



LOS ANGELES UNIFIED SCHOOL DISTRICT

Knollwood Preparatory Academy

A DISTRICT AFFILIATED CHARTER SCHOOL

11822 Gerald Ave.
Granada Hills, CA 91344

Renewal Petition

Submitted
February 21, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

TABLE OF CONTENTS

Assurances, Affirmations, and declarations.....	1
Element 1 – The Educational Program	3
Element 2 – Measurable Pupil Outcomes and	
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	82
Element 4 – Governance.....	91
Element 5 – Employee Qualifications	97
Element 6 – Health and Safety Procedures.....	99
Element 7 – Means to Achieve Racial and Ethnic Balance.....	101
Element 8 – Admission Requirements.....	102
Element 9 – Annual Financial Audits	106
Element 10 – Suspension and Expulsion Procedures	107
Element 11 – Employee Retirement Systems	109
Element 12 – Public School Attendance Alternatives	110
Element 13 – Rights of District Employees.....	111
Element 14 – Mandatory Dispute Resolution.....	112
Element 15 – Charter School Closure Procedures	114
Addendum	117

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

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

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

High expectations and strong support for student learning shape the culture that defines the character of Knollwood Preparatory Academy. Our parents, teachers, support staff, and community work together to provide students with excellence in academics as students learn to be respectful, responsible, safe and caring.

Knollwood Preparatory Academy provides an enthusiastic and caring learning environment. Our high expectations for academic and responsible behavior empower children to become independent and life-long learners. We believe that appreciating diversity and learning to work together cooperatively are important skills for success in an increasingly interdependent world.

Based on our specific record of performance, Knollwood has and will continue to meet the needs of our students. Over the current charter term, Knollwood Preparatory Academy has been characterized through the following innovative features:

Academics: Academic success through high expectations is Knollwood's primary focus. Teachers continually seek ways to improve their own instructional skills in math, reading, writing, and science and technology integration. Project-based lessons are integrated into the curriculum to support interdisciplinary learning and to enhance student's depth of knowledge. We will continue to encourage life-long learning, high academic achievement, and concern for others. With the assistance of committed parents, a challenging standards-based academic program, inspirational teachers, and quality professional development, Knollwood will continue to foster a culture where children are empowered to be responsible and accountable partners in their learning. Knollwood Preparatory Academy made a 7% growth in SBAC ELA and a 3% growth in SBAC Math.

Parental Involvement: All stakeholders at Knollwood have worked cooperatively as a school family to create a safe and supportive environment that fosters learning and personal growth. Parental involvement is a critical part of our school success. Our Knollwood parents take an active and crucial role in providing an atmosphere that promotes education and quality work habits. We strongly encourage our parents to be an active part of their child's education by making sure they get to school on time and attend school regularly. Knollwood teachers facilitate parental workshops to give our families the opportunity to learn all about our new Common Core State Standards, college requirements, and classroom instruction. Our parents are also involved in our Governance Council, SSC and ELAC to ensure that our school based decisions are in the best interest of every child in the school. Our parental involvement has increased by approximately 20% in the 2014/2015 school year, by approximately 35% in the 2015/2016 school year, and by approximately 60% in the 2016/2017 school year.

Professional Development: The elementary school years are an exciting time of learning and growth for our students. These years provide students with the

opportunities to begin a love for reading, to explore new interests, and to expand skills while discovering personal strengths. We strive for students to experience a well-rounded program that helps them harness their uniqueness and strengths. To provide our students with quality instruction, our teachers meet in grade level planning once a week during psychomotor time. We have implemented and embraced the idea of instructional rounds during psychomotor time. During instructional rounds, teachers develop lessons, observe lessons, facilitate lessons, and debrief. This practice helps teachers enhance their classroom instruction and add rigor into their core content. Instructional rounds are a resource and a tool for teachers to use for their lesson planning.

The school's administration, Instructional Coach, and the TSP Coordinator facilitate professional development opportunities for teachers on Common Core Implementation strategies for ELA and Mathematics lesson design and delivery, with a focus on problem-solving and real-world applications. Additionally, professional development is offered for teachers of English Learners on ELD lesson design and instructional strategies for English language acquisition and access to core instruction focused on CCSS standards. Teachers participate in on-site peer coaching and evaluate student progress and plan research-based English language acquisition intervention program to meet the needs of struggling EL students. 100% of our teachers are participating in grade level planning, instructional rounds and professional development. Approximately, 90% of our teachers have made significant improvement in their instructional practice and delivery of instruction.

Intervention: Knollwood's Intervention Program ensures that every child in the school receives instruction that leads to success. We have the responsibility to ensure that the necessary resources and tools are available to provide our students with immediate instructional support when needed. If a child is not making progress, teachers, staff and administration will monitor the best instruction for that child and will provide the level of support that is best for helping that individual child achieve. Students not making progress in the classroom are recommended to the Learning Academy, a classroom where the Instructional Coach will focus on areas of academic weaknesses through the use of intervention strategies. Small group instruction in the Learning Academy will support students through intervention practices that will help students have access to core content.

The Intervention Learning Academy begins with high-quality instruction and universal screening of all children in the general education classrooms. Knollwood students not making adequate ELA progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their individual needs. These struggling students are provided with small group interventions in the Learning Academy at increasing levels of intensity to accelerate their rate of learning. These services have been provided by our Instructional Coach and two six hour Paraprofessionals. Individual student progress is closely monitored through the learning rate and the level of performance. Decisions about the intensity and duration of interventions are based

on district and classroom assessments and individual student response to instruction delivered in the Learning Academy.

Our Learning Academy is a tool that we have used to alleviate any concerns about the increasing number of students in special education. Through these interventions we can reduce the need to classify students as having a specific learning disability. These classifications can be lowered as long as we continue to offer instructional support and interventions at an early stage in a child's education. This model curtails the practice of too many students being inappropriately referred to special education. Knollwood believes in early intervention and the ability to offer the necessary tools to our students that will help them gain access to core content in a general education classroom. Approximately, 32%% of our student population in the Learning Academy has made significant growth in DIBELS Grades K-2 and 58% of our student population in the Learning Academy made significant growth in TRC Grades 3-5

Learning Academy: The **Early Language and Literacy Plan**, implemented in November of 2016, is a data driven instructional approach designed to accelerate student achievement in English Language Arts in grades K-2. Students receive targeted instruction in Foundational Reading Skills as well as the Common Core State Standards in Reading, Writing, Speaking/Listening and Language. This has been accomplished through flexible groupings centered on instruction and intervention that is based on student needs as determined by multiple measures. 100% of students in grades K-5 are participants of the ELLP program. 9% of our student population made significant growth in DIBELS Grades K-2 and 59% maintained proficiency in DIBELS Grades K-2. 18% of our student population showed significant growth in TRC Grades 3-5 and 32% maintained proficiency in TRC Grades 3-5.

Data Driven: Our teachers are given the opportunity to meet in grade level on a weekly basis and look at student data to identify students who need additional support. Data used to identify these struggling students includes DIBELS, TRC, SBAC District Interim Assessments, CELDT, teacher observations, student portfolios, and teacher generated classroom assessments. No single assessment will let us know all we need to know to make well-informed instructional decisions. We use multiple data on students' attendance, behavior, and performance to identify and address learning difficulties and academic needs. The use of data to target students with learning deficiencies has helped us implement interventions with integrity and in a rigorous manner needed for each student to succeed.

Restorative Justice: Our teachers use this effective approach to focus on building, maintaining and repairing relationships among our students. It gives us the opportunity to build a culture of respect and care. Rather than taking a punitive approach to discipline, our teachers encourage students to be accountable for their actions and find ways to make "things right." Restorative Justice has empowered our students by helping them learn from their mistakes in a school environment that is caring and responsive. After the 2016/2017 implementation of Restorative Justice, office referrals have been reduced by 55%.

ELD Supports: An area of challenge that we are currently facing is aligned to the SBAC results for our EL population. In the 2014-2015 year, three EL students scored at or above benchmark level. In the 2015-2016 school year, zero students scored at or above benchmark level. Knollwood's instructional staff has been working deliberately to help strengthen our EL students' academics and language development. In 2015-2016 Knollwood purchased a half time TSP Coordinator that has been supporting teachers in the development and implementation of the new ELD standards and lessons. The TSP Coordinator has and will continue to strengthen practices for our ELD population by providing quality ELD professional development. The TSP Coordinator observes teacher lessons and delivery, gives them feedback, and advises them on how to strengthen their ELD strategies. The TSP Coordinator will pull out ELD students in small groups to support the ELLP plan and the language development and progress of our ELD students.

