. One of our goals at Canyon is to enable our students to take ownership over their own learning. Our programs allow students to participate in curriculum that is experiential and meaningful to them. Presenting material in a differentiated manner while meeting the needs of different types of learning modalities enables our students to grasp concepts more readily and to work to their full academic potential.

Technology at Students’ Fingertips

Today’s students are fortunate to have powerful learning tools at their disposal that allow them to locate, acquire, create and share knowledge much more quickly than their predecessors. Canyon is committed to integrating current available technologies in order to enrich our instructional programs and foster the highest possible academic and social achievement in our students. Canyon understands that technology is a critical tool used to cultivate an ability to identify and research diverse learning styles, intelligences, strengths and weaknesses, while creating an environment for effective differentiation. Canyon students use multiple media and various technologies, know how to judge their effectiveness and assess their results. In this atmosphere, students are given equitable access to technologies to go beyond the basic mastery of skills, providing opportunity to explore and expand one’s own learning in order to gain expertise.

Collaboration and Communication Skills

Canyon teaches students to communicate and collaborate in order to work through differences and find solutions to their problems through modeling, discussing and facilitating. Communication is the ability to express thoughts and ideas in a variety of ways while also being able to listen effectively. Collaboration is the ability to work efficiently in a group and be aware of what everyone brings to the table. Communication and Collaboration are essential tools that enable our students to actively participate in our school community.

Social Emotional Well-Being

Some of the most important social skills children will learn at the elementary level include cooperation, self-control, confidence, independence, curiosity and empathy. These skills are essential for positive self-esteem, strong peer relationships and provide the base on which a strong academic education can be built. At Canyon, the staff is committed to teaching these skills within the school day through modeling, discussion and District approved programs.

Respecting and Understanding Diversity

At Canyon, we provide a structure where our students from different cultures honor and respect diversity. Students learn to respect diversity through a variety of educational experiences in which diverse cultures are studied and experienced through a variety of ways that include but are not limited to music, dance, visual and performing arts and classroom instruction.

Varying Perspectives

Students actively seek to understand the viewpoints of others and respect diverse experiences and perspectives while evaluating the perspectives of others both critically and constructively. Valuing the importance of evidence, our students are able to effectively formulate and support their own opinions and constructively evaluate others' use of evidence. Students are able to demonstrate independence by articulating their own ideas, however they are also competent in building on the ideas of others. We strive for our students to become confident, engaged and open minded young scholars.

The following are significant personal attributes of an educated person for the 21st century

- a sense of self that provides inner strength, confidence, and fortitude
- perseverance and the ability to focus on the challenges of working on tasks to completion
- confidence, compassion, and social conscience; a deep respect for the environment
- self-respect to help create and maintain healthy relationships and work cooperatively with others
- enthusiasm, open-minded inquiry, and curiosity; lifelong learning capability and intrigue

- knowledge of the political/social processes at work locally, nationally, and internationally
- a sense of aesthetics and an appreciation for the arts and music

Our small school setting allows us to provide a rich and relevant curriculum where we recognize the potential promise of each individual. At Canyon, our goal is to foster a passion for knowledge as we cultivate self-directed, lifelong learners who possess the skills they need to succeed in tomorrow's rapidly evolving world.

How Learning Best Occurs

We believe students learn best when they are actively engaged with rigorous and relevant lessons that are taught and assessed by highly qualified, expert, and caring teachers. The curricula are driven by the Common Core State Standards and Next Generation Science Standards. Learning outcomes are measured by authentic assessments that will further inform instruction through its design to explore big ideas, essential questions, and promote enduring understandings. Technology is also integrated throughout the curricula to promote 21st Century learning skills. Together, we seek to prepare each and every student to be college prepared and career ready.

To meet the needs of Canyon Charter Elementary target population we draw upon a variety of learning theories and concepts. The work of Lev Vygotsky, Jean Piaget and Jerome Bruner guide our instructional approach to provide a rigorous and comprehensive curriculum.

The social cognition model of Lev Vygotsky asserts that culture is the prime determinate of individual development. According to Vygotsky, cognitive development results from a process where a child learns through problem-solving experiences shared with someone else, often a teacher or peer. Initially, the person interacting with the child assumes most of the responsibility for guiding the problem solving, but gradually the responsibility transfers to the child. A difference exists between what a child can do on his/her own and what the child can do with help. This is called the "zone of proximal development". Lev Vygotsky stated that "a child follows an adult's example and gradually develops the ability to do certain tasks without help." Canyon Charter Elementary believes that the role of education is to give children experiences that are within their zones of proximal development, thereby encouraging and advancing their individual learning. At Canyon Charter Elementary students engage in problem-solving activities, work with partners and in small groups, and discuss each other's ideas and thinking through accountable talk.

Jerome Bruner and constructivist theory also provides the underpinnings of our instructional approach at Canyon Charter Elementary. According to Bruner, "The learner selects and transforms information, constructs hypotheses, and makes decisions relying on a cognitive structure to do so. Cognitive structures, such as a schema and a mental model, provide meaning and organization to experiences and allow the individual to go

beyond the information given” (Toward a Theory of Instruction, 1966). At Canyon Charter Elementary students access prior knowledge when exploring a topic of study, share questions, ideas, observations and reflections before, during and after a unit of study.

The following are Canyon’s goals for each stakeholder group:

Students

- actively participate in the process of learning through engaging, hands-on and interactive curriculum
- acknowledge, develop and broaden their individual areas of strengths
- engage in challenging and purposeful experiments and investigations
- pursue knowledge based on their own interests and experiences
- see the connection between what they learn and the real world
- work well individually and cooperatively as members of a group
- become effective problem solvers and communicators who adapt to changing environments
- formulate questions about the world around them in order to become agents of change
- appreciate, honor and respect diversity
- learn from new and varying perspectives
- use appropriate and effective critical thinking skills and problem-solving strategies related to curriculum and everyday situations
- develop compassion, integrity and an enthusiasm for learning that will last a lifetime

Teachers

- support the social, emotional, behavioral and physical well being of the students
- protect the confidentiality of all students
- design curriculum based on Common Core Standards and Next Generation Science Standards
- differentiate instruction to meet the needs of all learners
- provide a safe, clean and risk-free environment
- view students as individuals, addressing their emotional and social growth as well as their intellectual growth
- work collaboratively to provide rigorous and quality instruction
- identify student needs and methods for meeting them
- regularly assess the progress of students to help drive instructional planning
- participate in ongoing professional development that is relevant and meaningful
- ask students to collaborate, problem solve, reason and think critically
- provide individual and small group instruction to students

Parents

- support the school's vision and mission and the work of all stakeholders to provide the best possible education
- stay informed about the school's educational programs and school governance through our website, our weekly newsletter The Canyon Chronicle, teacher newsletters, school-wide phone and email blasts and the Governing Board meetings
- participating in parent-teacher conferences and attend school-wide events such as parent education workshops, school assemblies, Back to School Night, Open House, Governing Council meetings, Committee meetings and school- community events
- actively participate in non-mandatory opportunities by volunteering in classrooms, traffic duty, fundraising events, school beautification
- actively assist in their child's learning process by maintaining a home-school connection
- support the school's efforts to meet the needs of their children

School Leaders & Support Personnel

- have high expectations concerning the academic as well as social-emotional and behavioral levels of students
- have high expectations for professionalism and effectiveness of the staff
- support the efforts of the students, teachers, parents and staff
- empower school stakeholders to identify, articulate, and address a shared vision for the school's educational program
- ensure quality learning through adherence to Common Core Standards and Next Generation Science Standards and a rigorous use of formative data, teacher input, and current best practices
- improve individual skills through professional development, experience, reflective practices and lifelong learning
- ensure a clean and safe campus at all times
- support the social, emotional, behavioral and physical well being of the students
- protect the confidentiality of all students

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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

LCFF STATE PRIORITIES										
GOAL #1: PROFICIENCY FOR ALL										
<ul style="list-style-type: none"> • To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment • To increase the number of students who score Proficient or above in grade level and higher-level mathematics on the SBAC assessment • To monitor and increase early literacy rates of pupils • To increase the number of English Learners who achieve full English language proficiency • To increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum. • To decrease the number of potential Long Term English Learners 	<p>Related State Priorities:</p> <table> <tr> <td><input type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
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<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8								
<input type="checkbox"/> 3	<input type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<p>Instructional Aides to assist in classrooms and to provide additional support to students as a means to increase English Language Arts and Mathematics scores. Instructional Aides focus on intervention opportunities for any identified target student populations.</p> <p>Purchase of rigorous and Common Core aligned Instructional Materials to supplement the District provided curriculum to meet the needs of all students, including but not limited to Write From the Beginning, Core Literature, Eureka Math and intervention materials for use with Targeted Student Populations.</p> <p>Additional funds to purchase Library Aide to support student literacy. Library aide will also assist with students checking out books and will ensure that the school library is well stocked with current fiction and non-fiction titles to assist students in research and inquiry projects.</p> <p>Purchase of Intervention Teacher to support the academic achievement of all subgroups of students towards the mastery of Common Core State Standards.</p>										

Purchase of School Nurse to support the health and wellness of students to promote student success and academic achievement.

Expected Annual Measurable Outcomes

Outcome #1:

Percentage of students reaching proficiency in English Language Arts will increase

Metric/Method for Measuring:

SmartBalancedAssessment Consortium (SBAC) Assessment: ELA

**Subgroup not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	94.12%	94.2%	94.3%	94.4%	95%	95.5%
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	63.63%	65%	67%	69%	71%	73%
Foster Youth	**	**	**	**	**	**
Students with Disabilities	68.42%	69%	70%	71%	72%	73%
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	90.48%	91%	91.5%	92%	92.5%	93%
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	85.18%	86%	87%	88%	89%	90%
White Students	96.37%	96.67%	97%	97.3%	97.6%	98%

Outcome #2:

Percentage of students reaching proficiency in Mathematics will increase

Metric/Method for Measuring:

Smart Balanced Assessment Consortium (SBAC) Assessment: Mathematics

**Subgroup not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	90.69	91 %	92%	93%	94%	95%
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	81.81%	82%	83%	84%	85%	86%
Foster Youth	**	**	**	**	**	**
Students with Disabilities	68.43%	69%	70%	71%	72%	73%
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	90.47%	91%	91.5%	92%	92.5%	93%
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	88.89%	90%	90.5%	91%	91.5%	92%
White Students	92.03%	92.5%	93%	93.5%	94%	94.5%

Outcome #3: Percentage of 2nd grade fluent English students (EO, IFEP, RFEP) demonstrating proficiency in early literacy

Metric/Method for Measuring: DIBELS 8th Edition, CELDT/ELPAC

**Subgroup not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022-2023	2023- 2024	2024- 2025
All Students (Schoolwide)	90.8%	91%	91.5%	92%	92.5%	93%
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	66.7%	67%	68%	69%	70%	71%
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	**	**	**	**	**	**

GOAL #2: ATTENDANCE						
<ul style="list-style-type: none"> To achieve or maintain school attendance rates that support student learning To decrease chronic absenteeism 	<div style="text-align: center;">Related State Priorities:</div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div>					
<div style="text-align: center;">Local Priorities:</div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/>: <input type="checkbox"/>: </div>						
Specific Annual Actions to Achieve Goal						
<p>Canyon will continue to promote and strengthened the home-school partnership to increase student attendance. Targeted supports will increase student engagement and reduce chronic absenteeism:</p> <ul style="list-style-type: none"> Honoring students with improved or consistent attendance at monthly Assembly Presenting attendance data and goals at Governing Council meetings Include attendance data and goals at least twice per year in weekly parent email communications Schedule Parent meetings for students with frequent absences who are approaching or chronically absent Monitor attendance rates every 25 days and celebrate families with excellent attendance and individually contact families in the “chronic” range. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Percentage of students attending 173-180 days each school year (96% attendance rate) will increase</p> <p>Metric/Method for Measuring: MiSiS Attendance Reports</p> <p><i>*Subgroup not numerically significant at this timetime</i></p>						
APPLICABLE STUDENT GROUPS	Baselin e	2020- 2021	2021- 2022	2022-2023	2023- 2024	2024- 2025
All Students (Schoolwide)	40.17%	60%	65%	70%	75%	80%
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	31.6%	No Data	No Data	No Data	No Data	No Data
Foster Youth	**	**	**	**	**	**
Students with Disabilities	44%	50%	60%	70%	80%	90%
African American Students	42.9%	50%	60%	70%	80%	90%
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**

Outcome #2: Percentage rate of students missing 16 days or more each school year (chronic absenteeism) will decrease

Metric/Method for Measuring: MiSiS Attendance Reports

**Subgroup not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	11.6%	10%	9%	8%	7%	6%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	%	9%	8%	7%	6%	5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	4%	3.5%	3%	2.5%	2%	1.5%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #3: PARENT, COMMUNITY AND STUDENT ENGAGEMENT

- To promote and strengthen the home-school partnership through programs and activities implemented by the staff with the help of web-sites, emails, printed material.
- Parent Workshops on academic initiatives held annually to increase the home/school connection.
- To increase the number of parents providing input about school conditions

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 checked="" type="checkbox"/> 6 | |

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

Canyon will continue to foster a community that is actively engaged through collaboration and a sense of belonging between and within stakeholder groups. Examples of community events, committees and activities that will maintain and build a sense of belonging for all stakeholders include school volunteers; STEAM Night, Open House, Back to School Night, Back to School and End of Year picnics, Pumpkin Patch, Book Fair, Olympics Day, Assemblies, Restorative Justice and Council in Schools

- Parents will have the opportunity to complete the annual school survey on campus during the open survey window.
- Phone and email reminders will be sent to parents during the annual school survey window. Reminders will be posted in the weekly newsletter that is sent to all families.

Expected Annual Measurable Outcomes

Outcome #1: Increase the percentage of students who feel a part of their school

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	89%	90%	91%	92%	93%	94%

Outcome #2: Increase the percentage of parents completing the School Experience Survey annually

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	76%	77%	78%	79%	80%	81%

Outcome #3: Percentage of parents that state that our parent center or community rep provides resources (information, classes, etc.) useful to help me support my child's learning

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	91%	92%	93%	94%	95%	96%

GOAL #4: SCHOOL SAFETY						
<ul style="list-style-type: none"> To sustain the low number of student suspensions while providing for targeted reductions in student subgroups To sustain the low number of instructional days lost to suspension while providing for targeted reductions in student subgroups To reduce or maintain low percentage of expulsions Maintain safe and positive school environment 	<div style="text-align: center;">Related State Priorities:</div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 7</div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 5</div> <div><input checked="" type="checkbox"/> 8</div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 3</div> <div><input checked="" type="checkbox"/> 6</div> </div> <div style="text-align: center; margin-top: 10px;">Local Priorities:</div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Purchase of additional time for School Psychologist to assist with the discipline and safety climate at the school. The School Psychologist will provide counseling and school-based support for students who struggle with emotional and/or social well-being. Purchase of 2 Campus Aides to patrol school facilities in order to prevent violation of rules or safe practice and to assist in maintaining student discipline and observance of rules by students and others on campus. 						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain Single Digit Suspension Rate Metric/Method for Measuring: Suspension Data <i>*Subgroup not numerically significant at this time</i>						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	00	00	00	00	00	00
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	00	00	00	00	00	00
African American Students	00	00	00	00	00	00
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	00	00	00	00	00	00
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	00	00	00	00	00	00
White Students	00	00	00	00	00	00

Outcome #2: Maintain Number of Instructional Days Lost to Suspension						
Metric/Method for Measuring: Suspension Data						
<i>*Subgroup not numerically significant at this time</i>						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	00	00	00	00	00	00
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	00	00	00	00	00	00
African American Students	00	00	00	00	00	00
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	00	00	00	00	00	00
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	00	00	00	00	00	00
White Students	00	00	00	00	00	00
Outcome #3: Increase the Number of Students Who Respond They Feel Safe at School						
Metric/Method for Measuring: School Experience Survey						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	90%	91%	92%	93%	94%	95%

GOAL #5 :PROVIDE FOR BASIC SERVICES						
<ul style="list-style-type: none"> • To provide and maintain Basic Services for students and schools • Teacher Assignments and Credentialing: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations. • Access to Instructional Materials: 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. • Facilities Maintenance: The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities 				Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Annual review of teacher credentialing to maintain 100% compliance • School will provide each student with access to state adopted materials and complete an annual review in accordance with district policy • School will maintain cleanliness of campus and submit work orders for problems and/or concerns with relation to district facilities 						
Expected Annual Measurable Outcomes						
Outcome #1: 100% ESSA/NCLB Compliance for Teacher Credentialing						
Metric/Method for Measuring: Human Resource Reports						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #2: All students have access to state-adopted, standards based instructional materials						
Metric/Method for Measuring: Williams Certification						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #3: Westwood will receive a “good” or better rating on facility inspections						
Metric/Method for Measuring: Site Inspections						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary

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

Canyon strives to become a model school with a fully integrated curriculum. Our two sets of goals, academic and instructional, are promoted through the rigorous implementation of the Common Core State Standards and Next Generation Science Standards.