The Instructional Coach is also vital to our ELD program and students. Our Instructional Coach provides and will continue to offer intervention services to our EL population during the school day. Knollwood has implemented the District's Early Language and Literacy Plan and has been working with our ELD population in small group pull out to deliver reading and language skills, along with language development. Students in grades K-5 are part of the ELLP program. Knollwood feels that all of our students will benefit from this small group, data driven instruction. Our Instructional Coach provides professional development in the areas of reading and language to the teaching staff to increase knowledge of small group instruction, evaluate data to locate strengths and weaknesses to plan lessons based on that data, and on instructional strategies that are helpful in the classroom. Our Instructional Coach meets with the teachers weekly at grade level meetings to support academics and collaboration.

Knollwood is implementing a four week after-school success program, to support the needs of our students in the area of Smarter Balanced Assessment Consortium test taking skills. In this program, students will have the opportunity to practice test like questions, build understanding of key vocabulary, review different types of testing scenarios, manipulate the technology (including online tools), build testing stamina, and develop their process of critical thinking.

Third through fifth grade teachers have selected to administer SBAC interim assessments, to give students more practice in taking tests online. Not only are they able to practice the technology portion of taking the SBAC, but students are given the opportunity to be assessed with more rigorous questions, activities, and writing assessments that mimic the SBAC assessment. These tests involve a great amount of critical thinking and inquiry which will develop their skills and ensure SBAC success.

Teachers will continue to implement the new ELD standards in their classrooms which allows students to develop their language and conversation skills along with their foundational skills.

Our level of energy, our focus, our consistency and our motivation will help us tighten the achievement gap. 8% of our student population are English Learners. They have been a fast growing population at Knollwood for the last three years. Many of our English Learners are participants of the Learning Academy. Without a strong start in early learning to lay the foundation for future school success, these students will continue to struggle. Our Learning Academy provides an environment of acceptance that supports and respects language, culture, ethnicity, and gender. Interventions provided to our EL population meet the needs of these children whose home language is not English. We use CELDT and ELD standards to align interventions provided to our EL students. Our intensive efforts will help improve our practice and deliver quality interventions and instruction to our English Learners that will give them the opportunity to reach benchmark levels on State Standardized Tests.

Reflections on Assessment: Assessment outcomes allow us to gather evidence of student learning and make informed instructional decisions to modify the levels of intensity for interventions offered to our students. Assessments are an integral part of the instructional process in the Learning Academy. We view them as achievement gauges, student motivators, and instructional guides. Evaluating our program will continue to guide our purpose for student achievement and embrace our challenges and celebrate our successes.

SBAC Trends: 2014-2015 % of students that met benchmark

ELA	45%
Math	41%

SBAC Trends: 2015-2016 % of students that met benchmark

ELA	52%
Math	44%

Knollwood students made a 7% growth in ELA and a 3% growth in Math on the SBAC.

SBAC Trends by Subgroups: 2014-2015 % of students that met benchmark

	# Students	ELA	Math
Socioeconomically Disadvantaged Students	79	46%	37%
English Learners	22	14%	9%
Foster Youth	3	33%	67%
Students with Disabilities	23	9%	17%
African American Students	6	50%	50%
American Indian/ Alaskan Native Students	1	100%	100%
Asian Students	11	27%	27%
Filipino Students	11	73%	64%
Latino Students	104	40%	35%
White Students	51	53%	55%

SBAC Trends by Subgroups: 2015-2016 % of students that met benchmark

	# Students	ELA	Math
Socioeconomically Disadvantaged Students	111	42%	100%
English Learners	16	0%	19%
Foster Youth	1	100%	100%
Students with Disabilities	19	11%	16%
African American Students	8	38%	25%
American Indian/ Alaskan Native Students	1	0%	100%
Asian Students	7	43%	43%
Filipino Students	10	80%	90%
Latino Students	120	45%	35%
White Students	47	68%	60%

SBAC Trends by Subgroups: 2014-2015 vs 2015-2016 % of students that met benchmark

	# Students	ELA	Math
Socioeconomically Disadvantaged Students	+32	-4%	+63%
English Learners	-6	-14%	+10%
Foster Youth	-2	+67%	+39%
Students with Disabilities	-4	+2%	-1%
African American Students	+2	-12%	-25%
American Indian/ Alaskan Native Students	No Change	+100%	No Change
Asian Students	-4	+16%	+16%
Filipino Students	-1	+7%	+26%
Latino Students	+16	+5%	No Change
White Students	-4	+15%	+5%

District Assessment Trends: Reclassification Rates Over Three-Years

Charter Year	# of ELs	# Reclassified	% Reclassified
2013-2014	50	6	12.0%
2014-2015	49	8	16.3%
2015-2016	56	7	12.5%

Knollwood English Learners have met District reclassification targets.

District Assessment Trends: CELDT % of Students Meeting Growth Target

Charter Year	2014-2015	2015-2016	2016-2017
%	60%	65.9%	65.8%

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

In the immediate geographic area of Knollwood, there are 17 private and public school options available for families that reside within a 3-mile radius of our school. Knollwood is essentially competing to maintain its status as one of the highest quality educational settings available for our community. Our intent is to preserve our diverse population, while at the same time opening our enrollment to an even broader base of students within the District, when we have the available space, to continuously strengthen our school. We believe that by increasing our enrollment and continuing to have a diverse population which embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Since becoming an affiliated charter, Knollwood has been and continues to be a strong, comprehensive public school choice over local private elementary school options. We continue to be a strong, competitive public school choice over other school district options since becoming an affiliated charter. Prior to our conversion to affiliated charter, the enrollment was 380. In the past five years, our enrollment has steadily increased to 431. Knollwood Preparatory Academy continues to attract a high number of non-residential children and annually maintains a waiting list of over 100 non-residential kindergarten through fifth grade students.

We are committed to meeting the needs of all of our students including high achieving students, English Learners, and students with disabilities. Teachers build rigor into the curriculum, integrate technology, and provide a cultivating learning environment while meeting the needs of all our students. Through ongoing professional development and a strong commitment of teachers, staff and administration, we strive to provide the best educational program and safe, nurturing learning atmosphere to every Knollwood Preparatory Academy student.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA 1											
Knollwood Preparatory Academy: 11822 Gerald Ave. Granada Hills, CA 91344											
<u>LAUSD Schools</u>	# of Students 2014-2015	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in ELA	CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in Math	CAASPP 2015-2016 % of students in Grades 3-5 Meeting or Exceeding the State Standards in ELA	CAASPP 2015-2016 % of students in Grades 3-5 Meeting or Exceeding the State Standards in Math
Danube Ave. Elementary	448	65.8%	13.2%	18.3%	White 12.3%	Latino 75.9%	Asian 2.5%	35%	27%	41%	29%
Tulsa Street Elementary	530	67.2%	11.7%	16.6%	White 18.3%	Latino 59.4%	Asian 5.3%	40%	33%	43%	44%
<u>Charter Schools</u>	# of Students 2014-2015	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in ELA	CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in Math	CAASPP 2015-2016 % of students in Grades 3-5 Meeting or Exceeding	CAASPP 2015-2016 % of students in Grades 3-5 Meeting or Exceeding the

										the State Standards in ELA	State Standards in Math
Knollwood Preparatory Academy	439	50.6%	10.3%	12.8%	White 24.6%	Latino 56.0%	Asian 6.2%	45%	41%	52%	44%
Granada Community Charter	452	69.0%	17.3%	20.4%	White 21.2%	Latino 61.6%	Asian 7.3%	27%	17%	24%	20%
El Oro Way CES	496	28.2%	8.3%	11.1%	White 51.6%	Latino 31.3%	Asian 6.0%	64%	56%	69%	56%
Van Gogh Charter	498	22.3%	9.4%	4.6%	White 44.8%	Latino 33.1%	Asian 7.8%	66%	59%	69%	64%
Darby Ave Charter	526	34.4%	11.4%	5.5%	White 35.7%	Latino 38.0%	Asia 9.7%	60%	59%	60%	53%
Castlebay Lane Charter	800	10.8%	6.3%	9.3%	White 46.6%	Latino 14.0%	Asian 25.8%	64%	63%	74%	72%

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

STUDENT POPULATION TO BE SERVED

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

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

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

GOALS AND PHILOSOPHY

Knollwood Preparatory Academy's Mission and Vision

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

Mission Statement

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

Our Motto

Creating Learners for Tomorrow's World

Vision Statement

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

Knollwood Preparatory Academy:

- creates an academic environment that encourages student ownership in the direction of their learning
- includes hands-on investigative learning with indoor and outdoor science labs, library and media labs, and offsite fieldwork
- highlights social and community values through a Social Studies program which helps nurture and build respect for community, and fosters positive self-esteem
- places emphasis on multi-disciplinary, project-based learning that encourages children to make connections between the curriculum and the real world, thereby creating life-long learners
- integrates the arts, physical activity, health, and technology into a standards-based curriculum to create a balanced child capable of reaching his or her full potential with a whole-child developmental-approach
- develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation

- meaningfully involves all stakeholders (parents, students, faculty, administration, and local community partners) in the continuous improvement and success of the school

Cultivating Life-Long Learners:

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

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

Goal Setting: Students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community.

Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical thinking skills. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience, or communication. Students will learn to respond to new information and use questioning to gain further meaning.

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

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

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

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

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

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

In addition to the rapid advances of technology, the United States has had dramatic change in its economic structure. Students must be prepared with skills of creativity and innovation in order to become successful contributing adults. "Because other nations have, and probably will continue to have, the competitive advantage of a low wage structure, the United States must compete by optimizing its Knowledge-based resources, particularly in science and technology, and by sustaining the most fertile environment for new and revitalized industries and the well-paying jobs they bring" (*Rising Above the Gathering Storm, Committee on Prospering in the Global Economy of the 21st Century: An Agenda for American Science and Technology National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 2007*).

Goals of Knollwood Preparatory Academy

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

- Maximize student success, based on state academic standards and additional assessment techniques (performance and District interim assessment, differentiated assignments, student-led conferencing, and student portfolios)
- Expand multiple modality learning opportunities for all students, with an emphasis on enriched learning experiences, differentiated for subgroups (children identified below grade level, Gifted and Talented, Special Needs, and English Language Learners)

- Promote the use of assessment data to plan innovative instruction using progressive teaching methods, and to support a highly qualified staff through targeted professional development
- Actively encourage the West Valley community to participate in opportunities that shape the dynamic learning environment at Knollwood Preparatory Academy (Science Fair, Scholar Museum, Wings Over Wendy's, Koreh LA, the LAPD and LAFD, and Community Worker Volunteers)

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

How Learning Best Occurs

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

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

Knollwood Preparatory Academy recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals within a community of learners. Teachers, parents, and community members help create an environment and culture that is inherently reflective of our school, home, and community.

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

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

Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES-Basic Services	
GOAL #1	
<p><u>TEACHER ASSIGNMENTS AND CREDENTIALING</u> The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</p> <p><u>ACCESS TO INSTRUCTIONAL MATERIALS</u> The school will provide 100% of students with sufficient access to 100% of standards aligned Instructional materials necessary to participate fully in the educational program described in the school charter.</p> <p>Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction.</p> <p>Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.</p> <p><u>FACILITIES MAINTENANCE</u> The school will achieve and maintain an overall “good” or better rating on annual review(s) of school facilities.</p>	<p>Related State Priorities:</p> <p>X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>: <input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal. • Annual Williams’s instructional materials review and certification process. • Annual budget review and planning to ensure funds are available for instructional materials. 	

- Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and EL Coordinator).
- Internal and/ or District annual review(s) of the state and condition of its facilities.
- Ongoing maintenance and repair log, with biannual inspection of school facilities by Plant Manager and Principal.

Expected Annual Measurable Outcomes

Outcome #1:

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

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

Outcome #2:

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A

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

Outcome #3:

Metric/Method for Measuring: Internal and District Annual Review for Facilities Maintenance

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
School-wide	"Good" or better rating on annual review.	"Good" or better rating on annual review.	"Good" or better rating on annual review.	"Good" or better rating on annual review.	"Good" or better rating on annual review.	"Good" or better rating on annual review.
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-Implementation of State Standards

GOAL #2

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

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: CAASPP SBAC

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	CAASPP Benchmark Levels of Performance for ELA 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%	2% Increase 55%
All Students (School-wide)	CAASPP Benchmark Levels of Performance for Math 41%	2% Increase 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%
English Learners	CAASPP Benchmark Levels of Performance for Math 19%	2% Increase 21%	2% Increase 23%	2% Increase 25%	2% Increase 27%	2% Increase 29%
English Learners	CAASPP Benchmark Levels of	2% Increase	2% Increase	2% Increase	2% Increase	2% Increase

	Performance for ELA 0%	2%	4%	6%	8%	10%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for Math 40%	2% Increase 42%	2% Increase 44%	2% Increase 46%	2% Increase 48%	2% Increase 50%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for ELA 42%	2% Increase 44%	2% Increase 46%	2% Increase 48%	2% Increase 50%	2% Increase 52%
Foster Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	CAASSP Benchmark Levels of Performance for Math 16%	2% Increase 18%	2% Increase 20%	2% Increase 22%	2% Increase 24%	2% Increase 26%
Students with Disabilities	CAASSP Benchmark Levels of Performance for ELA 11%	2% Increase 13%	2% Increase 15%	2% Increase 17%	2% Increase 19%	2% Increase 21%
African American Students	CAASSP Benchmark Levels of Performance for Math 25%	2% Increase 27%	2% Increase 29%	2% Increase 31%	2% Increase 33%	2% Increase 35%
African American Students	CAASSP Benchmark Levels of Performance for ELA 38%	2% Increase 40%	2% Increase 42%	2% Increase 44%	2% Increase 46%	2% Increase 48%
American Indian/Alaska Native Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	CAASSP Benchmark Levels of Performance for Math 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%
Asian Students	CAASSP Benchmark Levels of Performance for ELA 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%
Filipino Students	CAASSP Benchmark Levels of Performance for Math 90%	2% Increase 92%	2% Increase 94%	2% Increase 96%	2% Increase 98%	2% Increase 100%
Filipino Students	CAASSP Benchmark Levels of Performance for ELA 80%	2% Increase 82%	2% Increase 84%	2% Increase 86%	2% Increase 88%	2% Increase 90%
Latino Students	CAASSP Benchmark Levels of Performance for Math 35%	2% Increase 37%	2% Increase 39%	2% Increase 41%	2% Increase 43%	2% Increase 45%
Latino Students	CAASSP Benchmark Levels of Performance for ELA 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%	2% Increase 55%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
Students of Two or More Races	CAASSP Benchmark Levels of Performance for ELA 50%	2% Increase 52%	2% Increase 54%	2% Increase 56%	2% Increase 58%	2% Increase 60%
White Students	CAASSP Benchmark Levels of Performance for Math 60%	2% Increase 62%	2% Increase 64%	2% Increase 66%	2% Increase 68%	2% Increase 70%
White Students	CAASSP Benchmark Levels of Performance for ELA 68%	2% Increase 70%	2% Increase 72%	2% Increase 74%	2% Increase 76%	2% Increase 78%
Outcome #2: Metric/Method for Measuring: CELDT and/or ELPAC						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Meet or exceed AMAO 1 target(s) 66%	Meet or exceed AMAO 1 target(s) 2% Increase 68%	Meet or exceed AMAO 1 target(s) 2% Increase 70%	Meet or exceed AMAO 1 target(s) 2% Increase 72%	Meet or exceed AMAO 1 target(s) 2% Increase 74%	Meet or exceed AMAO 1 target(s) 2% Increase 76%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3:
Metric/Method for Measuring: DIBELS

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

LCFF STATE PRIORITIES-Parental Involvement

GOAL #3

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four mandated workshops annually (School Report Card, A-G Requirements, and Common Core).

Workshops are designed by all stakeholders, including the Instructional Coach, TSP Coordinator, administration, teachers, and Parents based on survey response completion rate and school community needs. Other workshops include parenting skills, bullying, reading comprehension and math skills and practices, English Learners, and behavior contracts.

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

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

Related State Priorities:

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

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1:

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

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Parental Participation	33%	At least or equal to 33%	At least or equal to 33%	At least or equal to 33%	At least or equal to 33%	At least or equal to 33%

All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2:

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

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	Baseline 82%	At Least or Equal to 82%	At Least or Equal to 82%	At Least or Equal to 82%	At Least or Equal to 82%	At Least or Equal to 82%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3:

Metric/Method for Measuring: Provide Parental Workshops school-wide. Workshops include Graduation Requirements, School Report Card, Common Core and how it relates to all subject areas and subgroups, SBAC introduction and support, ELD parent support and strategies.