The academic goals for the students are to:

- participate in an integrated and balanced academic program that includes instruction in language arts, mathematics, social sciences, history, science and health, visual and performing arts, physical education, and technology
- promote a historical, social, and cultural perspective of the self and the world through the integration of multicultural education
- capitalize on community partnerships, both with other Palisades Complex schools and with institutions such as local colleges, museums, and private industries, to afford extended learning opportunities beyond the campus location
- continue and enhance a meaningful staff development program that includes: instructional techniques, relevant assessments, differentiation of instruction, and identifying the needs of all students
- provide students with the tools to understand that inquiries are open-ended questions than can be answered through research, experimentation, observation, trial and error and data collection
- provide opportunities for students to display their learning through constructed responses, project-based models, inquiry and investigation, oral reports, digital presentations, blogs, exhibit projects and formal debates

The instructional goals for the school are to:

- gain demonstrable knowledge in core disciplines as prescribed in the District and Common Core State Standards
- master the cognitive and learning skills that will enable students to apply their knowledge
- implement inquiry-based lessons and teach problem-solving strategies
- guide students in planning, goal-setting, reflection and evaluation of their work
- enable students to become self-directed learners, researchers and writers
- provide opportunities for students to engage in complex, open-ended and meaningful tasks
- participating in school-wide curriculum-based activities such as: science and technology fair, drama and theatre blocks, vocal and instrumental music performances, and Restorative Justice activities
- teach students collaborative practices and provide opportunities for them to successfully collaborate with their peers
- internalize values that will enable them to be productive, sensitive, responsible and respectful citizens

- recognize and celebrate the cultural and ethnic diversity of the school, country and global communities
- help students develop communication and conflict-resolution skills

Canyon's student-centered approach will allow children to reach their maximum potential through the implementation of a rigorous instructional program. The students will be immersed in both formal and informal educational approaches. The school will maintain a continuous cycle of self-reflection to analyze our needs as well as areas of development to meet all content area standards for the Common Core State Standards.

INSTRUCTIONAL DESIGN

Canyon will serve the spirit of its Charter by seeking to develop innovative and challenging programs that can serve as a model for other public schools. This effort will include exploring adaptations to District adopted programs to better meet the unique needs of the school as identified by the Canyon Governing Council, teachers and administration.

At Canyon, we believe that learning best occurs when students actively participate in the process and engage in experimentation, exploration, and discovery. At Canyon we provide a program, driven by the Common Core State Standards, that is both challenging and relevant to our students. Technology is also integrated throughout the curricula to promote 21st Century learning skills. Together, we seek to prepare each and every student to be college-prepared and career ready. Canyon recognizes that learning best occurs in a safe, nurturing environment where all stakeholders collaborate on a regular basis.

As described in "How Learning Best Occurs," we draw upon a variety of learning theories and concepts that drive our instructional practice. Various theories and models help guide our approach and enable us to provide a rigorous and comprehensive curriculum. Canyon believes that the role of education is to give children experiences that are within their zones of proximal development, thereby encouraging and advancing their individual learning needs.

Canyon employs a model of departmentalization when funding is available. This model is different from a traditional elementary classroom with one teacher for all subjects and instead strives to attain a departmentalized structure similar to middle and high School. This model provides a unique learning environment by having a specialized teacher in select content areas such as Science, Physical Education, Technology, and the Arts. This allows students to receive a deeper level of understanding because a teacher can focus on a particular content area. In the event that funding is not available, students would receive all instruction by their registered carrying classroom teacher.

Canyon has set goals for developing students' academic and social skills and for maximizing effectiveness in differentiating instruction to meet the needs of all learners in

grades TK- 5. Classroom instruction addresses individual learning styles through cooperative and collaborative learning, direct instruction, and independent practice. An integrated, thematic approach to instruction enables Canyon's teachers to address many curricular areas and demonstrate the interrelationship between different academic subject areas. The school supports the standards-based instructional program through ongoing staff development, active parent participation that promotes teamwork between school and home, and various itinerant programs used to enrich the learning experiences of all students, all of which are recognized as significant factors that promote student success.

Canyon recognizes that learning best occurs when students actively participate in the process of learning, and can engage in experimentation, exploration, and discovery. When students can see the connections between what they learn and what happens in the real world, they are encouraged to go beyond the standard curriculum and delve more deeply into various subjects. When students are challenged to use critical thinking and problem- solving skills, their education becomes a means to inspire them to reach their full potential.

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Language Arts

According to Marilyn Jager Adams, "Beginning reading requires a firm foundation of having been read to, development of phonological awareness and knowledge about how print works as prerequisites to more formal word study and reading instruction that includes systematic instruction in breaking the code (word study & phonics) as well as lots of reading in meaningful contexts which produces better readers quicker." Therefore, Canyon is committed to a comprehensive, balanced, innovative and rigorous TK-5 Language Arts Program that directs instruction to meet and master the Common Core State Standards and skills at each grade level. In doing so, students will become competent readers and writers who access all types of text, acquire knowledge, enjoy and value literature, communicate clearly and effectively, and think critically so as to be productive, creative members of the community in which they live.

Students participate in listening, speaking, reading comprehension, vocabulary and writing activities and in their application. For example, in grades (K-2) students are explicitly instructed in phonemic awareness, phonics, decoding, word attack skills, spelling, vocabulary, and comprehension skills. This is accomplished through the District mandated curriculum as well as through Orton Gillingham guided instruction which allows teachers to incorporate multi-sensory learning strategies in their lessons. Language arts

instruction in upper grades (3-5) includes an added emphasis on effective research, higher-level comprehension skills and reading strategies.

Besides differentiation in the classrooms, all students utilize Lexia® Core5® which supports the teachers in providing differentiated literacy instruction for students of all abilities in grades TK–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

Teachers may deliver language arts instruction in a variety of ways including whole class, small group or to an individual child. Teachers use flexible groupings based on skill-level needs, interest area, or mini-lessons with supporting literature. Teachers may also collaborate and share in the creation of instructional materials. While practicing listening skills, students may be read aloud to, participate in Restorative Justice circles, school-wide assemblies, listen to student council elections, or participate in the listening component of the state adopted reading program. Upper grade students will also practice note-taking and outlining skills. Students may participate in the Power Speaking curriculum, student council speeches, classroom oral presentations, sharing, drama, or classroom inquiry through question and answer sessions to meet grade level standards. Students learn word structure, context clues, apposition, and research skills.

During reading comprehension lessons, students make connections, visualize, close read, predict, make inferences, ask questions, and summarize. The reading instruction may include guided reading, shared reading, partner reading, oral reading, choral reading, independent reading, literature circles, and read-alouds. There is also an emphasis on decoding and reading fluency. Students learn questioning techniques using Bloom’s Taxonomy and Depth of Knowledge. This is achieved through a variety of core literature and literature circles. According to the CCSS, students are instructed, using both narrative and expository texts that are tied to the content areas.

Canyon teachers are committed to guiding children to become fluent, powerful and proficient writers. This is accomplished through the writing program Write From the Beginning and Beyond. All students are actively involved in writing, from emergent and beginning writing in kindergarten to specialized stages of writing in the upper grades. The students write in a variety of genres, such as narrative, expository, opinion and argumentative forms. Upper grade students move into outlining, note-taking, and research writing. The goal is for students to write with a command of standard English, giving attention to audience and purpose, mechanics and content.

Based on this Language Arts program, students will:

- develop language arts skills in all subject areas and practice reading, writing, and speaking throughout their day
- establish reading fluency and comprehension skills through a balanced reading program which may include phonics, word study, read-alouds, choral reading, shared reading, guided reading and self-selected reading

- be familiar with the terminology and concepts related to effective writing
- be able to self-assess their writing performance and articulate a plan for improvement
- use Thinking Maps cooperatively and independently to organize and plan for writing
- acquire writing fluency and the ability to write for a variety of purposes and audiences, through the writing process and direct instruction in writing traits and skills
- showcase their writing skills in events such as writing contests and in our school newspaper, The Canyon Cricket
- follow good practices of language mechanics and usage
- use standard spelling and vocabulary to express ideas with clarity and accuracy
- develop active listening skills and demonstrate the ability to respond orally and in writing
- use various resources (such as literary works, expository texts, journals, charts, schedules, periodicals) to gather, organize, and interpret data and to communicate ideas and information
- exhibit the ability to use a wide range of critical thinking skills as they read, discuss and write about the ideas and meanings they discover in various genres
- participate in investigative experiences that promote the development of research skills, inquiry and self-directed learning

Specific Language Arts activities may include:

- Thanksgiving performance
- Read Across America reading contest & activities
- Student-created stories
- Journal writing
- Readers' Theater
- Book reports
- Ancestor reports
- African-American history presentations
- Ancestor presentations & interviews
- Student created poetry books
- Classroom plays
- Mission reports
- Informational/Expository reports
- Biography reports
- Classroom debates and speeches

English Language Development (ELD)

Canyon is committed to providing opportunities for English Learners to obtain primary language support in core subjects and instruction in English through Specifically Designed Academic Instruction in English (SDAIE) methods and English Language Development based on ELD state standards. Teachers of EL students are trained by LAUSD personnel as well as the EL Coordinator on effectively utilizing integrated ELA, where language instruction is incorporated throughout the content areas, and designated ELA, where English is taught as a separate content area. Canyon complies with all applicable Federal and State laws, and District policies and procedures related to the implementation of the English Learner Master Plan.

The curriculum will provide students with opportunities to read, analyze, interpret, justify, explain, and create using both informational and literary text. Our EL students will interact in meaningful ways through small group work and classroom tasks that require collaboration amongst peers. ELD instruction will include daily opportunities to build upon foundational skills including print concepts, phonological awareness, phonics and word recognition, and fluency. EL students will engage in daily classroom instruction that will support their acquisition of English grammar and vocabulary.

ELD curriculum will be differentiated to meet our EL's needs and will incorporate many strategies that support EL students in mastering the ELD standards. Students will journal, write informational reports, research topics and recount their findings, respond to literature, create stories or poetry, and engage in dramatic readings through activities such as readers' theater.

Instruction will incorporate the use of SDAIE techniques to enhance learning for our EL students. Instruction will also be enhanced through small group activities, opportunities for peer talk, modeling, re-teaching if/when necessary, Thinking Maps, and the use of visuals, realia, and technology. Instruction will incorporate the use of complex texts and require students to respond to questions using text evidence.

Mathematics

Canyon is committed to differentiated instruction in mathematics. Teachers provide specific strategies for each individual student to learn as deeply as possible without assuming one student's road map for learning is identical to anyone else's. Teachers differentiate through content (leveled curriculum, flexible groupings, pre and post assessments), process (interest surveys, pre-assessments, flexible groupings) and product. In addition to utilizing the District mandated math curriculum, Canyon Charter Elementary supplements with programs such as: Eureka Math, Dreambox, XtraMath, Marilyn Burns and Marcy Cook hands-on activities.

The primary goal in mathematics education is to facilitate the students' mastery of basic mathematical skills as guided by the California Common Core State Standards. The mathematics curriculum is designed to introduce, practice, reinforce, and extend basic mathematical skills such as counting, patterning, addition, subtraction, multiplication, and division, in order to apply these skills comfortably and appropriately in both real-life and other problem-solving situations. The goal is to enable students to develop a high level of proficiency in each of the three components of mathematics (basic computational and procedural skills, conceptual understanding, and problem solving) enabling them to use the strategies necessary to attempt any mathematical task.

As students progress through the Common Core State Standards, teachers build upon previously learned content with extensions and more in-depth applications. In addition, mathematics is integrated into all curricular areas. The domains of the Common Core State Standards for mathematics curriculum are taught within the structure of developing children's conceptual understanding and mathematical reasoning, rather than in isolation. This is done through conceptually based experiences that encourage students to actively participate in their learning by exploring, questioning, and posing problems of their own. The mathematics instruction progresses from concrete to abstract, where students develop computational and procedural skills and conceptual understanding.

Based on this program, students will engage in the eight mathematical practices:

- make sense of problems and persevere in solving them by monitoring and evaluating progress and changing course if necessary
- reason abstractly and quantitatively by making sense of quantities and their relationships
- construct viable arguments and critique the reasoning of others by communicating and defending answers using mathematical reasoning, drawings,
- model with mathematics by solving math problems that arise in everyday life and interpret results to determine whether they make sense
- use appropriate tools strategically such as rulers, calculators, protractors, and technological tools
- attend to precision by using clear definitions in discussion, calculating accurately and efficiently and correctly labeling all parts of the problem
- look for and make use of structure by examining patterns and visualizing problems through the use of steps
- look for and express regularity in repeated reasoning by looking for general methods and shortcuts and evaluating the reasonableness of results

History/Social Science

The social science curriculum at Canyon has a scope and sequence based upon the History/Social Science Framework and the California History/Social Science Content Standards. Canyon Charter Elementary uses the District-adopted History-Social Science for California program, along with supplemental instructional materials. Teachers use project based learning, theater arts, and curricular integration within a school-wide theme of Community, thus allowing students to understand how people, cultures, ideas, and

events interact. According to a study conducted by Levsitk and Barton (2001), “effective history/social studies instruction clearly demonstrates that students learn best when they are active, not passive; when they are creative, not merely receptive; and when they are regularly put in positions to exercise their powers of critical judgment, rather than merely required to memorize masses of factual information.” Students are encouraged to investigate, explore, and internalize concepts they have studied.

Based on this program, students:

- understand the complexity of cultures, basic economic interdependence, and the relationship between society and law
- recognize the dignity of all people
- consider and analyze multiple perspectives when studying major issues, people and events
- participate in experiences that allow them to gain insight and appreciation of the contributions of minorities, women, and immigrants to society over time
- use multicultural literature and integrate various disciplines in the application of their learning
- participate in, learn and use basic precepts of democratic values - drawing on examples from history, literature, and the world in which they live - and apply them directly in a variety of community service activities
- participate in Student Body Governance and learn about the election process through Student Body elections, selection of classroom representatives and the formation of Student Council
- participate in creating and displaying a project that reflects the instructional program
- understand the meaning of time and chronology
- analyze the cause and effect, consequences and patterns, of various important historical events in the context of their place and time
- research, acquire and evaluate primary and secondary sources of information
- incorporate oral, written, technological, and audio-visual methods in their research of historical facts, becoming modern-day historians
- utilize a variety of materials, including computer technology, to gather, process and present information using programs such as Keynote and Google for Education Suite
- develop an awareness of place by studying geographical settings, making connections to both past and present time periods
- understand human and environmental interactions and comprehend world regions and their historical cultural and economic characteristics
- participate in a variety of off-site learning experiences to enhance the social studies curriculum (i.e. Chumash Cultural Center, Natural History Museum, Leonis Adobe House, Marquez Family Hacienda & Cemetery, San Fernando Mission)

Science

Our science program is an example of how departmentalization occurs at Canyon Charter

Elementary. With available funding under this model a dedicated science teacher provides science instruction to grades TK-5 incorporating the Next Generation Science Standards (NGSS) using the California FOSS (Full Option Science System) curriculum. Students and teachers delve deeper into the curriculum with hands-on, discovery and inquiry based learning in a science laboratory setting.

The overall philosophy of the science program is to teach students how to “think like a scientist” by asking questions and drawing their own conclusions through rigorous investigations, experimentation, and data collection. Students participate in inquiry based, hands-on investigations, expository reading, and journal writing which allows for a more comprehensive approach to instruction. Students further expand their learning by applying the scientific method to their thinking and actively constructing ideas through their own inquiries, investigations, and analyses.

The content instruction reflects the three branches of science: physical, earth, space and life. For students in the primary grades, the scientific process skills of observing, exploring, and communicating using appropriate scientific vocabulary are emphasized. In upper grades, a more rigorous use of the scientific method is used to access learning. Students may revisit scientific content areas in subsequent grade levels to develop a more complex conceptual understanding that provides a more in depth exposure to the scientific method.

Based on this program, students will:

- learn the scientific process, which includes inquiry, hypothesis, observation, prediction, communication, collaboration, comparison, and inference
- develop grade level science skills based on the Next Generation Science Standards
- participate in science activities including experiments, research, reporting, recording data, creating and developing graphs and charts, and integrating mathematics and science based on students’ prior knowledge and experiences
- participate in experimental activities that promote open-ended thinking and involve numerous hands-on opportunities in the scientific areas of physical, life, earth and space sciences, aiding in the understanding of the natural world
- be taught with an approach to science which includes experimentation, expository reading, note taking, data collection, written response to informational text and journal writing

An example of some of the activities students engage in to master the NGSS standards might be a creating a butterfly pavilions, planting gardens, building balancing machines, observing life cycles of various insects and animals, energy transfer, building terrariums, observing the moon and stars, evaporation experiments and chemical reactions. These activities might culminate with field trips to places such as the Jet Propulsion Laboratory (JPL), the Natural History Museum and local tide pools.

Digital Learning

Canyon is committed to integrating the best technologies available in order to enrich instructional programs and foster the highest possible academic and social achievement in our students. Canyon understands that technology is a critical tool that cultivates an ability to identify and reach diverse learning styles. At Canyon, students use technology to go beyond the basic skills for success in today's world, including critical thinking, media literacy, creativity, problem solving, communication and collaboration. Students learn to use technology as a tool to locate and evaluate various sources of information and determine its credibility. Canyon students use multiple media and various technologies, know how to judge their effectiveness, and assess their results. In this atmosphere, students are given equitable access to technologies to go beyond basic mastery of skills, providing opportunity to explore and expand one's own learning in order to gain expertise.

A computer instructor gives weekly instruction for all grades. In addition to the formal classroom instruction, students have regular access to computer hardware in the classrooms on a 1:1 ratio of devices to students. The instructor also provides teacher training, inventory of equipment, software and hardware upgrades, and basic computer maintenance. Each classroom has a media center that includes a laptop, projector, and document camera. Computers are available for school work in the school library. Canyon anticipates taking full advantage of all the benefits that new technological advancements bring to education.

Canyon's goal is to use technology to enhance knowledge and communication within the community and to connect people and information globally. Students at Canyon engage in computer activities individually and cooperatively to increase their knowledge and awareness of the world around them, and to lead them on the path to becoming responsible digital citizens.

Computer instruction is based on the standards of the International Society for Technology in Education (ISTE), which include:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making

In addition to obtaining 21st century digital learning skills, the students of Canyon will be adequately prepared to participate in both District and State computer-based assessments. Throughout the year, teachers administer computer-based assessments to their students, including the interim assessments available through the CAASPP website in grades 3-5. Teachers assist students in learning how to take online assessments throughout the year, and introduce them to the various tools that can be utilized that are embedded into the assessments.

These goals will support the effective use of technology to improve student academic achievement and prepare them for the 21st century. A variety of software such as Dreambox, Lexia Core 5, and online websites are used to teach these skills and at the same time promote abstract and logical thinking, creativity, collaboration, and problem solving strategies. The overall goals of computer instruction are to support and extend the regular classroom curriculum, to help all students to achieve computer literacy, and encourage students to demonstrate their learning through a variety of media.

The technology program will continue to be developed in order to provide items such as:

- differentiated math and language arts instruction for grades K-5 through the use of programs such as DreamBox and Lexia Core 5
- age-appropriate, school-wide internet access for research, collaboration, and presentations
- access to multimedia devices such as Chromebooks, iPads, and iPods, for school activities and projects
- staff and student training in the use of G-Suite Education
- ongoing implementation of new technology, guided by the Digital Learning committee, consisting of the computer instructor, school administrator, teachers and parents
- technical support to maintain equipment and maximize functionality
- a maintenance of hardware for on going 1-1 ratio of devices throughout campus
- the integration of computer instruction with classroom curriculum spearheaded by the technology coordinator working in collaboration with the teachers

Health

A positive, health-oriented school climate at Canyon recognizes that health is intimately linked to learning. The health curriculum encompasses the physical, social and emotional health of all students. Teachers integrate health concepts through District mandated and school adopted programs such as Second Step (a conflict resolution program), Restorative Justice or Growth Mindset Activities. Students participate in instruction on topics such as nutrition, exercise, mindfulness, social and emotional well being and making responsible choices.

Canyon has also adopted an educational gardening program run by the Canyon community. Students learn about the importance of healthy eating, how fruits and vegetables grow and are harvested, and how to be an adventurous eater.

As part of our commitment to educating our students about health habits, students participate in a variety of schoolwide events such as Kids Heart Challenge, Olympics Day, Unity Week, and emergency preparedness activities. They also participate in literacy activities such as reading articles from publications such as Scholastic News, taking

lessons from authentic literature and reading supplemental materials provided with the health curriculum, Second Step.

Physical Education

At Canyon, administrators, faculty and staff acknowledge the immediate, as well as the lifelong, benefits of physical education for children. The Physical Education Framework and Standards for California Public Schools states that the “child who is well educated physically is likely to become a healthy adult who is motivated to remain healthy.” In addition, the framework states that, “the healthy, physically active child is more likely to be academically motivated, alert, and successful.” Physical education at Canyon focuses on students developing the necessary skills identified in the framework such as movement and movement knowledge, self-image, personal development, sportsmanship and social development.

Canyon students participate in physical education weekly. Classroom teachers and a coach provide the students a minimum of 200 minutes of physical education instruction for every 10 school days. During their scheduled time, instruction may include a warm up, fitness activity and cool down. Students are encouraged to participate and move at a moderate to vigorous level for a minimum of 50% of the physical education instruction time. Teachers provide a safe, secure and enjoyable class setting for all students.

By participating in our physical education program, Canyon students will:

- understand human growth and development and how these relate to an individual's own physical fitness
- understand the role of exercise in promoting a healthy lifestyle
- demonstrate mastery of developmental skills appropriate for their age level
- practice good sportsmanship and follow established game rules in the classroom and on the playground.
- learn the rules and regulations associated with various sports
- learn to work collaboratively to achieve a common goal
- develop strong sportsmanship skills and an understanding of healthy competition
- train and participate in the FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools

School wide events such as Kids Heart Challenge, in conjunction with the American Heart Association, and Olympics Day allow our students to demonstrate the skills that they have obtained through our physical education program. During Olympics Day, students recognize the spirit of the Olympic games. Athletes representing all sports provide inspirational support to Canyon students. Past speakers include Michelle Kwan, Sugar Ray Leonard, Greg Louganis and Apolo Anton Ohno.

Physical education is an integral part of the instructional program for all students. Canyon teachers collaborate with one another to plan a physical education curriculum, which incorporates the state standards for this discipline. Teachers provide additional movement

in the classroom with digital programs such as GoNoodle. As noted in the performing arts section, students also participate in dance and movement on a weekly basis. With the current emphasis on health-related fitness and its link to academic achievement, Canyon's physical education program is in compliance with Federal and State mandates as well as District policy governing physical education.

The physical education program at Canyon allows our students to develop health-related fitness, physical competence and understanding about physical activity so that they can adopt a healthy and physically active lifestyle. Our physical education curriculum is integrated into regular classroom planning and is one of the consistent programs in our enrichment schedule which designates the days and times of various pull-out programs that students participate in on a weekly basis.

Visual and Performing Arts

Canyon recognizes the essential role that the visual and performing arts (dance, drama/theater and music) play in a well-rounded curriculum. We commit ourselves, through arts instruction, to provide students with opportunities to explore creative self-expression and learn about the world and its many cultures. Our curriculum incorporates five components of arts education. These are: (1) artistic perception: processing, analyzing, and responding to sensory information through the language and skills unique to the arts, (2) creative expression: creating and performing in the arts, (3) understanding the historical and cultural contributions and cultural dimensions of the arts, (4) aesthetic valuing of the arts, and (5) connecting and applying what is learned in the arts to other art forms, subject areas, and to careers.

Our goal is for Canyon students to mature into culturally literate people whose value and pursuit of the arts lasts a lifetime. Through the visual and performing arts curriculum, our students will add to their body of knowledge in the core content areas, apply thinking skills, and acquire artistic skill and style. Our visual and performing arts instruction will engage students with varied learning styles and allow exceptional learners to fully participate in a curriculum that is often not dependent upon verbal or written responses. As stated in the Visual and Performing Arts Framework, "They (the arts) foster students' abilities to create, experience, analyze, and reorganize, thereby encouraging intuitive and emotional as well as verbal responses" (CA Dept. of Education).

Visual and performing arts instruction is made available to Canyon students through in-class instruction and/or afterschool enrichment in the following areas:

Dance

The elementary dance program at Canyon is a foundational program that provides standards-based instruction in dance in grades K through 5 in accordance with LAUSD's Elementary Art Instructional Guide. The students are given the opportunity to experience dance as art in an educational setting, performing, creating, responding and connecting their dance learning to their own experiences. Dance and movement education

encourages students to respond to sound through movement, strengthen motor efficiency and control, communicate ideas through movement, acknowledge multicultural heritage, and develop an appreciation for its aesthetic value.

Drama/Theatre

Through drama students explore language, refine communication skills, develop self-esteem, and further investigate their world and themselves. Drama education exposes students to the elements of drama, the development of skills in storytelling and playwriting, the appreciation for the multicultural and historical tradition, and the appreciation for the aesthetic value of theatre. Drama may involve classroom skits, dramatic play, reader's theater, poetry recitations, improvisational theater classes, and traditional theater productions.

Music

We believe that, "Music expresses spiritual and emotional values that are both personal and universal, expands the creative capabilities of each person, integrates and harmonizes the mind and body, promotes a sense of well-being, and contributes to increased learning capacities in diverse subject areas" (CA Dept. of Education). Students explore and analyze many of the elements of music, such as sound, pitch, rhythm, harmony, form, tempo, notation, and more. As with the other arts, students learn the important role and value of music in their lives and the lives of others. All students participate in vocal music classes and all students have the opportunity to receive instrumental music instruction. Students view performances through assemblies or field trips as well as engage in their own performances of vocal and instrumental music and musical theater productions.

Visual Arts

Visual arts education is incorporated into the core content areas. Students learn about the creative process, the lives of a diverse group of individual artists and explore their art making techniques and styles. Exploration of the visual arts ranges from two-dimensional artworks to three-dimensional creative expressions, such as painting, drawing, graphic arts, printmaking, sculpture, photography, ceramics, architecture, and digital art. They learn to identify the elements of art emphasizing line, color, shape/form, texture, and space. Students develop visual arts skills by creating developmentally appropriate, original works of art in a variety of media. Children analyze and respond to their own artworks and those of others in order to understand the feelings and ideas expressed in art created by artists of many cultures, places, and times.

Social Emotional Learning

According to Wolfgang Althof and Marvin W. Berkowitz in their article in the Journal of Moral Education, "any democratic society must concern itself with the socialization of its citizens. This begins in childhood, and schools are critical to this process." Canyon, as an inclusive community, fosters independence of thought, intellectual integrity, personal responsibility, and social morality. Open dialogue is encouraged among all stakeholders,

which enhances the understanding and appreciation of differences and promotes personal and social development. By fostering both positive social values and personal growth, the learning environment has a beneficial effect on the community at large. This empowers the children to be proactive agents of change, embracing the scope of human diversity. Since the character education program has been implemented, there has been a significant improvement in behavior through the use of programs such as Council, Restorative Justice, Friendly Fifth Graders, clear and posted expectations, The 3 Bs, Bee Bucks, Student Council, Cross Age Buddies and Monthly Assemblies. In-class character education activities include emphasizing the pillars of character: friendship, honesty, trustworthiness, respect, responsibility, caring, fairness, citizenship, and sportsmanship. Collaborative classroom activities serve to strengthen the students' internal value systems and make them respectful, responsible citizens.

Restorative Justice

Increasingly used in U.S. school districts and worldwide, restorative practices promote trust and respect in relationships, setting the foundation for teaching and learning. In addition, the practices provide meaningful opportunities for students to develop self discipline and positive behavior in a caring and supportive environment. Restorative Justice emphasizes community building and commits to restoring relationships. Restorative practices promote and strengthen positive school culture. Moreover, pro-social relationships also improve within the school community.

The following principles reflect the values and concepts for implementing Restorative Justice practices in the school setting:

1. Acknowledge that relationships are essential to building a successful school community.
2. Ensure equity of voice amongst all members of the community. Everyone is valued, everyone is heard.
3. Sets high expectations while offering supports, emphasizing doing things “with,” not “to” or “for”.
4. Build systems that address student misconduct and harm in a way that strengthens relationships and focuses on the harm done rather than only rulebreaking.

Restorative Justice practices promote values and principles that use inclusive, collaborative practices for being in a community and help schools create and maintain a positive school culture and climate. In addition, Restorative Justice practices:

- Build community
- Celebrate accomplishments
- Intervene in offending behavior
- Transform conflict
- Rebuild damaged relationships
- Reintegrate students into the learning environment

By implementing a restorative approach in our school, students are required to think about themselves and how they deal with one another, and to work on developing healthy relationships and learning how to manage conflict. Implementing a restorative approach has had a positive impact on students at school and at home. We have found that when Restorative Justice practices are consistently applied within a school wide context, they improve school climate, promote community, and reduce student misconduct.

Student Council

Student Council is a cross-age representative structure where students can become involved in the affairs of the school through community building activities, such as spirit days, special events, monthly meetings and community service projects such as recycling and food drives. Student Council elections are held in the fall. Students in 4th and 5th grade are permitted to run for the various offices. Student candidates campaign for one week and then a schoolwide election takes place. Although only 4th and 5th grade students can hold offices, each class in grades 3-5 selects two classroom representatives to attend student council meetings which are held monthly.