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

LCFF STATE PRIORITIES-Student Achievement	
GOAL #4	
<p>The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.</p> <p>The school will meet annual benchmark targets, schoolwide and for all numerically significant subgroups, set by the state.</p> <p>The school will annually increase the number of English Learners who Reclassified Fluent English Proficient (RFEP) by at least 2%.</p>	<div style="border-bottom: 1px solid black; padding-bottom: 10px;"> <p>Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> </div> <div style="padding-top: 10px;"> <p>Local Priorities:</p> <div style="margin-bottom: 5px;"><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div> </div>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development. 	

- Provide or obtain opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL's) progress Language Acquisition Team
- Utilize class-size reduction teacher to target needs of EL students.
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.
- Purchase ELD Common Core aligned materials.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: CAASPP SBAC Data

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

Students with Disabilities	CAASSP Benchmark Levels of Performance for ELA 11%	2% Increase 13%	2% Increase 15%	2% Increase 17%	2% Increase 19%	2% Increase 21%
African American Students	CAASSP Benchmark Levels of Performance for Math 25%	2% Increase 27%	2% Increase 29%	2% Increase 31%	2% Increase 33%	2% Increase 35%
African American Students	CAASSP Benchmark Levels of Performance for ELA 38%	2% Increase 40%	2% Increase 42%	2% Increase 44%	2% Increase 46%	2% Increase 48%
American Indian/Alaska Native Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	CAASSP Benchmark Levels of Performance for Math 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%
Asian Students	CAASSP Benchmark Levels of Performance for ELA 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%
Filipino Students	CAASSP Benchmark Levels of Performance for Math 90%	2% Increase 92%	2% Increase 94%	2% Increase 96%	2% Increase 98%	2% Increase 100%
Filipino Students	CAASSP Benchmark Levels of Performance for ELA 80%	2% Increase 82%	2% Increase 84%	2% Increase 86%	2% Increase 88%	2% Increase 90%
Latino Students	CAASSP Benchmark Levels of Performance for Math 35%	2% Increase 37%	2% Increase 39%	2% Increase 41%	2% Increase 43%	2% Increase 45%
Latino Students	CAASSP Benchmark Levels of Performance for ELA 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%	2% Increase 55%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	CAASSP Benchmark Levels of Performance for Math 50%	2% Increase 52%	2% Increase 54%	2% Increase 56%	2% Increase 58%	2% Increase 60%
Students of Two or More Races	CAASSP Benchmark Levels of Performance for ELA 50%	2% Increase 52%	2% Increase 54%	2% Increase 56%	2% Increase 58%	2% Increase 60%
White Students	CAASSP Benchmark Levels of Performance for Math 60%	2% Increase 62%	2% Increase 64%	2% Increase 66%	2% Increase 68%	2% Increase 70%
White Students	CAASSP Benchmark Levels of	2% Increase 70%	2% Increase 72%	2% Increase 74%	2% Increase 76%	2% Increase 78%

	Performance for ELA 68%					
Outcome #2:						
Metric/Method for Measuring: State Determined Target Based on The Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
English Learners	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Socioeconomically Disadvantaged Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
African American Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Filipino Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups

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

Outcome #3:

Metric/Method for Measuring: RFEP Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Baseline 13%	2% Increase 15%	2% Increase 17%	2% Increase 19%	2% Increase 21%	2% Increase 22%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-Student Engagement

GOAL #5						
<p><u>School Attendance Rate</u> The school will annually increase the number of students that attend 173-180 days each school year (I.e. achieve individual attendance rate of 96% or higher).</p> <p><u>Chronic Absenteeism Rate</u> The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower school-wide.</p> <p><u>Student Suspension Rate</u> The school will maintain the number of suspension incidents at 0% for all subgroups: English learners, foster youth, low income students, African- American students, and students with disabilities.</p>	<p>Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 X 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <p>Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Promote and strengthen the home-school partnership through an annual schedule of programs and activities implemented by the Parent Support Officer Increase annually the percent of students attending 173-180 days Maintain attendance incentive programs Administration will contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance Decrease the number of students missing 16 or more school days each year 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Metric/Method for Measuring: Student Attendance Rates</p>						
APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	Baseline 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%
English Learners	Baseline 97%	At least higher than 97%	At least higher than 97%	At least higher than 97%	At least higher than 97%	At least higher than 97%

Socioeconomically Disadvantaged Students	Baseline 88%	1% Increase 89%	1% Increase 90%	1% Increase 91%	1% Increase 92%	1% Increase 93%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Baseline 93%	1% Increase 94%	1% Increase 95%	1% Increase 96%	1% Increase 97%	1% Increase 98%
African American Students	Baseline 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	Baseline 98%	At least higher than 98%	At least higher than 98%	At least higher than 98%	At least higher than 98%	At least higher than 98%
Filipino Students	Baseline 97%	At least higher than 97%	At least higher than 97%	At least higher than 97%	At least higher than 97%	At least higher than 97%
Latino Students	Baseline 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	Baseline 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%	At least higher than 96%
Outcome #2:						
Metric/Method for Measuring: Chronic Absenteeism Rates						
APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	Baseline 37%	At least lower than 37%	At least lower than 37%	At least lower than 37%	At least lower than 37%	At least lower than 37%
English Learners	Baseline 25%	At least lower than 25%	At least lower than 25%	At least lower than 25%	At least lower than 25%	At least lower than 25%
Socioeconomically Disadvantaged Students	Baseline 13%	At least lower than 13%	At least lower than 13%	At least lower than 13%	At least lower than 13%	At least lower than 13%
Foster Youth	*	*	*	*	*	*

Students with Disabilities	Baseline 47%	At least lower than 47%	At least lower than 47%	At least lower than 47%	At least lower than 47%	At least lower than 47%
African American Students	Baseline 52%	At least lower than 52%	At least lower than 52%	At least lower than 52%	At least lower than 52%	At least lower than 52%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	Baseline 14%	At least lower than 14%	At least lower than 14%	At least lower than 14%	At least lower than 14%	At least lower than 14%
Filipino Students	Baseline 32%	At least lower than 32%	At least lower than 32%	At least lower than 32%	At least lower than 32%	At least lower than 32%
Latino Students	Baseline 40%	At least lower than 40%	At least lower than 40%	At least lower than 40%	At least lower than 40%	At least lower than 40%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	Baseline 32%	At least lower than 32%	At least lower than 32%	At least lower than 32%	At least lower than 32%	At least lower than 32%

Outcome #3:

Metric/Method for Measuring: Student Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	Baseline 0.4%	0%	0%	0%	0%	0%
English Learners	Baseline 0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	Baseline 0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Baseline 0%	0%	0%	0%	0%	0%
African American Students	Baseline 0.4%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	Baseline 0%	0%	0%	0%	0%	0%
Filipino Students	Baseline 0%	0%	0%	0%	0%	0%

Latino Students	Baseline 0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	Baseline 0%	0%	0%	0%	0%	0%
White Students	Baseline 0%	0%	0%	0%	0%	0%

LCFF STATE PRIORITIES – School Climate						
GOAL #6						
The school will maintain the number of suspension incidents at 0% schoolwide and at 0% for English Learners, foster youth, low income students, African-American students, and students with disabilities.				<div>Related State Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <div>Local Priorities:</div> <div style="margin-top: 5px;"> <input type="checkbox"/> : <input type="checkbox"/> : </div>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> continue to implement positive behavior support plans and activities, as well as social skills training continue to implement “The Seven Pillars of Character” program that trains and supports students’. positive behavior to help prevent, de-escalate, and resolve conflicts promote and strengthen home-school partnership to manage discipline maintain safe and positive school environments 						
Expected Annual Measurable Outcomes						
Outcome #1: Metric/Method for Measuring: Monthly School Suspension Data						
APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	0.4%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%

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

Outcome #2:

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	0.02%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

Outcome #3:

Metric/Method for Measuring: Percentage of students who feel safe on school grounds

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	92%	<i>At least above 92%</i>	<i>At least above 92%</i>	<i>At least above 92%</i>	<i>At least above 92%</i>	<i>At least above 92%</i>
English Learners	N/A	N/A	N/A	N/A	N/A	N/A

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

LCFF STATE PRIORITIES-Course Access

GOAL #7

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

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

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

Related State Priorities:

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

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information.
- Evaluate teaching methods and classroom curriculum to ensure that all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged Students, and Students with Disabilities, have equal access to a high-quality education and the opportunity to achieve their full academic potential.

- Provide teachers, who support all staff, with the necessary tools, coaching and training for planning and delivering highly effective professional development aligned to the Common Core State Standards in ELA and Math.

Expected Annual Measurable Outcomes

Outcome #1:

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

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

Filipino Students	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program
Latino Students	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program
White Students	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program

Outcome #2:

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

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

	access to a high quality education and achieve their full academic potential	access to a high quality education and achieve their full academic potential	access to a high quality education and achieve their full academic potential	access to a high quality education and achieve their full academic potential	access to a high quality education and achieve their full academic potential	access to a high quality education and achieve their full academic potential
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Outcome #3:

- **Metric/Method for Measuring:** Provide teachers, who support all staff, with the necessary tools, coaching and training for planning and delivering highly effective professional development aligned to the Common Core State Standards in ELA and Math.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teachers	100% of teachers receive highly effective professional development	100% of teachers will receive highly effective professional development	100% of teachers will receive highly effective professional development	100% of teachers will receive highly effective professional development	100% of teachers will receive highly effective professional development	100% of teachers will receive highly effective professional development
All Students (School-wide)	100% of our students receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom
English Learners	100% of our students receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom
Socioeconomically Disadvantaged Students	100% of our students receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100% of our student receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom
African American Students	100% of our students receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	100% of our students receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom
Filipino Students	100% of our students receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom
Latino Students	100% of our students	100% of our students will	100% of our students will	100% of our students will	100% of our students will	100% of our students will

	receive high quality instruction in the classroom	receive high quality instruction in the classroom	receive high quality instruction in the classroom	receive high quality instruction in the classroom	receive high quality instruction in the classroom	receive high quality instruction in the classroom
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom
White Students	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom	100% of our students will receive high quality instruction in the classroom

LCFF STATE PRIORITIES-Other Student Outcomes

GOAL #8

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

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

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

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 X 8
☐ 3 ☐ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

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

[illegible]

		instructed and having access to the school's adopted ELLP program	instructed and having access to the school's adopted ELLP program	instructed and having access to the school's adopted ELLP program	instructed and having access to the school's adopted ELLP program	instructed and having access to the school's adopted ELLP program
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	100% participation	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program
White Students	100% participation	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program

Outcome #2:

Metric/Method for Measuring: Review of Classroom Internal Assessments that measure student performance

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

		70%	72%	74%	76%	78%
Outcome #3:						
<ul style="list-style-type: none"> Metric/Method for Measuring: Evaluate the ELLP Program 						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teacher	100%	100% of teachers will receive ongoing high quality professional development	100% of teachers will receive ongoing high quality professional development	100% of teachers will receive ongoing high quality professional development	100% of teachers will receive ongoing high quality professional development	100% of teachers will receive ongoing high quality professional development
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

INSTRUCTIONAL DESIGN

Framework and Teaching Methodologies

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

Instructional Framework

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

Teaching Methodologies

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

Standard methodologies include:

- **Academic Rigor-** Teachers design lessons that are engaging and meaningful. Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. Students are held accountable for a thorough understanding of these concepts.
- **Technology-** Teachers provide experiences to children as they are developing and using models, constructing explanations, designing solutions, and engaging in argument from evidence.
- **Clear Expectations-** Teachers explicitly define and articulate the Common Core State Standards in student-friendly language to ensure academic goals are attained. Descriptive criteria and models of work that elaborate these standards are displayed in the classroom.
- **Collaborative Groupings-** Teachers create small groups in order for students to interact with their peers. Students share their thinking to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork. This allows teachers to make observations and for students to teach each other while facilitating their work.
- **Criteria Charts/Rubrics-** These tools guide students to effectively meet and exceed teacher expectations and assignment objectives. Criteria charts/rubrics reflect Common Core Standards and lesson goals. Students are able to understand and self-evaluate their own work and learning as they progress towards rigorous standards.
- **Direct Instruction-** Teachers provide carefully planned direct instruction to teach standards-based lessons. Teachers use a variety of modalities, techniques, and multimedia appropriate to the developmental needs of their students to teach these lessons.
- **Guided and Independent Practice-** Teachers provide students with appropriate time to be successful at demonstrating their understanding of concepts or skills being taught with a variety of learning strengths and manipulatives in order for each student to achieve success.
- **Small Group Instruction-** Teachers create small groups to target students' individual areas of strength and weakness through additional preview, review, and challenge.
- **Differentiated Instruction-** Teachers provide lessons and assignments within the core curriculum that allow students to perform at or beyond their academic level while maintaining or exceeding state standards. Teachers employ a variety of teaching modalities to address individual student learning styles.
- **Small Group Intervention-** The Instructional Coach and classroom teachers group students based on data from assessments in order to maximize instruction for individual student needs. Students work in a small group setting with peers at their skill level in the Learning Academy or in one of their grade level classrooms.
- **Higher-Level Thinking-** Teachers design lessons with depth and complexity that develop critical thinking skills, which help students solve complex problems. Students are encouraged to utilize the highest stages of Bloom's Taxonomy such as synthesis, analysis, and evaluation. Teachers use Norman Webb's

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

- **Integration of the Arts**-Teachers and curriculum specialists use music and visual arts to enhance their students' thinking and learning experiences.
- **Experiential Learning**- Teachers create opportunities for exploration of the major concepts through direct experiences. Students relate to the curriculum through play, field trips, labs, simulations, and experiments. It is through these personal involvements that students can process, analyze, and conceptualize the curriculum and provide the ability to create new ideas.

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

Curriculum and Instruction

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

The scope and sequence of skills taught across grade levels and all core content have been outlined below. All California Common Core State Standards will be addressed with cross *grade level* planning so students receive consistent instruction in all content areas including language arts, mathematics, social studies, new generation science, health, physical education, and the arts.

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

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

Language Arts

All students at Knollwood Preparatory Academy follow a rigorous curriculum that supports the California Common Core State Standards for language arts K-5. Language arts incorporates reading, writing, listening, and speaking skills that support academics across disciplines. The curriculum is developed through a variety of materials that may include the state adopted textbooks along with staff selected material, intervention, and enrichment programs. These programs may include creative book reports, the use of Thinking Maps to organize their thoughts and make connections, literature circles, oral discussions, and collaboration with peers.

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

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

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

Teachers use the following differentiated strategies in the classroom to implement support to diverse learners for K-2nd literacy:

- Increase intensity of instruction for students not meeting grade level standards by providing instruction in small groups
- Target specific needs of students and allow the students to have more opportunities to respond and receive feedback
- Intervention instruction well-coordinated with the instruction the students are receiving in the classroom
- Those involved in the child's instruction will meet regularly to discuss student progress and to make adjustments such as shifting resources, increasing time, and/or reducing group size.
- Think Pair Share

- Thinking Maps
- Writing Process
- Scaffolding
- Building on prior knowledge
- Higher level questioning
- Teacher and peer modeling; I do, you do
- Use of realia
- Manipulatives to use during phonological and phonics instruction.
- Computer software such as, Renaissance Learning - Accelerated Reader associated with higher levels of growth across all grade levels, Razz kids and Starfall.

Teachers use the following differentiated strategies in the classroom to implement support to diverse learners for K-5 Literacy.

- Answering text dependent questions and utilizing close questioning.
- Engage students in Constructive Conversations using complex text.
- Strategies to develop high level of academic language and increase rich and in-depth conversational skills. For example, inside outside Circles, Gallery walks, collaborative groups and jobs.
- Think-Alouds to introduce, clarify, and model the language and skills of complex text and connect to the content.
- Lesson designing to implement text dependent questions and close questioning.
- Backwards design lesson planning to create interdisciplinary units of instruction to deepen student understanding.
- Integrate writing using thinking maps/graphic organizers and conversational and research/inquiry skills throughout the core content areas.
- Think Pair Share to share ideas, creativity and to build conversational skills.
- Scaffolding to break down content and give explicit instruction
- Higher level questioning to build critical thinking skills
- Building prior knowledge to allow students to build upon what they know.
- Use of realia for students to be able to experience the topic.
- Computer software such as Accelerated reader and Razz Kids.