Cross-Age Buddies

Cross-Age Buddies is a special program we have developed at Canyon for all students in grades K-5. This is a way to encourage a sense of community and establish positive values across multi-aged groups. Classes of varying grades are paired together to participate in a variety of activities such as reading, math, art, holiday, gardening and special projects. Students connect with each other and become more socially responsible for other students outside of their classrooms. These buddy time meetings help give students and staff a sense of family within their school community.

Monthly Assemblies

Each month the entire school meets in front of Canyon's historical library, using its steps as a stage area. Classes present songs and performances that help to build our school environment and help to foster a positive school culture. Announcements about upcoming school or community events are also shared. Students are acknowledged for achievement such as improved attendance, community service project successes and academic accomplishments. Families are encouraged to attend these assemblies.

Celebrating Cultural Diversity

Diversity is celebrated in school-wide activities that may include Fiesta (a celebration of the natural and cultural history of Santa Monica Canyon), holiday musicals representing a variety of cultures, ancestor feasts and school-wide assemblies. In the classroom, teachers use cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective. The students engage in active reasoning about important concepts supported by culturally

relevant instructional materials and resources. Classroom activities may include studies of self-image, diversity of family types, ancestry, and global communities are a regular part of the curriculum.

Community Service/Service Learning

Canyon's philosophy is dedicated to encouraging students to be ethical, civic-minded citizens. Through community service, students learn how each person can make a difference in our world. Raising awareness of others in need and sharing resources is an important part of our educational program. We aim to foster a lifelong attitude of caring and giving back to the community and to encourage environmental stewardship.

With the aim of helping others in our community, we encourage our students and their families to participate in local, national and global community service activities through programs such as:

- recycling programs (batteries, classroom recycling)
- carpooling and walk to school
- Green Book Fair
- OneSight (collection of gently used prescription eyewear and sunglasses)
- School on Wheels (school supplies and backpacks for homeless children)
- Westside Food Bank (canned and nonperishable food collection)
- LAFD Spark of Love Toy Drive
- American Heart Association Kids Heart Challenge
- The More Foundation Shoe Drive
- Trick or Treat for Unicef
- The Crayon Collection
- Socks for Turning Point Transitional Housing

The affective/social goals of Canyon include:

- providing a comfortable, integrated social climate for all students and their families.
- providing an opportunity for students with special needs to be included with their typical peers
- Facilitating the process for students to develop a growth, rather than fixed, mindset
- teaching skills for developing positive interpersonal behavior (such as cooperation, conflict resolution, peer mediation, anger management, decision-making, and problem-solving) and having students participate in social skills groups across grade levels. Students included in social skills groups are determined by teachers and/or parents. Social skills groups are led by the school psychologist
- promoting learning in social and community ethics and values, which takes place in all classrooms through both formal and informal instruction. This includes a combination of approaches such as direct instruction, large group and small group, discussion, role playing and journal-writing. Programs such as Restorative Justice and Second Step help to promote these goals

- encouraging each child to feel an integral part of his/her school and community by developing a strong recognition of the valuable role that he/she, as an individual, plays
- fostering healthy self-esteem through encouraging students to think positively about themselves, to accept differences in others, to think independently, and to develop an understanding of who they are as individuals
- helping every child learn to celebrate his/her uniqueness and to recognize his/her strengths
- participation in a school-wide positive behavior reinforcement program emphasizing the three “B’s” (Be Safe, Be Respectful, Be Responsible)

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.

Transitional Kindergarten (TK) is year one of a two year program. Students are eligible for the TK program based on Education Code requirements. A child is eligible for TK if they have their fifth birthday between September 2 and December 2 (inclusive) and each school year thereafter (EC 48000[c]). At the time of the petition renewal, TK students are integrated with traditional kindergarten students in one classroom.

At Canyon, TK provides an early childhood education program that builds a bridge between the preschool years and traditional kindergarten. With increasing academic demands and structure in kindergarten, some parents are aware that their child may not be ready for the traditional kindergarten program. The TK program offers children the benefit of socializing and becoming students while learning to work in a school setting.

Our TK program provides children with a classroom programs to build necessary social and academic skills for success throughout their school careers. The programs are based on the California Preschool Foundations and the California Kindergarten Common Core State Standards with focused instruction in literacy and numeracy and a 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.

Transitional kindergarten students enjoy working with their kindergarten peers in the classrooms as well as at recess and lunch. TK students participate in all kindergarten activities such as music, art, drama, physical education, digital learning and motor skills development throughout the year.

TK students are building kindergarten readiness and are expected to demonstrate proficiency in all of the CA Preschool Learning Foundations by the end of the school year and are introduced to beginning kindergarten skills. Differentiated instruction allows growth for each individual student.

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, including but not limited to provisions related to work year, academic calendars, and schedules.

Canyon follows the traditional LAUSD Single Track Instructional Calendar. The calendar for the first term of the Charter is as follows:



**LOS ANGELES UNIFIED SCHOOL DISTRICT
SINGLE-TRACK INSTRUCTIONAL SCHOOL CALENDAR 2020-2021**

JULY					AUGUST					SEPTEMBER				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
		1	2	3	3	4	5	6	7		1	2	3	4
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18
20	21	22	23	24	24	25	26	27	28	21	22	23	24	25
27	28	29	30	31	31					28	29	30		

OCTOBER					NOVEMBER					DECEMBER				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	28	29	30	30					28	29	30	31	

JANUARY					FEBRUARY					MARCH				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
				1	1	2	3	4	5	1	2	3	4	5
4	5	6	7	8	8	9	10	11	12	8	9	10	11	12
11	12	13	14	15	15	16	17	18	19	15	16	17	18	19
18	19	20	21	22	22	23	24	25	26	22	23	24	25	26
25	26	27	28	29						29	30	31		

APRIL					MAY					JUNE				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
			1	2	3	4	5	6	7		1	2	3	4
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	21	22	23	24	25
26	27	28	29	30	31					28	29	30		

07/03/20 Independence Day Observed	01/11/21 Second Semester Begins
08/18/20 First Day of Instruction	01/18/21 Dr. Martin L. King Birthday
09/04/20 Admission Day	02/15/21 Presidents' Day
09/07/20 Labor Day	03/26/21 Cesar E. Chavez Birthday Observed
11/11/20 Veterans Day	03/29 - 04/02/21 Spring Recess
11/26 - 11/27/20 Thanksgiving Holiday	05/31/21 Memorial Day
12/21/20 - 01/08/21 .. Winter Recess	06/10/21 Last Day of Instruction

LEGEND:

	First Day/Last Day of Instruction
	Legal/Local Holidays
	School Recess
	Unassigned Day (schools not in session)
	Pupil Free Days *
	Second Semester Begins

<u>Instructional Days</u>	
Fall Semester.....	80
Spring Semester.....	100
Total.....	180

* Scheduled pupil free days are Monday, August 17, 2020 and Friday, June 11, 2021.
If a school selects Monday, January 11, 2021 as a pupil free day, then Friday, June 11, 2021 becomes an instructional day.

Board Approved
December 12, 2017

The School's Bell Schedule is as follows:

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	91	345	76	270	4	255	9	140	180	36000	54195	18195
1	Yes	91	350	76	275	4	255	9	145	180	50400	55075	4675
2	Yes	91	350	76	275	4	255	9	145	180	50400	55075	4675
3	Yes	91	350	76	275	4	255	9	145	180	50400	55075	4675
4	Yes	91	350	76	275	4	255	9	145	180	54000	55075	1075
5	Yes	91	350	76	275	4	255	9	145	180	54000	55075	1075
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Regular Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Dismissal	Instruction Mins	Required Mins	Difference
Grades 1,2,3	08:10 AM	09:45 AM	10:05 AM	12:10 PM	12:45 PM	02:55 PM	350	319	31
Grades 4,5	08:10 AM	10:05 AM	10:25 AM	12:10 PM	12:45 PM	02:55 PM	350	319	31
Grades K	08:10 AM	10:10 AM	10:30 AM	11:30 AM	12:05 PM	02:50 PM	345	319	26

Professional Development Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Dismissal	Instruction Mins	Required Mins	Difference
Grades 1,2,3	08:10 AM	09:45 AM	10:05 AM	12:10 PM	12:50 PM	01:45 PM	275	259	16
Grades 4,5	08:10 AM	10:05 AM	10:25 AM	12:10 PM	12:50 PM	01:45 PM	275	259	16
Grades K	08:10 AM	10:00 AM	10:20 AM	11:30 AM	12:10 PM	01:40 PM	270	259	11

Minimum Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Dismissal	Instruction Mins	Required Mins	Difference
Grades 1,2,3	08:10 AM	09:45 AM	09:55 AM	11:00 AM	11:20 AM	12:55 PM	255	249	6
Grades 4,5	08:10 AM	09:55 AM	10:05 AM	11:20 AM	11:40 AM	12:55 PM	255	249	6
Grades K	08:10 AM	09:45 AM	09:55 AM	11:10 AM	11:30 AM	12:55 PM	255	249	6

Shortened Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Dismissal	Instruction Mins	Required Mins	Difference
Grades 1,2,3	08:10 AM	09:45 AM	10:00 AM	12:10 PM	12:40 PM	01:45 PM	290	284	6
Grades 4,5	08:10 AM	10:05 AM	10:20 AM	12:10 PM	12:40 PM	01:45 PM	290	284	6
Grades K	08:10 AM	10:00 AM	10:15 AM	11:30 AM	12:00 PM	01:40 PM	285	284	1

Total Annual Minutes									
School must offer at least the minimum required annual instructional minutes. Red highlight indicates failure to meet this requirement for a specific grade level. Certification of the bell schedule is not possible until this error is resolved. Contact Attendance & Enrollment section for assistance.									
Kindergarten, including Transitional Kindergarten and Expanded Transitional Kindergarten (Required Minutes: 55,100)								K : 55,500	
Grades 1 - 6 (Required Minutes: 55,100)								1 : 56,380	
								2 : 56,380	
								3 : 56,380	
								4 : 56,380	
								5 : 56,380	

Enrichment classes occur for each class 1-2 times throughout each instructional day. The following schedule illustrates the various enrichment opportunities that are provided for Canyon students.

Monday	Tuesday	Wednesday	Thursday	Friday
Sci. 2:05-2:35	Dance 8:20-9:00 (3/10-6/9) Computer 10:45-11:15	PE 1:25-1:55 Drama 2:10-2:45	Music 10:50-11:30 Computer Drop off 12:30	PE 10:30-11:00 Library 1:00-1:30 Art 1:45-2:45
PE 1:00-1:30 Science 1:30-2:00	Dance 12:40-1:20 (3/10-6/9)	Music 12:35-1:15 Drama 1:30-2:05	Library 1:00-1:30	PE 9:00-9:5 (not on assembly days) Computer 10:30-11:00 Art 12:40-1:40
Science 1:00-1:30 PE 1:30-2:00	Computer 8:15-9:00 Dance 9:05-9:45 (3/10-6/9)	Music 10:50-11:30 Drama 12:40-1:15 Library 1:25-1:55	Art 12:40-1:40	Computer Drop Off 12:30 PE 1:25-1:55
PE 9:00-9:45 Science 11:30-12:10	Dance 9:05-9:45 (11/19-3/3) Computers 11:30-12:10	Music 8:15-8:55	Library 10:30-11:00 PE 11:20-12:10	Art 11:10-12:10
Science 10:05-10:45	PE 9:00-9:45 Dance 11:20-12:10 (11/19-3/3)	Music 9:05-9:45 Library 10:30-11:00 Computer 1:15-2:00	PE 10:30-11:15	Art 8:45-9:45
Science 9:05-9:45	Dance 10:10-10:50 (11/19-3/3) Library 1:00-1:30	PE 8:15-9:00 Music 10:05-10:45	Computer 8:15-9:00	Art 10:05-11:05 PE 11:20-12:10
PE 2:10-2:55	Science 9:00-9:45 Dance (3/10-6/9) 10:10-10:50/11:20-12:10	PE 11:25-12:10	Music 8:20-9:00 Art 8:45-9:45	Drama 9:00-9:45 (9/20-1/24) Library 11:30-12:00 Computer 2:00-2:45
Computer 11:25-12:10	Dance (3/10-6/9) 10:10-10:50/11:20-12:10	PE 9:00-9:45 Library 2:25-2:55	Science 8:15-9:00 Music 9:05-9:45 Art 10:05-11:05 PE 12:55-1:45	Drama 11:25-12:10 (9/20-1/24)
Library 10:45-11:15 PE 11:20-12:10	Dance (3/10-6/9) 10:10-10:50/11:20-12:10 PE 12:55-1:45	Computer 9:00-9:45	Science 9:00-9:45 Music 10:05-10:45 Art 11:10-12:10	Drama 10:10-10:55 (9/20-1/24)
PE 8:15-9:00 Library 11:40-12:10	Dance 10:10-10:50 (8/27-11/12) Drama 10:10-11:00 (3/24-6/2) Science 11:20-12:10	Music 11:25-12:10 Computer 2:10-2:55	Science 11:20-12:10 Art 11:10-12:10	PE 2:00-2:55
PE 8:15-9:00	Dance 11:20-12:10 (8/27-11/12) Drama 10:10-11:00 (3/24-6/2) Science 12:50-1:45	PE 10:30-11:20	Art 10:10-11:10 Music 10:15-11:00 Science 12:50-1:45	Library 2:25-2:55 Computer 11:30-12:10
Computer 10:10-10:55 Library 1:30-2:00	Dance 9:05-9:45 (8/27-11/12) Drama 8:50-9:40 (3/24-6/2) Science 10:05-10:55	PE 10:30-11:20	Science 10:05-10:50 PE 9:00-9:45	Art 11:15-12:10
PE 10:30-11:20	Library 10:30-11:00 Drama 11:10-12:00 (1/14-3/17) Dance 8/27-11/12 (times TBD)	Music 9:20-10:05 Science 2:05-2:55	Computer 9:20-10:05	PE 8:15-9:00 Art 9:15-10:05 Science 2:05-2:55
Library 2:20-2:50	Computer 9:20-10:05 Drama 11:10-12:00 (3/24-6/2) Dance 8/27-11/12 (times TBD)	Science 11:20-12:10 PE 2:00-2:50	Art 8:15-9:10 Music 8:30-9:15	PE 8:15-9:00 Science 11:20-12:10
PE 10:30-11:20	Drama 8:50-9:40 (1/14-3/17) Library 11:40-12:10 Dance 8/27-11/12 (times TBD)	Science 1:00-1:50 PE 2:00-2:50	Art 9:15-10:05 Music 9:25-10:05 Computer 1:00-1:45	Science 1:00-1:50
Computer 1:15-2:00	Dance & Dialogue (Sept./Oct.) Dance 8:20-9:00 (11/19-3/3) PE 11:20-12:10	Music 8:30-9:15 Science 10:25-11:15 Library 11:40-12:10	PE 8:15-9:00	Science 10:25-11:15 Art 1:00-2:00
Computer 2:10-2:55	PE 8:10-9:00 Dance & Dialogue (Sept./Oct.) Dance 12:55-1:35 (11/19-3/3)	Science 9:15-10:05 Music 10:30-11:15	PE 8:15-9:00 Library 11:40-12:10	Science 9:15-10:05 Art 10:25-11:15

The following provides a comprehensive set of sample schedules for each grade level to be served:

Transitional Kindergarten/Kindergarten

8:15 - Calendar/Attendance

8:30 - English Language Arts Instruction (includes ELD)

10:00 - Snack & Recess

10:20 - Math Instruction

11:40 - Lunch

12:25 - Writing

1:00 - Social Studies

1:45 - Enrichment (music, drama, art, P.E.)

2:15 - Science

Dismissal- 1:40pm (Tues, Thurs.)