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

Additional Instruction to the Core Curriculum Program

Kindergarten

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

1st Grade

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

2nd Grade

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

3rd Grade

- Students dramatize stories with small group re-enactments
- Students use art to illustrate vocabulary
- Students write letters to political leaders
- Students use Accelerated Reader to enhance and motivate them to read more books and improve their comprehension
- Students write and discuss current events
- Students create graphic organizers for vocabulary words and other key ideas to enhance retention and comprehension
- Teachers offer field trips that support journal writing
- Teachers integrate all subject areas using informational text
- Project based learning enhances Depth of Knowledge
- Thinking Maps® are used to organize ideas, compare and contrast stories and text, for collaborative conversations
- Integrate ELA standards to develop understanding in the other core academic areas
- Core literature to develop a deeper understanding of the standards

4th Grade

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

5th Grade

- Students organize ideas using Thinking Maps®
- Students engage in writing activities through Write From The Beginning®
- App “inspiration” creates circle map and then transitions to a flow or compare and contrast prompts
- iPads are used to type writing assignments and Google Docs to peer edit and utilize editing tools on various devices and programs
- Students upload writing assignments to *Google Classroom*
- Parents are able to see all incoming assignments and comments made by the teacher for all written work

- Project based learning and student centered learning provide deeper, more meaningful experience
- Students are provided with a deeper, more meaningful experience through project based learning.
- Students use Accelerated Reader to enhance and motivate them to read more books and improve their comprehension
- Integrate ELA standards to develop understanding in the other core academic areas
- Core literature to develop a deeper understanding of the standards

Mathematics

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

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

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

Teachers use the following differentiated strategies in the classroom to implement support to diverse learners for K-2nd in math:

- Increase intensity of instruction for students not meeting grade level standards by providing instruction in small groups
- Target specific needs of students and allow the students to have more opportunities to respond and receive feedback
- Intervention instruction well-coordinated with the instruction the students are receiving in the classroom
- Those involved in the child's instruction will meet regularly to discuss student progress and to make adjustments such as shifting resources, increasing time, and/or reducing group size
- Teachers will provide small group and individualized instruction
- Think Pair Share to enhance conversational skills in math
- Thinking Maps to help organize ideas and procedures
- Scaffolding to meet the needs of all students
- Building on prior knowledge in math skills and procedures
- Higher level questioning to increase critical thinking and problem solving skills.
- Teacher and student modeling
- Number talks to explain mathematical reasoning and processes.
- Collaborative groups to interactively problem solve.
- Computer software such as Kahn Academy and IXL.
- Use of the 8 math practices. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

Additional Instruction to the Core Curriculum Program

Kindergarten

- Teachers use Marilyn Burns activities to enhance math skills
- 100th Day Activities promote number sense and place value
- Students use Thinking Maps® to find different ways to come up with a number
- Think pair share is used in lessons to develop understanding
- Students discuss and write their own math stories through journal writing
- Project based lessons enhance depth of knowledge
- Students use manipulatives to problem solve
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Students collaboratively work to discuss different strategies and explain their reasoning for high cognitive thinking
- Students model their thinking and strategies
- Students analyze and compare numbers
- Students use communication guides to structure academic conversations
- The 4-Step Problem Solving process enables students to deconstruct and solve multi-step problems

- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem solving skills

1st Grade

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

2nd Grade

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

3rd Grade

- Students model their thinking and strategies
- Teachers present math games to enhance and reinforce math skills that they have learned
- Hands-on Equations helps students strengthen concrete connections to algebraic thinking

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

4th Grade

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

5th Grade

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

- The 4-Step Problem Solving process enables students to deconstruct and solve multi-step problems
- Project based problem solving activities give students deeper understanding of mathematical concepts
- Students use communication guides to structure academic conversations to construct viable arguments and critique the reasoning of others
- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem solving skills

Science

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

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

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

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

We incorporate into instruction the eight STEM (Science Technology Engineering and Math) practices in grades K-5. These practices include; 1. Asking questions (for science) and defining problems (for engineering), 2. Developing and using models, 3. Planning and carrying out investigations, 4. Analyzing and interpreting data, 5. Using mathematics and computational thinking, 6. Constructing explanations (for science) and designing solutions (for engineering), 7. Engaging in argument from evidence, and 8. Obtaining, evaluating, and communication information. Focus is on STEM Practice 2, 6, and 7 which asks students to ask questions, create models, and use argument backed up with evidence. This is a cross curricular common core skill that all teachers use in

their classrooms in Language Arts and Math. Our school provides engineering opportunities for the children to work in groups to build models and put together conclusions. Once their activities have culminated, students have an opportunity to present and defend their conclusions to their classmates.

Additional Instruction to the Core Curriculum Program

Kindergarten

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

1st Grade

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

2nd Grade

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

3rd Grade

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

4th Grade

- Give students the opportunity to produce videos to demonstrate understanding of concepts
- Work in collaborative groups used to foster self-discovery of new knowledge
- Routine reflective journal writing reinforces concepts learned throughout the lesson
- Peer reviews of reflective journals
- Field trips reinforce and enhance science curriculum
- Students use Thinking Maps® to compare and contrast ideas and brainstorm topic
- Students create a device for our annual Egg Drop
- Science projects are created and research is presented

5th Grade

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

History / Social Studies

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

Additional Instruction to the Core Curriculum Program

Kindergarten

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

1st Grade

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

2nd Grade

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

3rd Grade

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

4th Grade

- Language arts is integrated throughout the social studies curriculum
- Field trips enhance the social studies curriculum
- Students write historical informal letters
- Earth mobile presentation from the Natural History Museum

- Students use historian cards, realia, and icons to help students think like a historian.
- Students are involved in Gallery Walks to introduce students to historical artifacts and primary and secondary sources
- Students create collaborative presentations and projects to demonstrate understanding of concepts
- Middle school dancers are invited to demonstrate cultural dances
- Students learn about multicultural holidays and events
- Earth Day assembly and activities
- The end of the year Integrated Project combines social studies, language arts, science, and math to create a real-life scenario which requires informed decision making and presentations

5th Grade

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

Technology

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

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

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

Upper grade students are given instruction on Keynote, PowerPoint, and Google Slides. Fourth and fifth grade students access Google Docs and Google Classroom. Google Docs is a “cloud based” website where projects can be created collaboratively from different locations and writing can be retrieved from any personal device anywhere with instant work saving capabilities. This type of shared document promotes collaboration among students and versatility to work on a project both in and out of school. Google Classroom is also used among these grade levels to post and assign class projects, create Google Slides and research presentations. Excel to produce models and graphs from collecting data from research based activities, publish written students work, and assign and give teacher generated assessments with immediate feedback to students. *(“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event.” Heide-Hayes Jacobs, Educational Consultant 2007)*

Arts

Knollwood Preparatory Academy follows the Common Core State Standards for the arts in grades K-5, which integrate with English-Language Arts, History/Social Science and Science standards. Students are exposed to the arts and learn to think creatively and solve problems by imagining various solutions and reject outdated rules and assumptions. We have extensive programs that include all students. Teachers work collaboratively to promote the four areas of art education: dance, music, theatre, and visual arts.

A dance education cultivates the critical capacities that foster a complex understanding of the world and its peoples and that educates and refines the capacity for sympathy. *(Martha Nussbaum, Ernst Freud Distinguished Service Professor of Law and Ethics, University of Chicago: Newsweek International,*

August 21 – 18, 2006; “Teaching Humanity”)

Theater education allows students to create imaginary characters, stories and worlds while learning about the history of civilization. Knollwood guides instruction in alignment to the academic content standards for theater in grades Kindergarten through fifth as adopted by the California State Board of Education.

Visual Arts education enhances the study of history and its people. Students have the opportunity to contribute their experiences and opinions through the creation, expression, analysis, and processing of ideas. Knollwood guides instruction in alignment to the academic content standards for visual arts in grades Kindergarten through fifth as adopted by the California State Board of Education.

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

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

We currently have a weekly music teacher that services classes based on grade –level standards with an emphasis in correlating to the social studies standards. Knollwood’s music instructor guides instruction in alignment to the academic content standards for music in grades Kindergarten through fifth as adopted by the California State Board of Education.

We are also in our third year of having instrumental music at Knollwood.

The instrumental music program provides standards-based music instruction on violin, cello, flute, clarinet, trumpet and trombone, starting with beginning classes, with the goal of creating a school orchestra. Knollwood orchestral instructor guides instruction in alignment to the academic content standards for instrumental music in grades third through fifth as adopted by the California State Board of Education.

- The orchestra teacher instructs upper grade students each week
- Orchestral performances enhance school events, assemblies and concerts
- Students learn how to read music and perform on their instrument

- Students learn responsibility and maintain an academic standard in order to continue

Field Trips

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

Physical Education

Knollwood implements the physical education content standards during the time requirements established by the California Education Code for physical education instruction. They are intended to ensure that physical education is an integral part of the instructional program for all students. Kindergarten; Physical education is inclusive of the kindergarten day. Grades 1-5; 200 minutes each 10 days, exclusive of lunch and recess.

It is important to us at Knollwood that students are educated about having a healthy and active lifestyle. In order to learn or work most effectively students must have a healthy attitude and a healthy mind. Teachers provide our students with the required 200 minutes every 10 days of grade level standardized skills which build upon each grade level. Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. Standard 3: Students assess and maintain a level of physical fitness to improve health and performance. Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. During this time, teachers show students how to play outdoor games, activities, and sports. Students apply locomotor skills, such as walking jumping, running, sliding and galloping. Students learn to accurately throw or kick a ball, and participate in activities that are enjoyable and challenging.

In addition to the 200 hours every ten days, students also participate in a psychomotor program once a week to emphasize these skills, games, and activities. Example activities are throwing, jumping, over under, identify body parts, locomotor skills, such as walking, jumping, sliding and galloping, kicking and throwing a ball with accuracy.

How the Curriculum Addresses:

Intervention / Early Language and Literacy Plan

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

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

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

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

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

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore

students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

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

Academic Calendar and Schedules

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

KNOLLWOOD PREPARATORY ACADEMY

2017-2018 CALENDAR

All dates are subject to change.

August	
Monday, 8/14	Pupil-Free Day: Faculty Conference 8:30AM in the Library
Tuesday, 8/15	First Day of School – Banked Time Tuesday begins today through 6/07 ~~~~~ Dismissal 1:14(K) and 1:24(Gr. 1-5) Kinder Orientation @ 8:15AM in Auditorium
September	
Friday, 9/01	NO SCHOOL-Admissions Day
Monday, 9/04	NO SCHOOL-Labor Day
Wednesday, 9/13	DIBELS (BOY) Grades K-2 Due DIBELS or TRC (BOY) Grades 3-5 Due
Thursday, 9/21	ELAC and Governance Council Orientation and Selection @ 2:45PM
Thursday 9/21	Student of the Month and Recognition Assembly
Friday, 9/29	Fire Drill @ 9:40 am
October	
Tuesday, 10/03	Instructional Team Meets
Tuesday, 10/10	Literacy Night

1st Reporting Period
 8/15/17-11/03/2017: 55 DAYS
 Parent Conferences:
 11/13/17-11/17/17
 Scheduled Shortened Days:
 11/13, 11/15, 11/16

Tuesday, 10/17	School Committees Meet
Friday, 10/20	Great CA Shake-out- EARTHQUAKE DRILL @ 9:30AM
Thursday, 10/19	MISIS Opens: begin entering student scores Governance Council and ELAC @ 2:45PM
Friday, 10/20	Annual CELDT Due Unsatisfactory Notices Go Home (1 st)
Thursday 10/26	Student of the Month Recognition Assembly
November	
Sunday, 11/05	Daylight Savings Time Ends- FALL BACK
Monday, 11/06	Progress Report Grid Due
Friday, 11/10	NO SCHOOL- Veteran's Day
Monday, 11/13	MISIS Closes
Thursday, 11/16	Governance Council and ELAC @ 2:45PM
Monday, 11/13 to Friday, 11/17	Parent Teacher Conferences – Report Cards Given at Conferences 11/13 Shortened Day (1); 11/15 Shortened Day (2); 11/16 Shortened Day (3) Dismissal @1:24 (K) / 1:34 (Gr. 1-5)
Monday, 11/20 to Friday, 11/24	NO SCHOOL- Thanksgiving Holiday
Tuesday, 11/28	Instructional Team Meets
Wednesday, 11/29	Fire Drill @ 9:40am
Thursday 11/ 30	Student of the Month Recognition Assembly
December	
Tuesday, 12/5	School Committees Meet
Friday, 12/08	Multicultural Night
Friday, 12/15	Minimum Day (1).....Dismissal @12:19 (K) / 12:29 (Gr.1-5)
Monday, 12/18- Friday, 1/05	NO SCHOOL- Winter Break
January	
Monday 1/08	Instruction Resumes
Monday, 1/15	NO SCHOOL- Dr. King, Jr. Birthday
Thursday, 1/18	Governance Council and ELAC @ 2:45PM
Thursday 1/25	Student of the Month Recognition Assembly
Tuesday, 1/30	Instructional Team Meets Fire Drill @ 9:40AM
February	
Wednesday, 1/31 – Friday, 3/16	CA Physical Fitness Test Grade 5
Friday, 2/02	DIBELS (MOY) Grades K-2 Due DIBELS or TRC (MOY) Grades 3-5 Due
Tuesday, 2/06	School Committees Meet 100 th Day of School
Thursday, 2/08	MISIS Opens: Begin entering student scores
Thursday, 2/15	Governance Council and ELAC @ 2:45PM
Friday, 2/16	Unsatisfactory Notices Go Home (2 nd)

2nd Reporting Period
11/06/17-2/23/18: 57 DAYS
2/08/2018: MISIS Start Date
3/02/2018: MISIS End Date

Parent Conferences:
3/05/2018-3/09/2018

Scheduled Shortened Days:
3/05/18, 3/07/18, 3/08/18

Monday, 2/19	NO SCHOOL- President's Day
Thursday, 2/22	Student of the Month Recognition Assembly
Monday, 2/26	Progress Report Card Grid Due
Tuesday, 2/27	Shelter in Place Drill @ 9:40AM
March	
Monday, 3/05- Friday, 3/	Parent Teacher Conferences- Report Cards Given at Conferences 3/05 Shortened Day (4); 3/07 Shortened Day (5); and 3/8 Shortened Day (6) Dismissal @ 1:24 (K) / 1:34 (Gr. 1-5)
Wednesday, 3/07	SBAC Opens through 6/08
Sunday, 3/11	Daylight Savings Time Begins – SPRING FORWARD
Tuesday, 3/13	Instructional Team Meets
Thursday, 3/15	Family Math Night
Friday, 3/16	5th Grade CA Fitness Test due
Thursday, 3/22	Governance Council and ELAC @ 2:45PM
Thursday, 3/22	Student of the Month Recognition Assembly Fire Drill @ 1:00PM
Monday, 3/26- Friday 3/30	Spring Recess
April	
Monday 4/02	School Closed – Cesar E. Chavez Birthday Observed
Wednesday, 4/04	CST Science and CMA Science for Grade 5 begins and is due 5/17 STS for Grades 2-5 begins and is due 5/17
Tuesday 4/10	Open House 6-7PM
Tuesday, 4/17	School Committees Meet
Thursday, 4/19	Governance Council and ELAC @ 2:45PM
Friday, 4/20	Spring Fling
Thursday, 4/26	Student of the Month Recognition Assembly
Friday, 4/27	Fire Drill @ 9:40AM
May	
Monday, 5/01	--- TEACHER APPRECIATION WEEK---
Tuesday, 5/08	Instructional Team Meets
Friday, 5/11	Friday – Unsatisfactory Notices Go Home (3
Thursday, 5/17	Governance Council and ELAC @ 2:45PM; CST Science and CMA Science Grade 5 Due STS for Grades 2-5 Due MISIS Opens
Monday, 5/28	NO SCHOOL- Memorial Day
Wednesday, 5/30	Volunteer Tea
June	
Thursday, 5/31	Final Student of the Month Assembly
Friday, 6/01	Fire Drill

3rd Reporting Period
2/26/2018-6/07/2018: 68
DAYS
5/16/2018: MISIS Start Date
6/08/2018: MISIS End Date

	Minimum Day (2).....Dismissal @12:19 (K) / 12:29 (Gr.1-5)
Monday, 6/04	Progress Report-Teacher Verification Report Due Minimum Day (3).....Dismissal @12:19 (K) / 12:29 (Gr.1-5)
Wednesday, 6/06	5th Grade Culmination @ 9:00 am in Auditorium Minimum Day (4).....Dismissal @12:19 (K) / 12:29 (Gr.1-5)
Thursday, 6/07	Step-Up Last Day of School Minimum Day (5).....Dismissal @12:19 (K) / 12:29 (Gr.1-5) DIBELS (EOY) Grades K-2 Due DIBELS or TRC (EOY) Grades 3-5 Due
Friday, 6/08	Pupil Free Day - Last Day for Teachers Progress Report Cards Mailed Home

Knollwood Preparatory Academy Bell Schedule

Playground Opens 7:30 a.m.