2:50pm (Mon., Wed., Fri.,)

1st Grade

8:10- Attendance, Lunch Count, Calendar

8:20-9:45- Language Arts-Phonics, Small Groups/Centers, ELD

9:45-10:05- Recess

10:05-11:00-Language Arts-Writing

11:00-12:00-Math

12:10- 12:50-Lunch

12:50-Teacher Read Aloud

1:10-Health

2:00-Social Studies

Dismissal- 1:45pm (Tues, Thurs.)

2:55pm(Mon., Wed., Fri.,)

2nd Grade

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:15-8:45 Circle Time 8:45-9:45 Phonics & Fluency 9:00-9:45 Science in Science Lab 10:05-11:20 Core Literature 10:05-11:05 Math 11:10-12:10 Close Reading Writing 12:50-1:10 Read Aloud 1:10-2:00 Social Studies 2:10-2:55 P.E. Instructional Minutes: 4 Hours 45 minutes	8:15-9:00 Phonics, ELD & Fluency 9:00-9:45 Science in Science Lab 10:05-11:20 Core Literature 11:20-12:10 Scholastic News Writing 12:50-1:10 Read Aloud 1:10-1:45 Second Step/Health Instructional Minutes: 3 Hours 40 minutes	8:15-8:45 Phonics, ELD & Fluency 8:45-9:45 Word Ladders Core Literature 10:05-11:20 Math Grammar 11:20-12:10 P.E. 12:50-1:10 Read Aloud 1:10-2:00 Writing 2:00-2:30 Appreciation (Letter Writing) 2:30-2:55 Guest Reader Instructional Minutes: 4 Hours 45 minutes	8:20-9:00 Music 8:45-9:45 Art 10:05-11:20 Core Literature Math 11:20-12:10 Writing 12:50-1:10 Read Aloud 1:10-1:45 Science Instructional Minutes: 3 Hours 40 minutes	8:15-9:00 Spelling Test Phonics, ELD & Fluency 8:45-9:45 Core Literature 10:05-11:20 Math Writing 11:30-12:00 Library 12:50-1:10 Read Aloud 1:10-2:00 Social Studies 2:00-2:55 Computer Instructional Minutes: 3 Hours 55 minutes

3rd Grade

8:15 - 9:45 **English Language Arts/Designated ELD** - Students engage in direct instruction through the use of the Benchmark Advance reading and guided reading instruction through the use of core literature. Writing is instructed using both Benchmark Advance as well as Write From the Beginning to help students master opinion, narrative, and informative writing.

9:45 - 10:05 **Recess**

10:05 - 11:20 **Mathematics Instruction** - Students receive direct instruction, small-group instruction, and individualized instruction in grade-level mathematics. Eureka Math is the primary curriculum used, although My Math, and other sources are used to enhance understanding.

11:20-12:10 **Independent Work Time / English Language Development** - During this time students engage in activities targeted to their individual needs. Lexia Core Learning is used to deliver targeted language arts instruction and DreamBox is used to deliver

targeted math instruction. The needs of English Language Learners is addressed during this time using scaffolding, comprehensible input, sheltered English immersion, realia, and other scientifically based approaches to English language development.

12:10 - 12:50 **Lunch / Lunch Recess**

12:50 - 1:10 **Literature Appreciation** - Teachers read aloud quality literature across the genres to develop listening comprehension and literature appreciation.

1:10 - 1:30 **Self-Selected Reading** - Students will select books appropriate to their reading levels and read independently to build fluency and comprehension.

1:30 - 2:10 **History and Social Studies** - Students will receive instruction based on the California State Standards, using the L.A.U.S.D.'s adopted McGraw Hill Impact California Social Studies program

2:10 - 2:55 **Science / Arts / Restorative Justice** - Students engage in activities based on the Next Generation Science Standards, participate in music, dance, visual art, or theater, or develop social emotional learning through the use of Restorative Justice.

4th Grade

8:10-8:45 **ELA/Math IWT** (Independent Work Time)

Objective: Students work collaboratively or independently to practice and review material taught in the math topic or ELA standards. A time for teacher to conference with individual students.

8:45-9:45 **Math** *Objective:* Hands-on activities to provide daily experiences with problem solving, computation, reasoning and to help children strengthen their sense of numbers and number operations. Move from concrete to abstract concepts.

9:45-10:05 **ELA/Read Aloud/DEAR** *Objective:* To immerse children in literature, to see reading demonstrated, to point out conventions of language, predicting, reasoning, discussing, focus on author's "voice" (style, individuality)

10:05-10:25 **Recess**

10:25-12:10 **Benchmark Advanced/Language Arts/EL Development, Reading/Literature Discussion Circles** *Objective:* To demonstrate reading strategies, language conventions, phonics and grammar in context and to develop reading competence. To discuss author's message.

Spelling: Phonics & Rules *Objective:* To acquire spelling patterns and rules, which are missing in students' writing. To learn roots, suffixes and prefixes to assist in writing and vocabulary development.

Writing *Objective:* To develop and refine their abilities as writers. To guide students (set parameters), respond to them, and extend their thinking in the process of composing text. The writing process is emphasized: pre-writing, drafting, sharing, revising, editing and publishing. Specific writing lessons are given to address student needs in writing content and mechanics. Children learn to write, using specific elements of genre.

Workshop *Objective:* Students work collaboratively or independently to practice and review material taught in the reading lesson or to complete projects related to the unit theme. Students use the research process to expand their perspectives on universal themes. A time for teacher to conference with individual students.

12:10-12:50 **Lunch**

12:50-2:45 **Content Areas:**

Social Studies/Workshop *Objective:* To learn study skills, research skills, learn how to read expository material & to understand the events of California history from Native Americans, to Age of Exploration, through the Mission Era to ranchos and pueblos and the Statehood of California.

Second Step/Council *Objective:* To develop community building skills and conflict resolution skills.

Health *Objective:* To discuss concepts of good health within the three areas of health – Physical Health, Mental-Emotional Health, and Family/Social Health

Power Speaking *Objective:* To develop oral presentation/speaking skills

1:45 Tuesdays & Thursdays: Early Dismissal

Science *Objective:* To use the scientific process, investigate Life Sciences Unit: Environments, Earth Sciences Unit: Solid Earth, Physical Sciences Unit: Magnetism & Electricity

2:45-2:55 **Homework & Evaluation**

2:55 **Dismissal (MWF)**

5th Grade

5th Grade Schedule:

8:10-9:15 Math

9:15-10:05 Language Arts

10:05-10:25 Recess

10:25-11:20 Language Arts

11:20-12:10 Independent Workshop and English Language Development

12:10-12:50 Lunch

12:50-1:20 P.E.

1:20-2:05 Social Studies

2:05-2:55 Science/Health

Mathematics Placement Act

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

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 required District policies and procedures related to staff professional development.

Ongoing professional development and training are essential to the competence and overall effectiveness of all teachers and support personnel. At Canyon we dedicate the time and resources necessary to implementing an effective professional development schedule, which will have the most positive impact on the achievement of our students.

The Professional Development Committee, comprised of teachers and administrators, meets throughout the year to plan and implement professional development sessions based on school determined needs. Areas of need are determined based on the analysis of data collected through student assessments, requirements of the District, effective practices for the Common Core State Standards and curriculum needs. Grade level meetings are held to gather information from teachers. After analyzing data gained from various sources, each grade level makes suggestions to the committee. The committee then works to develop opportunities to address the identified professional development needs.

The Professional Development Committee makes arrangements for experts in the identified areas to make presentations or lead workshops for teachers. Teachers within the school may be identified as having expertise in a particular area which they are encouraged to share with the staff. Additionally, we draw upon District personnel, as well as outside resources, to enhance our professional development offerings. In order to provide support and follow through on presented topics, teachers support their colleagues in various areas by volunteering to serve as unofficial mentors, thus extending the support that is currently provided by the District to new teachers.

Canyon also has an Instructional Leadership Team (ILT) comprised of the principal, one teacher per grade level and a special education representative. Our ILT is a powerful tool

for improving student achievement by providing teachers with “real-time professional learning.” The team members help to ensure that teachers not only understand the Common Core State Standards, but facilitate adjustments in instructional practice that will result in increased student achievement. Canyon’s ILT targets their time on meaningful instructional issues such as reviewing data, providing relevant professional development, facilitating structured discussions about instructional practice and creating opportunities for observation of best practices. The members of the ILT support teacher collaboration with a focus on implementation of the Common Core State Standards and the key instructional shifts they require.

Our professional development focus changes based on the current needs of the school. Our recent focus has been on strategies for the successful implementation of a rigorous mathematics program, differentiation strategies, the effective integration of digital learning in the classroom and social emotional learning utilizing the theories of Growth Mindset and Restorative Justice.

Canyon’s professional development sessions are scheduled on banked time days that LAUSD currently provides on Tuesday afternoons. In addition, Canyon has adjusted the school schedule to provide an additional banked time day on Thursday afternoons. This provides for even more time dedicated to grade level collaboration, vertical team meetings and extensions of previously introduced professional development workshops.

Grade level meetings are held at least two times per month for all teachers. This allows for the successful planning and implementation of previously presented topics. Teachers are able to work together to analyze student data, provide timely interventions for students and to guide the instructional planning process. Teachers are able to explore the curriculum and seek out practices that will have a positive effect on student achievement. Teachers share student work samples and develop rubrics and common levels of expectation for student progress. Teachers need ample opportunities to assess student learning, design rigorous lessons, observe one another and refine instruction based on their collaborative work with one another. This time for reflection is crucial to the refinement of instructional practice.

Several times throughout the school year professional development is also provided for our Instructional Aides and Special Education Paraprofessionals. Topics may include: effective intervention strategies, social skills facilitation or conflict resolution. These sessions are typically provided by teacher leaders or the administrators. The instructional aides and paraprofessionals play an important role in the success of student learning at Canyon.

All staff are encouraged to attend workshops and trainings that are held off campus and presented by experts in the field of education. Teachers attend conferences such as: Effective Differentiation Strategies, Meeting the Needs of Gifted Learners, Integrating Technology, Problem-Based Planning, Social Emotional Learning and Thinking Maps. Staff members are also encouraged to attend District sponsored professional development when available. Following conference attendance, teachers are asked to

share their learning with their colleagues in a follow up professional development sessions.

At Canyon we know that substantial time and resources are necessary for a successful professional development program. During the budget development process, we examine our school's needs and align our resources accordingly. We then employ a variety of scheduling strategies to ensure that there is time dedicated to planning for academic success and for teachers to reflect on their pedagogy, curriculum and methodology.

Professional Development Topics for the first year of the Charter term may include:

- Effective Digital Learning Curricular Integration
- Mastery Learning and Grading
- Differentiated Instruction
- Arts Integration as an approach to learning
- Building an authentic STEAM teaching approach.
- Analysis of summative and formative assessment to guide instructional practices
- Project-Based Learning
- Cross grade level/vertical articulation
- Emergency preparedness
- District Administrative Certification mandates
- ELD Master Plan
- Social Emotional Learning

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*.

Canyon is committed to providing opportunities for English Learners to obtain primary language support in core subjects and instruction in English Language Development (ELD) through Specifically Designed Academic Instruction in English (SDAIE) methods and English Language Development based on ELD state standards. Teachers of EL students are taught by District personnel or the school's EL Coordinator on how to implement integrated ELA, where language instruction is incorporated throughout the content areas, and designated ELA, where English is taught as a separate content area. Canyon complies with all applicable Federal and State laws, and District policies and procedures related to the implementation of the English Learner Master Plan

The identification process English Learners will be determined through:

- Home Language Survey
- ELPAC (English Language Proficiency Assessments For California)

Canyon strives to meet the needs of English Learners by implementing instructional practices that are proven to be effective. To meet the District's content and performance standards for English Learners, Canyon uses the District's Master Plan for English Learners and Standard English Learners. Classroom teachers assigned to EL students provide services and supports for English Language Development and access to Core and engagement that include implementation of the following:

- 60 minutes of daily Designated English instruction
- Integrated English instruction throughout the day
- Specially Designed Academic Instruction in English (SDAIE) techniques
- Culturally & Linguistically Responsive Pedagogy (CLR)
- Visual supports/Thinking Maps
- Oral and Written Language Portfolio Opportunities

The curriculum will provide students with opportunities to read, analyze, interpret, justify, explain, and create using both informational and literary text. Our EL students will interact in meaningful ways through small group work and classroom tasks that require collaboration amongst peers. ELD instruction will include daily opportunities to build upon foundational skills including print concepts, phonological awareness, phonics and word recognition, and fluency. EL students will engage in daily classroom instruction that will support their acquisition of English grammar and vocabulary.

ELD curriculum will be differentiated to meet our EL's needs and will incorporate many strategies that support EL students in mastering the ELD standards. Students will journal, write informational reports, research topics and recount their findings, respond to literature, create stories or poetry, and engage in dramatic readings through activities such as readers' theater.

Instruction will incorporate the use of SDAIE techniques to enhance learning for our EL students. Instruction will also be enhanced through small group activities, opportunities for peer talk, modeling, re-teaching if/when necessary, Thinking Maps, and the use of visuals, realia, and technology. Instruction will incorporate the use of complex texts and require students to respond to questions using text evidence.

Quality professional development is provided to teachers to successfully educate our students who are learning English. Effective instructional practices and strategies may include: scaffolding of new concepts, support with the analysis of complex texts, building background knowledge, differentiated and tiered instruction, the use of realia, modeling, small group and one-on-one instruction and targeted instruction in phonics and vocabulary in meaningful texts. Teachers continually identify and demonstrate the use of the most effective strategies and practices of addressing the needs of their English Learners. Instructional activities are taught explicitly within the ELD instructional block and are infused throughout the curriculum.

English Learners are monitored throughout the year. Teachers collect work samples that demonstrate progress towards ELD standards. Work samples are reviewed by the teacher and EL Coordinator as evidence of progress or mastery of standards. A positive relationship is developed with the parents of English Learners to keep them informed of their child's progress and to assist with providing support at home.

Canyon Charter Elementary follows District and state guidelines for the initial and annual ELPAC identification and reclassification criteria of English Learners. As a data driven school, we use the results of the English Language Proficiency Assessments for California (ELPAC) to inform our instruction of EL students. Each year, EL students take the Summative ELPAC and are given an overall score based on their performance in the areas of Reading, Speaking, Listening, and Writing. The four performance levels are Level 4 (well developed), Level 3 (moderately developed), Level 2 (somewhat developed), and Level 1 (minimally developed).

We use our summative ELPAC data to evaluate our instructional program and make decisions to support our EL students. Our goal is help our students become proficient in English Language Arts. Students who receive a score of 4 and meet the 3 other criteria (ELA grade, Dibels score, parent approval) are reclassified to fluent English proficient (RFEP). These students continue to require ongoing support and monitoring to ensure their ongoing progress and access to the curriculum, but they no longer need EL support.

When a student's summative ELPAC score is 3 or lower, they continue to be classified as EL. We closely monitor their progress via our Student Support and Progress Team (SSPT). Our SSPT meets monthly to evaluate the progress of EL and RFEP students. Individual student progress is assessed and areas of need are identified. In this way, we are able to target instruction and assessments to support and accelerate student progress. More specifically, the SSPT determines the designated ELA and integrated ELA instruction needed to move students forward and help advance their English proficiency level in reading, speaking, listening and writing.

Canyon identifies an English Learner Coordinator to meet the District and school goals. The coordinator is responsible for completing all District accountabilities and for monitoring EL instruction and progress throughout the school year. A Language Appraisal Team (LAT) is formed each year to evaluate student progress and to determine when English Learners are ready for reclassification.

The Reclassification of English Learners as RFEP (Reclassified as Fluent English Proficient) students occurs when the following criteria are met:

1. An overall ELPAC score of 4
2. A Composite report card score of 3 or 4 in English Language Arts
3. A score of Benchmark or Above Benchmark on all grade level measures of Dibels 8 or a score of Standard Met or Standard Exceeded on the Smarter Balanced Assessment (Grades 3 - 5)
4. Parent Notification and Consent

Canyon does not currently have any LTELs. Should any be identified in the future, the EL Designee shall:

- Meet with all LTEL students and their parents at least twice per year
- Be a standing member of the Language Appraisal Team
- Monitor the progress of all LTELs in achieving Reclassification Criteria
- Maintain documentation of the above

The process for annual evaluation of our school's EL program involves observations and evaluations of teachers as well as student progress. Formal teacher observations of integrated ELA and designated ELA instruction provides a window into a teacher's skill level and possible areas of need. Ongoing professional development and teacher collaboration keeps our teachers well-trained in effective pedagogies for addressing the specific needs of English language learners.

Student progress is also an indicator of our school's EL program. EL Student performance is measured a minimum of 3 times per year using the Dynamic Indicators of Basic Early Literacy Skills (Dibels 8). When a student's score falls below benchmark, interventions and progress monitoring are put in place. The SSPT also monitors the ELA grades of EL students to help identify students needing extra support. This includes, but is not limited to, report card grades. Finally, we analyze our summative ELPAC scores to assess the effectiveness of our EL program. Our goal is to have a 70% or better reclassification rate, which requires an overall score of 4 (well developed).

The process for monitoring the progress of our EL and RFEP students involves communication with teachers, observations of students in classrooms, and analysis of formal and informal assessments. Our Student Success and Progress Team (SSPT) engages in ongoing communication and collaboration with teachers to assess the progress and needs of our EL and RFEP students. The team meets monthly to evaluate the progress of individual students. Identified students are then provided with the additional supports needed to ensure their ongoing progress.

In the case of EL students, the team monitors their progress as they go through the grades. The goal is to eventually achieve enough English proficiency, as measured by the summative ELPAC and other criteria, to reclassify. Once students reclassify and become RFEP, the goal is to continue to give them the support they need to access the curriculum and perform on grade level or above.

Whether students are identified as EL or RFEP, our goal at Canyon is to ensure that their progress is monitored with frequency so that the necessary supports are implemented in a timely fashion, and student success is facilitated. Meetings between the EL designee, student and parents should be viewed as an opportunity to engage students in identifying strengths and to motivate students to work towards identifiable measures of academic success.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to 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 on a fee-for-service basis.

Canyon is committed to addressing the needs of gifted and talented students. The current GATE population represents 34% of students at Canyon. According to District guidelines, students are identified as gifted through the GATE screening committee made up of teachers, the site administrator and a District psychologist. GATE recommendation is based on teacher evaluations, progress reports, and standardized test scores that demonstrate consistent, high academic achievement and fall within District requirements. In addition, all 2nd grade students are administered the OLSAT test each spring. This helps with early identification of students who are eligible for GATE. Canyon's GATE Coordinator oversees the process and monitoring of our identified gifted students. Canyon will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis.

At Canyon, GATE students are placed into heterogeneous learning environments. Students identified as gifted and talented receive differentiated instruction as mandated by the State of California. Because of the large number of identified GATE students, teachers deliver whole-class instruction at or above grade level, and then differentiate the curriculum for those students whose needs dictate higher-level instruction and challenges.

Teachers collaborate to create a differentiated curriculum for their GATE students which includes depth and complexity, accelerated pacing, individual choice, and novelty based on the Common Core State Standards. There is a range of differentiated instructional strategies for GATE students, which may include: presenting to multiple intelligences, varying graphic organizers, varied texts, varied supplementary materials, literature circles, tiered lessons, centers, learning contracts, investigations, interest centers and inventories, varied homework, compacting, multiple ways of assessment and use of Bloom's taxonomy. Instruction for students who are identified gifted and talented includes opportunities for them to practice critical thinking and creative problem solving in conjunction with subject matter acquisition and content mastery.

Professional development related to gifted learners and differentiating the curriculum is offered throughout the school year. Professional development sessions focus on the recognition of different learning styles and how to actively engage students and challenge them to utilize higher thinking skills. Teachers are also encouraged to attend workshops outside of school that will help them to meet the needs of their gifted and high achieving students.

Teachers and the administrator meet regularly to discuss and monitor the enrichment activities and students' success. Monitoring is typically conducted by the GATE Coordinator and individual teachers by reviewing student data. This may include the

analysis of classroom tests or assignments, District assessments, student-initiated projects, work samples or writing assignments. Teachers are able to informally assess students by providing many opportunities to study the core curriculum with increased depth and complexity. They look for students to incorporate strategies that emphasize higher level thinking skills as denoted on the Depth of Knowledge Chart. Open ended assignments and activities allow and encourage individualized extensions of the curriculum, creative problem solving activities, and acceleration of the curriculum when appropriate.

Our GATE plan for parent involvement requires us to develop a cadre of parents who will be trained to facilitate and plan meetings and workshops for other parents. Through parent meetings, parents are informed of program requirements and the identification process. Canyon provides parents with an opportunity to discuss topics of interest and provide a forum for parent networking.

Students Achieving Below Grade Level

Low-achieving and at-risk students are those identified as not meeting grade level expectations. Canyon teachers identify students performing below grade level through data analysis, teacher observation, DIBELS, interim assessments, teacher and District assessments which are all based on Common Core State Standards. Monitoring takes place throughout the year by the administrator, individual teachers, Student Success and Progress Team (SSPT) Meetings and in grade level collaboration meetings.

At Canyon Charter Elementary we are committed to providing our lowest achieving students with the support they need to be successful learners. Additional programs, resources and support personnel are provided depending on available funding. We have been able to provide for instructional aides for each classroom, The Reading Academy, smaller class sizes, Student Success and Progress Team, flexible grouping and technology for every student. Each year both parents and teachers are asked to prioritize the programs and personnel in order of performance. Funding is based on the identified priorities.

Instructional Aides/Paraprofessionals

Our goal is to provide Instructional Aides/Paraprofessionals for each classroom. Assistants help to lower the adult to student ratio within the classroom. Assistants provide additional support to students both individually and in small groups under the direct supervision of the classroom teacher. Instructional Assistants help to maintain a differentiated classroom by helping to reteach, enrich or extend classroom instruction.

The Reading Academy

The Reading Academy is a reading intervention program run by a reading specialist and services all children kindergarten through fifth grade who have been identified as not meeting grade level benchmarks, as identified by DIBELS, in English Language Arts. The reading specialist works with individuals and small groups of students to provide intensive

intervention and skills practice several days a week. The reading specialist collaborates with the teacher to determine skills to work on and the best time that students can be pulled from their class into The Reading Academy. The Reading Academy uses data analysis and progress monitoring to identify students at-risk and determines services in consultation with the classroom teacher.

To date, The Reading Academy has been able to service all students needing support. Our population is such that there have never been 35 students needing support at the same time. Services are flexible and tailored-to-need both in frequency (1-5x per week) and duration (15-30 mins). This allows maximum scheduling as well. Following best practices, groups of students do not exceed 3. Although a student in any grade is eligible for Reading Academy support, the emphasis of the program is on early intervention. The school has been able to provide this unique support for students for over 10 years and plans to continue to offer it for at least the next five years, during the entirety of this charter renewal. The program uses an RtI (Response to Intervention) model to deliver services. There is flexible grouping within this program meaning if a child has met his/her grade level benchmarks, that child is rotated out of the program and a new child needing services is rotated in. About 10% of The Reading Academy students ultimately qualify for Special Education services, and the documentation of these students' response to intervention compiled while attending The Reading Academy is an important component in determining their eligibility. The Reading Academy students have shown quantifiable gains in academic skills and attitudes towards learning. Quantifiable gains were previously based on CAASPP scores, DIBELS, classroom assessments and District report cards. Teacher and parent observation inform the "attitudes toward learning" improvements.

Student Support & Progress Team (SSPT)

The SSPT is comprised of teachers, parents, the school psychologist, the principal and the resource specialist. Other members may include but are not limited to the nurse, PSA counselor or assistant principal when appropriate. The team meets on an as needed basis and reviews the strengths and challenges of at-risk students and sets goals to assist in their progress. Parents are encouraged to be actively involved in this process. At the end of this process, there are several possible outcomes including:

- behavior intervention by teacher
- academic intervention by teacher
- academic intervention by reading specialist
- academic intervention by RST
- behavior/social intervention by RST and/or psychologist
- screenings by OT, speech, Adapted PE, recreation therapist, etc.
- comprehensive evaluation
- parent/home environmental changes
- any other support give by a school staff (recess support, etc.)
- informal support from psychologist if necessary
- synthesis of information from private evaluation or parent provided information

Resource Specialist Program

The Resource Specialist Teacher works closely with general education teachers to support the academic, social, and behavioral needs of students with disabilities. If a student is eligible, an Individualized Education Plan (IEP) is developed based on the student's areas of need. Regular collaboration between the Resource Specialist Teacher (RST), general education teacher, program support staff and other Designated Instruction Service providers are essential to each student's academic success and sense of belonging. This collaboration takes many forms which may include consultation, co-teaching, observations, and modeling of specific academic and behavioral strategies. Services may be delivered one-on-one or in small groups. The RST may also "push in" to the general education setting to meet the needs of all students. The RST uses components of programs such as Benchmark Reading, Intervention Reading, Eureka Math, TouchMath and DIBELS to support students in the special education program. The programs may include research-based intervention materials or LAUSD provided materials.

Flexible Grouping

At Canyon, teachers implement a teaching strategy called flexible grouping. Informally grouping and regrouping students in a variety of ways throughout the school day makes students more productive and better informs teachers as to their students' abilities. Students are grouped and regrouped according to specific goals, activities, and individual needs. This strategy is helpful to all students including at-risk and high achieving students and helps to provide for effective differentiation.

Technology

At Canyon, technology is used to meet the needs of those children performing substantially below grade level. Programs such as ST Math, Dreambox and Lexia provide an individualized pacing program for each child. Dreambox and ST Math are computer programs that incorporate all grade level standards for math for each grade level. Students work at their own pace to master the standards for their grade level. Lexia is a computer program that instructs children in English Language Arts skills that include: phonics, reading comprehension, decoding, spelling and vocabulary. These programs provide students with opportunities to revisit skills in core content areas to deepen their understanding and provide additional time for practice. These programs also provide teachers with valuable data on students' progress in order to inform classroom instruction. The programs also provide activities and materials for the teacher, in order to help with remediation.

Socioeconomically Disadvantaged Students

We ensure that the educational needs of all students with low socioeconomic status are met. Students are identified using the Free and Reduced Lunch Program data. These students are provided the appropriate supplies and materials and are given the same educational opportunities as their peers. Within the classroom, teachers provide additional resources including a lending library to give children the opportunity to read at home with their families. In addition, teachers regularly meet with parents to provide strategies for individual support at home. Within the community, Canyon also provides a myriad of support which includes tickets to school events and scholarships for field trips and other programs. Teachers monitor low socioeconomic students' academic achievement by regular classroom assessments, monitoring basic needs, and communication with families.

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 adhering 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..

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 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 and submit to the District all required reports.

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 Support and ProgressTeam (SSPT) 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.

1. Least Restrictive Environment

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

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and

curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

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

g. Student Discipline/Inclusion

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

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

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.

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District schools, including District affiliated charter schools, are required 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.

Students in Other Subgroups

In order to meet the needs of our various subgroups, Canyon combines the traditional educational methods commonly practiced in schools with a variety of innovative educational opportunities. These opportunities may include participation in social awareness through Restorative Justice or Second Step, access to technology, enrichment programs, field trips and daily differentiated curriculum.

Students in other subgroups will be identified by information provided in the enrollment packet. Students in subgroups such as foster youth, homeless, etc. will be monitored throughout the year to determine progress and any supports that may be provided. Monitoring will be done by the classroom teacher and will consist of gathering data from assessments, student work samples, tests, observations, attendance and discipline data.

Students indicating that they are struggling in any area (academics, attendance, behavior) will be brought to the attention of the Student Support and Progress Team (SSPT). A meeting will be held with the appropriate participants which will include the administrator, teacher, parent(s)/guardian(s) and other pertinent personnel such as nurse, PSA counselor or school psychologist. During the SSPT meeting, strengths and areas of challenge will be identified and an action plan will be determined to help meet the student's identified needs. Support will be provided as appropriate either through academic services (Reading Academy, Resource Program, Intervention Aide), behavior supports (social group, counseling) or attendance support through the Pupil Services Attendance Counselor.

"A TYPICAL DAY"

As students enter the quaint campus located in the heart of the Santa Monica Canyon, they may walk through the recently renovated native plant garden as they enter the breezeway. They may start their day connecting and playing with classmates on the supervised playground prior to the school day starting. While doing so, many parents/guardians gather around the center of campus, connecting with one another before another exciting day at Canyon Charter Elementary begins.

When the bell rings that signals the start of the instructional day, students move to join their classmates and teacher in the **assembly** area, which is located at the base of the steps of the library, once a one-room school house. The historic library, dating back to 1894, creates a beautiful backdrop for the morning assembly where the principal and other stakeholders share important information about the week. A grade level will perform at each assembly and there will be acknowledgements and celebrations surrounding positive behavior, academic achievements and attendance. Parents/guardians are reminded about volunteer opportunities and excitement is built about upcoming school events such as Fiesta, Pumpkin Patch or Olympics Day.

At the conclusion of the assembly, students will join their teachers in the classrooms, which are colorful and contain beautiful and meaningful displays of student work. As students enter these welcoming environments, they feel at home and in a comfortable and safe place to take risks and grow academically. The morning routine may consist of students participating in a **Restorative Justice** circle in which they connect and discuss topics such as goals for the week, empathy, conflict resolution and team building. Teachers are trained in facilitating the circle using the Restorative Justice Core Guidelines and procedures. After this team building activity as well as other morning business such as attendance and cafeteria count, teachers will move into the instructional portion of the day.

Classes at Canyon typically begin with **English Language Arts** and **Designated English Language Development**. During a typical Language Arts block, students may be very excited to dive back into the world of Core Literature, such Charlotte's Web, by E.B. White. Teachers use Core Literature to address the Common Core ELA standards in a more meaningful way. Students typically work in collaborative groups to discuss new vocabulary words, the events of the chapter and answer and pose questions in their Literacy Journals. Group members make notes on their reading, citing any questions, connections or exciting parts they have noticed and share their observations with each other. The group may fill out a Thinking Map (using Write from the Beginning writing program) comparing and contrasting two characters from the story. Later, the students are given time to work on individual projects they have self-selected from a list provided by the teacher. Students may choose to do a Powerpoint or KeyNote presentation on their assigned Chromebook, a poster sequencing the events or a skit re-enacting an important part of the story. Teachers circulate the room, conferencing with students, making anecdotal notes and recording observations regarding the student's progress. Teachers also conduct small group lessons in phonics, spelling, fluency, literary elements, and comprehension strategies. In lower grades, students learn and efficiently use information about sounds, letters, and words using the Orton Gillingham approach, a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy. These lessons are based on the students' developmental levels and areas of need. Teachers support students who are learning English by providing hands-on activities and using Sheltered English techniques, such as Specifically Designed Academic Instruction in English (SDAIE). Instructional aides assist and support the classroom teachers and the students. It is not uncommon to see 1-2 parent volunteers in classrooms, helping to support student achievement as well. Teachers utilize online programs such as Lexia and Epic to enhance the Language Arts program and to differentiate lessons for a wide range of learners.

After a full morning of Language Arts instruction and activities, the students take a 20 minute **recess** break. During this time they are supervised on the playground which provides a variety of options to maximize physical activity. Well trained yard supervisors as well as Friendly Fifth Graders (FFG) help students to have positive interactions with one another, learn new games or solve conflicts. Students interact with each other during free play and structured games, while following the schools 3 Bs; Be safe, be responsible, be respectful.

Students transition to **mathematics** instruction following recess. As they enter the room, they may wait for teacher instructions, check the SmartBoard for the daily agenda, return to an in-process group project or locate an assignment in Google classroom. Teachers provide direct instruction either to the whole class or in small groups which is guided by the California Common Core State Standards. As students progress through the standards, teachers build upon previously learned content with extensions and more in-depth applications. In addition, mathematics is integrated into all curricular areas. The domains of the Common Core State Standards for mathematics curriculum are taught within the structure of developing children's conceptual understanding and mathematical reasoning, rather than in isolation. This is done through conceptually based experiences that encourage students to actively participate in their learning by exploring, questioning, and

posing problems of their own. A student may demonstrate his/her understanding in a variety of ways including demonstrating using the document camera, creating a real world application problem or project, responding in a math journal, solving a problem of the day utilizing a variety of strategies or by participating in math games. Students are encouraged to be active participants and to share how they reach solutions, constantly collaborating and talking about ideas and strategies with classmates. The teacher and instructional aide circulate as students are eagerly engaged in their learning to ensure that students have a clear understanding of the criteria charts and rubrics that they have created with their teacher. Teachers use a variety of additional resources to differentiate and enhance their instruction including Eureka Math, Dreambox, ST Math, Marilyn Burns, Marcy Cook and Xtra Math.

Following a rigorous math lesson, students travel to the yard for one of their two weekly sessions with the **PE** Coach. The coach always starts class with a series of stretches and warm-up exercises. Following the warm up, students run for several minutes to start the process of building stamina as they prepare for Olympics Day, the 5th grade Physical Fitness Test (PFT), Kids Heart Challenge, the One Mile run and to maintain overall heart health. The second half of each PE session entails students working on specific sports skills such as basketball, volleyball or tennis. Students are broken up into groups and with the assistance of the teacher and classroom aide, students receive small group instruction the various skills being presented. At the end of the period, if time permits, they will play an all class game.

When it's **lunch** time, students move to their assigned areas in the cafeteria. Students are reminded of The 3 Bs (Be Respectful, Be Responsible, Be Safe) of the cafeteria area, as they are posted with the menu and other nutritional information. In the lunch area they can check the menu board which is updated daily by the cafeteria manager and 5th grade students to determine what their lunch choices for the day are. When students are done eating, they may move to the playground for some physical activity or can visit the school library. Students who visit the library are warmly greeted by the school librarian. She knows the students well, and may even have already pulled some special interest books for specific students to enjoy.

After lunch, the class may enter the **Science Lab**, where students are greeted by the science teacher. Teachers are transitioning instruction to help students meet the goals of Next Generation Science Standards. Students will start to develop an understanding of physical, life, earth and space sciences, engineering, technology and applications of science. Students join their teams with whom they have been collaborating throughout the year. A typical science experiment would be for students to design an experiment to answer a question about lima beans. They could decide on the question, "How much water can 5 lima beans soak up?" Following the scientific method, each of them come up with their own hypothesis as to how much water the 5 lima beans will soak up. They write this in their science journals, which they have been using throughout the year. They then take turns sharing their hypotheses with each other. Each group would then come up with a list of materials they will need to do the experiment. This could include a balance, gram weights, 5 lima beans, 2 cups and water. They then would be instructed to work collaboratively to decide on a procedure for their experiment that will lead them to an answer. Students will

record their data in their science journals. This particular experiment would require them to soak the lima beans in water for 3 day and when they come back and weigh the beans again, and use subtraction to determine the difference. Students hopefully make the connection that math and science often work together. They will then write their conclusion and share their results with the class in a presentation.

Students typically end the day with an **enrichment** class such as drama, art, music or dance. Children are engaged and actively learning in all our specialized classes and each discipline provides a lens into the arts that allows students to express themselves in a variety of ways. For example, in a typical visual arts lesson, students may be introduced to the artwork and biographical background of artist Georgia O'Keeffe. The art teacher would share numerous examples of the artist's work throughout her career and explains the process the students will follow to create their own Georgia O'Keeffe inspired masterpieces. With music correlated to the artist's life and time playing in the background, students will be guided to create large watercolor flowers with the assistance of the art teacher, classroom teacher and parent volunteer.

At the end of the day, a teacher may call the students to the carpet for a **closing circle**. Teachers may use components of Restorative Justice, Council or Second Step to promote positive communication, community ethics and values, empathic listening and heartfelt dialogue among the students. These programs are designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. Students strengthen their ability to learn, have empathy, manage and control their emotions and to positively solve problems. The teacher may use this time to share accomplishments or to set future goals for the class. Students are guided through a series of prompts that allow them to reflect on their day and to share appreciation for themselves, their world or one another. Everyone is dismissed on a positive note and feeling proud of themselves for being a part of such a special school community.

After school, there are a variety of opportunities for students to participate in such as Beyond the Bell, Star Nova classes, orchestra classes, homework club, journalism and more.

**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 subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(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(c)(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 school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

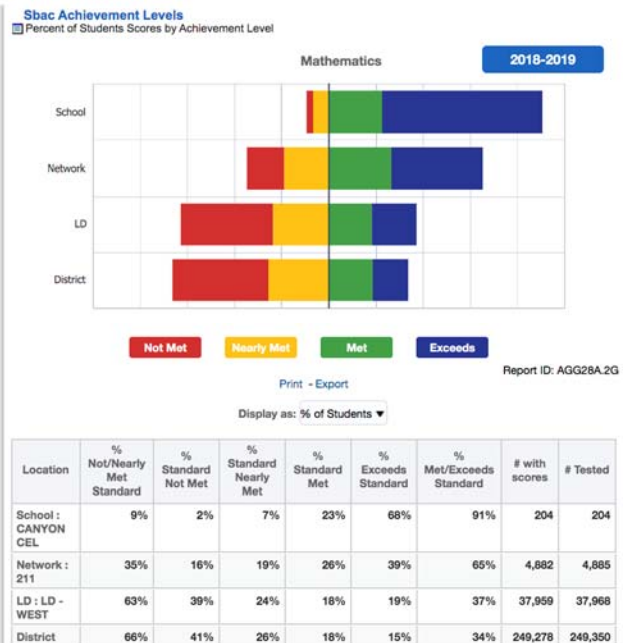
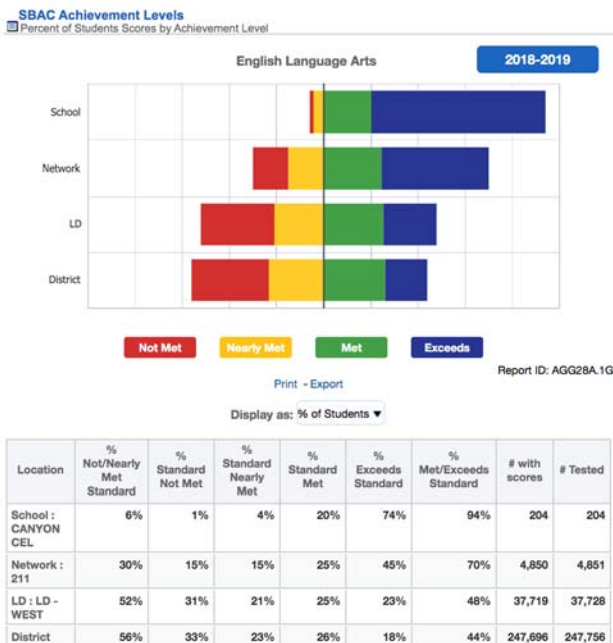
Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

As an affiliated charter, Canyon's student achievement shall be measured in the same manner as any elementary school that is part of the LAUSD using SBAC as a measure to determine growth and proficiency (See LCFF Chart in Element 1). Canyon will monitor and measure student progress toward mastery of state standards using both formative and summative assessments.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Canyon will administer the Smarter Balanced Assessments to students in grades 3-5 to assess student mastery of grade level standards. Students in fifth grade will be assessed using the California Science Test (CAST). As with Smarter Balanced Assessments, mastery will be measured by results of students scoring at proficient (standards met) and advanced levels (standards exceeded) on these assessments. During the year, teachers will analyze interim assessment data, class work, and teacher created assessments to ensure students are making progress throughout the school year. Feedback from formal and informal assessments, individual reading, writing, and math conferences with students, portfolios, and exit tickets strategies allow students to effectively understand their proficient and deficit skills towards mastery of the Common Core State Standards, and provide teachers with data to guide instructional needs. The following charts provide student performance targets by subgroup..



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.

At Canyon we know that assessment is an ongoing process that allows teachers to make adjustments in their planning and teaching to meet the needs of all of our students. Teachers and the school leader have assessed student progress and learning goals by using a variety of assessments in addition to District and state standardized tools. These tools effectively provide data as to student progress towards meeting the Common Core State Standard benchmarks. These include, but are not limited to the following:

- rubric-based student portfolios
- pre and post unit assessments
- language arts and mathematics interim assessments (3 times per year)
- authentic assessments (
- DIBELS (3 times per year)
- teacher-designed tests and standardized testing tools
- teacher observations
- anecdotal notes/records (
- student self-evaluations
- diagnostic assessments
- student work samples
- journals
- Google Classroom entries/prompts
- teacher checklists

Teachers analyze data on subgroups such as students who participated in intervention programs the previous year, students in Special Education, GATE students, and English Language Learners. Teachers use this information to plan and differentiate instruction across the curriculum. Students who are at-risk are monitored consistently in both formal and informal ways, and are provided targeted intervention and support.

At Canyon teachers work together (team teaching/collaboration) to better meet the needs of all students. Within each grade level there are multiple methods of assessment. The assessment criteria are based on State and District standards. The goal is to have consistency across grade levels so that all students will be given equal access to grade level instruction in order to close any current or potential achievement gaps. Grade level meetings are used to provide consistent communication within and across grade levels on standards, assessments and student progress.

DATA ANALYSIS AND REPORTING

Over the past ten years Canyon has continued its implementation of a rigorous, standards-based and data-driven instructional program. Teachers and the school leader have collected and evaluated performance data in a variety of ways. Data has been disaggregated from many sources and trends have been studied to guide instruction. Sources include District Interim language arts assessments, Benchmark assessments, District and alternative math assessments, student portfolios, Smarter Balanced English language arts/literacy and mathematics assessments, and teacher-generated assessments and observations. Information is analyzed and all data is used to drive planning and delivery of instruction.

Each school year Canyon staff analyzes assessment scores from the previous school year. Teachers look for student levels of proficiency and determine if there are trends in data from year to year for each grade level and for individual or subgroups of students. Teachers utilize a variety of assessment measures including but not limited to LAUSD Interim mathematics and english language arts assessments and Smarter Balanced Interim Assessment Blocks (IABs). Other assessments that teachers employ utilize both standardized criteria and informal measures. Canyon teachers utilize multiple diagnostic tools for language arts: DIBELS, San Diego Quick, Orton Gillingham diagnostic and Scholastic Reading Inventory. Canyon will decide on the degree and extent of implementation of new assessments in meeting the needs of our students.

Canyon teachers can readily identify students who may not meet statewide standards or benchmarks. Teachers meet in grade levels, staff meetings, and professional development sessions regularly to utilize the data to monitor and improve Canyon's educational program. Teachers use data to meet the needs of all students including, at-risk, English learners, students with disabilities and those identified as gifted and talented. The Instructional Leadership Team, Curriculum Committee and Professional Development Committee meet with the administrator and stakeholders on a regular basis throughout the school year to review data and surveys to determine any possible modifications to the grade level programs and/or overall programs for the school.

After Canyon staff engages in a thorough review of data, differentiation strategies for at-risk to high achieving students is determined. Analyzed data is used to select the appropriate instructional or differentiation strategies for individual students such as: pre/re-teaching, accommodations, flexible groupings, enrichment and use of The Learning Lab and/or Reading Academy. Since the inception of The Learning Lab and Reading Academy, the performance of lower-achieving, or "at risk", students has improved, and the students have advanced in their levels of proficiency.

Canyon teachers, staff and administration have access and utilize the District's web-based tools such as Misis, Schoology and MyData which include state test scores, student grades, attendance, periodic assessments, SBAC data, English Language Learner data, and more. This tool aids Canyon teachers and staff in ensuring that student

outcomes are consistent with the charter's instructional program thus improving teaching and learning. This access to a wealth of student and school data allows Canyon's teachers and staff the ability to make decisions regarding instruction and ensures that the staff is meeting the specific learning needs of each student.

Canyon maintains high expectations for all students. All stakeholders are knowledgeable about the expectations which are communicated regularly. Student expectations for benchmarks and standards are regularly communicated between home and school.

Parents are informed of student progress on CAASPP testing each year by the state. Parents of English Language Learners are provided a copy of their child's ELPAC results on an annual basis. Regular communication takes place between the parent(s), English Language Coordinator and teacher. Parents are formally informed about their child's progress in meeting the Common Core Standards at a minimum of three times per year. In order to inform students' parents of their children's ongoing progress, Canyon currently uses Schoology and the LAUSD Elementary Online Progress Report Card System, as well as parent-teacher conferences, rubrics, assessments, and additional means as necessary.

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(c)(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).

At Canyon our site governing mechanism is the Governing Council and its committees. The continued success of our local governance is dependent upon the ongoing and active participation by teachers, administrators, staff, parents and community through the Governing Council structure.

Canyon’s Governing Council consists of the following:

Governing Council Members

The Governing Council is comprised of ten members: the Principal, four teachers, one classified representative, and three parent/community representatives. These voting members are elected according to the processes listed below. The Secretary is appointed to the position and is a non-voting member.

Teachers

Annually, teachers select four representatives, one of whom shall be the current UTLA Chapter Chair. Terms are for a period of one year.

Classified

Annually by consensus, classified staff selects a representative. Terms are for a period of one year.

Parents/Community

In accordance to the Bylaws, parents elect by ballot three parent/community members. Elections occur annually. The ballots are counted in the presence of an ad hoc Election Committee established by the Governing Council. No parent/community representative

running for office shall be a member of the Election Committee. No parent/community representative shall hold office for more than two consecutive terms.

Alternates

Teachers appoint two alternates annually. The teachers who receive votes just below the newly elected board members will serve as alternates.

Two parent/community alternates are elected annually. The parents/community representatives receiving votes just below those elected as board members will serve as the alternates. Alternates are eligible and encouraged to run for vacant member positions in the subsequent year. Classified staff will elect one alternate.

Co-Chairpersons

One teacher and one parent/community representative are selected to be Co-Chairpersons by their peers. Priority for parent/community Co-Chairperson is typically given to those with the longest service on the Governing Board. The Co-Chairpersons are responsible for: preparing and posting monthly and special agendas, presiding at each meeting, promoting consensus, soliciting members for committees, acting as official spokespersons for the Board, signing pertinent documents, and communicating meeting dates to stakeholders.

The Governing Council determines standards for the composition and operations of the Council, its meetings, committees and decision-making processes. These procedures are regularly reviewed and amended when necessary, especially for conformance with changes to laws, regulations, policies and agreements as referenced above. Governing Council actions and decisions are bound by the policies, procedures and decisions of the local District superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and state and federal law as it applies to the charter schools and shall not conflict with the District collective bargaining agreements. The Canyon Governing Council strives for consensus decision-making. In the event that consensus cannot be reached, decisions are made by majority vote.

Governing Council responsibilities include, but are not limited to, the following:

- facilitating communication and collaboration among members of the school community and between the school and the community at large
- allocating resources aligned with the school's vision and goals
- setting policies and procedures to achieve program goals
- facilitating innovation, consensus, and problem-solving
- developing and implementing schedules, policies and procedures
- establishing and maintaining fiscally sound budget practices for the Categorical

Block Grant as permitted by contract.

- interviewing and selecting personnel within rules established through collective bargaining agreements, the District, and the Personnel Commission
- developing school curriculum, programs and appropriate assessments
- evaluating the effectiveness of school curriculum, programs and assessments
- implementation of all District policies and procedures related to student discipline and behavior
- coordinating maintenance and operation needs in a manner consistent with District policy
- establishing and maintaining the effectiveness of committees developing and implementing site safety procedures
- proposing amendments and revisions of the Charter and submitting these to the Charter Schools Division in a timely manner
- facilitating site level professional development
- Council Meetings
The Governing Council meets regularly, on a monthly basis, throughout the course of the school year. This translates to ten monthly meetings throughout the year, September through June. Additional regular meetings may be held at time and date to encourage greater parent and community attendance. In accordance with the Brown Act, all Governing Council meetings are open to all and attendance is encouraged. Special meetings, in addition to regular monthly meetings, may be called by the Co-Chairpersons or by a majority vote of the Governing Council. Closed session may only be held where explicitly allowed by the Brown Act.
- Notices, Agendas, Meeting Minutes
Participation in Governing Council and committees provides direct parent/community and teacher involvement in reviewing and achieving the unique and changing needs of Canyon's students and the school community. To encourage the involvement of all stakeholders, procedures have been established to facilitate communication:
- Regular Meeting Notices
Regular meetings for the Governing Council for the entire school year are scheduled in advance of the first day of school and included in the Master Calendar available on the school's web site. In accordance with the Brown Act, descriptive Governing Council Agendas will be posted 72 hours in advance of the meeting date. Postings will occur outside the Canyon office and on the school's web page. In addition, meeting dates and times for the upcoming month are

announced through the weekly school-wide emails and classroom emails and newsletters.

- Special Meeting Notices
Agendas for special meetings, other than regularly scheduled meetings, must be posted at Canyon and on the school's web page no later than 24 hours prior to the meeting time and date.

Closed Sessions Notices

Agendas for closed session, like regular meetings, must be posted 72 hours in advance. Prior to going into closed session, Co-Chairpersons announce the start of closed session. At the end of the closed session, the regular meeting reconvenes and the Co-Chairpersons report on any actions taken.

Recording Governing Council Actions

A Secretary is appointed each year by the Governing Council to record proceedings of all regular, closed and special meetings. The minutes are drafted and presented to the Governing Council for review, correction and approval and then the final version is posted on the school's web page for the community to read. Agendas and minutes are archived by the Secretary and available for public review in the Canyon office.

Standing Committees

The Governing Council Standing Committees are determined by the needs of the school and most committees have both teacher and parent/community representation. The Principal is an ex-officio member of all committees. Standing Committees are integral to the development and implementation of school goals, projects and policies. The number of members of each committee varies each year. However, the average number is 2-3 parent/community members and 2-3 teacher members. Teachers are expected to participate in one committee and parents/community representatives are encouraged to participate in one committee of their choice.

The current list of Standing Committees is as follows:

- Behavior - ensures the safety of all students in a variety of settings, both on the playground and in the classroom
- Community Service - develops projects that seek to foster an understanding and positive connection between Canyon students and the local and global community
- Curriculum - oversees curriculum recommended texts and professional development
- Landscape and Design - oversees projects intended to improved the physical

school campus and its grounds

- Safety - promotes safety throughout the campus and facilitates preparedness in the

event of an emergency

- Digital Learning - shapes acquisition and use of technology on campus

Standing Committees meet prior to the monthly Governing Council meeting and the minutes of these meetings are reported to the Governing Council at the subsequent monthly meetings.

Ad Hoc Committees

Ad Hoc Committees serve a short-term function, or meet as needed, during the school year. These include, but are not limited to the following:

- Communications - oversees school web site, weekly school-wide emails, directory and other critical means of communication within the school community
 - Personnel Committee - participates in selection of teachers and other instructors depending on need. Committee composition is different for each position.
- Principal - The full Governing Council, including Alternates participate as the Ad Hoc Committee for the purpose of selecting the Principal. Selection of the principal shall remain the purview of the LAUSD Superintendent.
- Teachers – The Principal, at least one Governing Council teacher and at least one Governing Council parent, or their designee, participate for the purpose of selecting teachers from the District approved list of eligible candidates
- Outreach - plans and manages tours and community events for families and community members
 - Parent Education - organizes speakers and panels on relevant topics for parents and community members
 - Charter Accountability & Vision– oversees and monitors the implementation of the current Charter. The Charter Accountability and Vision Committee, led by the principal, develops the strategic plan. The plan is then presented to Governing Council for approval for implementation the following school year.
 - Instructional Leadership Team – supports the implementation of the Common Core Standards and support teachers with planning, implementation and professional development opportunities
 - Budget - meets on an advisory basis during the school year to oversee school funds and provide reports on the status of these accounts to the Governing Council as needed. Each year, Canyon develops a strategic plan that outlines budgeting, financial planning and school-wide goals and needs for the following school year utilizing the Categorical Block Grant and private donation. All gifts,

donations, grants and other money raised by Canyon are the property of the school and are deposited and accounted for in accordance with the District's donation policy.

The minutes of these meetings are reported to the Governing Council when committees are active.

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 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 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 Governing Council.

LEGAL AND POLICY COMPLIANCE

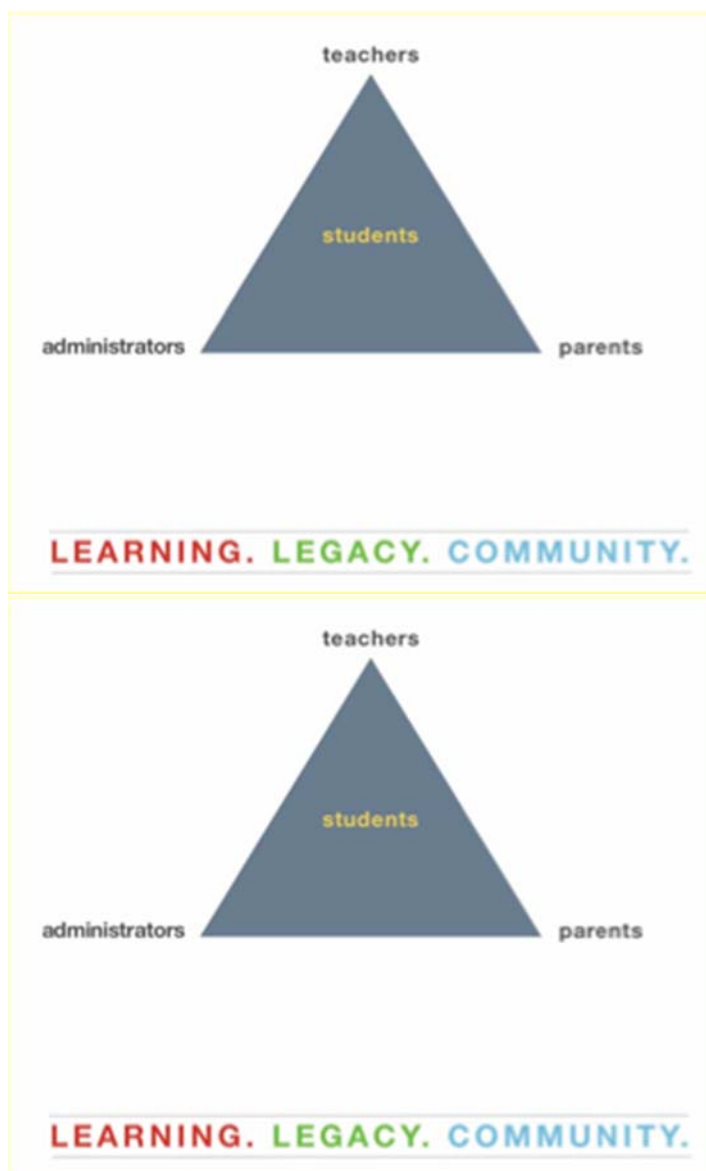
Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

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.

STAKEHOLDER INVOLVEMENT

At Canyon Charter Elementary School, we welcome all of the ideas and concerns of each stakeholder, and have true collaboration between administration, staff & parents. Our collaboration is often illustrated as a triangle, with the principal, the teachers and the parents at the vertices, with all three working to provide the best possible educational experience for the students in the center of the triangle.



In order to develop the school's LCAP, Canyon Charter School convenes two informational meetings as part of our Site/Governance meeting agendas. The principal

presents introductory information about the LCFF and the LCAP at these meetings. All stakeholder groups are represented at each Governing Council meeting. Meeting notification and information is sent via the school's newsletter and email system. Staff members are also provided information during staff meetings in addition to during the Governing Council meetings. Student achievement data, school goals, and budget priorities are discussed and an overview of the LCFF and the state priorities and the process of local development and District approval of the LCAP are reviewed. School administrators including the Principal and Coordinator, present data relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in English and math, and parent engagement. All data, including data for English Learner classification, is shared with all stakeholders during the Governing Council meeting. All stakeholders also participate in a survey, allowing them to provide input about what they feel our school priorities should be and how we can align our budget to these priorities. A budget committee made of the principal, 3 parents and 3 teachers also meets monthly to review our budget and to ensure that it is aligned with our Charter and LCAP. It is explained that the school aims to align the LCAP to the school's charter which identifies our school's goals, needs and corresponding plans to meet those needs through various expenditures.

Based in part on stakeholder input provided during the process of updating the school's budget and LCAP, the school leadership team proceeds to draft a proposed LCAP, aligned to the charter, on the required template and disseminated the written draft for review and comment by school staff and parents. Site Council/Governance members are given an overview of the proposal and provided an opportunity to give input. School leadership also present and discuss the proposal at staff meetings and budget committee meetings.

The LCAP, in response to ideas and concerns raised by staff, students, and parents, represents our needs and goals. One addition to our LCAP for the upcoming year is to allocate funds for a 1/2 time TSP Advisor. We also decided to continue funding personnel that we feel have had a positive impact on us meeting our goals, such as a Class Size Reduction Teacher, Instructional Aides, Additional Psychologist time and Instructional Materials to supplement the already provided curriculum.

In addition to being instrumental in the development of the LCAP, all Canyon parents and guardians may bring new business to the attention of the principal, any member of the Governing Council, or the relevant committee. Both the parent body and teaching staff are represented on all standing committees and these committees are the foundation of policy and decision-making at Canyon.

Being a small school, means that every child and family is valued. Parents/guardians and community members are encouraged to participate in whatever capacity best suits their interests. Opportunities for engagement and participation are shared through the school's website as well as a weekly email newsletter that is sent to all families each week. Parents and community members are eager to become involved in the school and this

involvement has greatly enabled Canyon to enrich its curriculum and its place in the community.

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.

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

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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. 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 or designee

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 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 or when an administrative transfer is necessary as determined by the Local District administrator (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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school..” (Ed. Code § 47605(c)(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 response and 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 response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated 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 (Integrated Safe School Plan), and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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, vendor/contracting entity employee who may have frequent or prolonged contact with students , 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.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(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 POLICIES AND PROCEDURES

“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).)

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.

Student Recruitment

Our student recruitment includes our Kindergarten Round-Up event which is held each spring for prospective TK and Kindergarten families. Information about this event as well as others are publicized on our website and flyers are available to the school community. Prospective parents for any grade level are welcome to visit the school during one of our monthly tours. Relevant information about our tours is available on our school website. We have increased the information posted to our website and enhanced the site so it is easier to navigate. The majority of our applications are from families who learned about Canyon by word of mouth or through the Choices brochure or Unified Enrollment publications.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries¹ of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades TK-5 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

¹ For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

- Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **third** admission preference.

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades TK-5 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

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

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the school library, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the lottery committee consisting of the administrator, teacher, parents and a classified representative will utilize the applicant lists provided by Unified Enrollment. Names will be entered into a randomizer and projected onto a screen for public viewing. A waiting list will be created, based on the District Fall enrollment projections provided by LAUSD District offices. Parents of lottery applicants will be notified of their standing as either admitted or placed on a waiting list. As seats become available, parents are notified by phone or email and after 3 attempts over a period of two weeks, have 24 hours to accept or decline admission. The waiting list will prioritize candidates according to the order in which they were drawn during the random drawing. The wait list is only for the academic year to which it applies and does not carry over to the next school year. Once enrolled, existing lottery pupils are exempt from the lottery and have a right to remain enrolled in the school regardless of any change in residence or enrollment capacity constraints.

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

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 federal and state laws 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, immigration 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, including immigration status, 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, Section 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

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(c)(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(c)(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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary

procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team 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 Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Canyon Charter School
c/o School Principal
421 Entrada Drive
Santa Monica, CA 90402

To District:

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

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

confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

ELEMENT 15 – 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(c)(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 Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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 (2013), 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

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 comply with all applicable federal and state laws and regulations, and District policies and procedures, 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Canyon Charter Elementary (also referred to herein as “Canyon Charter”, “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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(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”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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* section 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(c)(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(c)(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(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

CURRICULUM AND INSTRUCTION

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP

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.

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, including but not limited to provisions related to work year, academic calendars, and schedules.

MATHEMATICS PLACEMENT

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

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 required District policies and procedures related to staff 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*.

GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL

Charter School shall continue to 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 on a fee-for-service basis.

STUDENTS WITH DISABILITIES

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for adhering 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..

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 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 and . submit to the District all required reports.

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 Support and Progress Team (SSPT) 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.

g.Student Discipline/Inclusion

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

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

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.

All District schools, including District affiliated charter schools, are required 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.

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 subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with 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 school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning 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) and Strategic Plan, as they 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 (2013) (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE 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.

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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(c)(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).

If the charter school has a separate charter school Governing Council [if applicable, outline composition of that board and those duties here, if not insert N/A]

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 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 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 Governing Council.

LEGAL AND POLICY COMPLIANCE

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.

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

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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. 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 or designee

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 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 or when an administrative transfer is necessary as determined by the Local District administrator (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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section

- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school..” (Ed. Code § 47605(c)(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 response and 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 response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated 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 (Integrated Safe School Plan), and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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, vendor/contracting entity employee who may have frequent or prolonged contact with students , 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, Education Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(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 POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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).)

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.

APPLICATION PROCEDURES

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries² of Charter School ("resident students") shall have *first* admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD's Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

² For all District affiliated charter schools, which are conversion charter schools, the term "former attendance boundaries" includes those sending areas designated under the District's PWT and CAP programs.

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

LOTTERY PREFERENCES AND PROCEDURES

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades [insert school's grade span minus the highest grade served, e.g., for a school that serves K-5, insert "K-4"] at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have ***second*** admission preference.

- Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have ***third*** admission preference.

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades x-y at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have ***fourth*** admissions preference.

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

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the [insert on-campus location, e.g., auditorium, multipurpose room, etc.], or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [insert description of how the school will conduct the lottery]

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

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 federal and state laws 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, immigration 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, including immigration status, 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, Section 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

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(c)(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(c)(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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team 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 Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION STUDENT’S DISTRICT OF RESIDENCE

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

- 1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the

next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

Canyon Charter Elementary
c/o School Principal
421 Entrada Drive
Santa Monica, CA 90402

To District:

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee

ELEMENT 15 – 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(c)(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. state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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 (2013), 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council , as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable

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 comply with all applicable federal and state laws and regulations, and District policies and procedures, 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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)