Instructional Day - Kindergarten

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

Banked Tuesday Dismissal 1:14 p.m.

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

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

Instructional Day - Grades 1-5 & Special Day Classes

Warning Bell 7:55 a.m.

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

Banked Tuesday Dismissal 1:24 p.m.

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

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

Minimum Day Schedule

Kindergarten Dismissal 12:19 p.m.

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

Shortened Day Schedule

Kindergarten Dismissal 1:24 p.m.

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

Instructional Schedule Kindergarten

7:50 – 8:15 BIC Class Business

8:15 - 9:40 English Language Arts (ELA)

9:40 – 10:00 ELA Reading Universal Access Time

10:00 – 10:20 Recess
10:20 - 11:40 Math
11:40 – 12:25 Lunch
12:25 – 12:40 Read Aloud
12:40 – 1:10 English Language Development
1:10 – 2:00 Science/Social Studies/Health
2:00-2:18 Physical Education Art/Music
2:18 Closing/Dismissal
Banked time Tuesday's dismissal is at 1:14

Instructional Schedule Grades 1-5

8:00 – 8:15 BIC / Class Business
8:15 – 10:00 Language Arts Integrated with Science and Social Studies
10:00 – 10:20 Recess
10:20 – 11:50 Math
11:50 – 12:30 Lunch
12:30 – 1:30 English Language Development/ Universal Access Time
1:30 – 2:28 Physical Education/ Art / Health/ Science /Social Studies
2:28 Dismissal
Banked Time Tuesday dismissal is at 1:24
Every class has 200 minutes of physical education for every 10 days.

Language arts is taught for at least 90 minutes per day. Language arts is integrated into all subject areas.

Math is taught for 89 minutes per day

Designated ELD is taught for 45 -60 minutes per day depending on students ELD Level

Integrated ELD is taught throughout all subject areas.

Physical education is taught for an average of 20 minutes a day

Science/ Social Studies / Health /Art are taught for 60 minutes

Total instructional minutes in a day 319 minutes

Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

graduates its first class of students, and shall thereafter maintain WASC accreditation at all times.

PROFESSIONAL DEVELOPMENT

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

The Knollwood Preparatory Academy Instructional Leadership Team (ILT) will determine Professional Development at Knollwood. Weekly Professional Development continues to be an on-going component and an effective tool used to design the curricular needs of our students and staff. Through data analysis, the ILT will problem-solve and determine the course of action for professional development incorporating the CCSS and the new English Learner Standards. The principal's role is to secure outside vendors when necessary, but also support in house teams of experts in scheduled professional development. Examples of professional development that will be provided are Early Language and Literacy Plan, Data Analysis, English Language Development Standards and Strategies, Math practices and strategies, Restorative Justice, Physical Education development and lessons, Behavior management strategies, Classroom management strategies, and Interdisciplinary lessons and teaching.

Weekly grade level meetings, in addition to Professional Development, provide staff with the opportunity to analyze periodic assessments and collaborate on how to best meet the needs of students at each grade level.

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Knollwood Preparatory Academy continues to follow all District policies to test and identify English Learners (EL) based on the Home Language survey of the enrollment packet. We follow all District policies to administer California English Language

Development Test (CELDT) to be transitioned to English Language Proficiency Assessments for California (ELPAC) within the specified time frame.

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

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

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

Along with language development, Knollwood became a Cohort II school this year for the Early Language and Literacy Plan to begin Academy Time throughout the grade levels to support students in targeted small group instruction. This plan focuses on early literacy skills providing practice and targeted instruction in phonological awareness and phonics instruction in a learning progression towards reading proficiency. We are refining Academy Time to target these skills for our EL population. With this plan, we are using Tuesday bank time professional development and a psychomotor program for students to allow grade levels to meet once a week to dissect data and provide supports for our ELD students.

Our target is to improve teaching practices through the Early Language and Literacy Plan (ELLP) professional development to target instructional delivery, planning, and implementation in order to increase student achievement and close the achievement gap for our ELD students. Our Goal is to raise reclassification rates and CELDT AMAO by hosting school wide and grade level data dialogues as well as sharing best teaching practices to help our ELD students while following the targeted cycle of instruction. We

are increasing professional development for teachers to support them in delivering ELD instruction.

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

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

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

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

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

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

Gifted and Talented Students and Students Achieving Above Grade Level

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

Knollwood Preparatory Academy is dedicated to identifying our gifted and talented and high achieving population. The Principal and the GATE Coordinator monitor the progress of our gifted and talented students. Knollwood identifies these students by administering the Otis Lennon Scholastic Aptitude Test (OLSAT) to all second graders. We have a system in place for teacher or parent referral for those students to be considered in all other areas of gifted, as well as those students who may qualify in the intellectual category. Our GATE population is not solely a high-achieving population and is inclusive of diverse students with individual strengths. 100% of our GATE population met or exceeded the ELA standards on SBAC 2015/16, and 83% of our GATE population met or exceeded the Math standards. Both ELA and Math scores show significant growth from the previous years' scores.

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

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

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Knollwood Preparatory Academy utilizes standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment (SBAC) for grades 3rd-5th (yearly), CELDT/ELPAC (yearly), DIBELS for grades K-5th and TRC for grades 2nd-5th (every 6 to 8 weeks), CA Treasures Assessments, and District and SBAC Interim Assessments for ELA and Math throughout the year. Data from these different assessments is collected and studied by teachers independently and at weekly grade level collaborative meetings. Additionally, the administration, Instructional Coach, TSP Coordinator, along with teachers, examine and discuss data and plan strategies to utilize in the classroom, every 6 weeks throughout the year. Once identified, students not achieving grade level standards are referred for intervention and are closely monitored using the above assessments at least three times a year as needed. Knollwood provides these students with several interventions throughout the year, based on assessment data and teacher recommendation.

Learning Academy –

The goal of the Early Language and Literacy Plan is to provide intervention for students K-2, so they become proficient readers by the time they finish second grade. By providing explicit phonological awareness and phonics instruction, students will become fluent and accurate readers, which builds the foundational skills for reading fluency, comprehension, and writing.

The Learning Academy time provides targeted tier III intervention through our ELLP (Early Language and Literacy Plan) program grades K-5, coordinated by our Instructional Coach and funded through Title I funds. Knollwood believes that all students will be enriched by this plan. Students who require tier III intervention go to the Learning Academy at least twice a week for 45 minutes per day, while students at grade level or above, go to other classrooms in their grade level to receive targeted tier I or II intervention, or receive challenge or enrichment at their skill level. Students are grouped according to their needs as determined by assessments and data. The Instructional Coach, classroom teachers, and instructional aides provide targeted skill instruction to promote literacy and comprehension for all students. Working in groups of four to six, students receive direct instruction in the form of skill specific mini lessons. In order to reinforce and practice targeted reading skills, students work at independent group centers to practice and reinforce the direct instruction.

Knollwood is continuing to refine the ELLP Academy time through professional development on delivery, planning, and implementation in order to close the achievement gap. Data dialogues are continuing school wide and by grade level to target early literacy skills and provide practice of the learning progressions towards reading mastery.

Before/After School Short Term Intervention Program - Classroom teachers provide intervention in both language arts and math areas for students achieving below grade level. This intervention goes for four to six weeks, three times a week, for one hour based on school budget. Pre-tests and post-tests are administered to monitor progress. These results are analyzed at the end of each intervention session.

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

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

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

Socioeconomically Disadvantaged Students

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

Socioeconomically Disadvantaged Students at Knollwood are purchases additional services such as an Instructional Coach, TSP Coordinator and teacher assistants to provide additional intervention supports for socioeconomically disadvantaged students who are not making adequate progress in all core content areas. School supplies are such as backpacks, folders, and clothing are offered with the assistance of Parent Teacher Association (PTA) funding, family and teacher donations. These additional services and supports for our socioeconomically disadvantaged students are tools necessary for the rigorous demands of our academic program.

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

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

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected

disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

F. Staffing Requirements

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

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help

students with disabilities transition to adult living in accordance with District policies and procedures.

f. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education

Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

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

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

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

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

Students in Other Subgroups

Homeless Youth are supported based on their educational and social-emotional needs in order to promote academic success and student achievement. This subgroup is identified through our online system, cum information, and parent teacher relationship. Knollwood teachers, staff, and administration work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available (e.g. tutoring, counseling, and support for school supplies/transportation). The Instructional Coach will provide additional curriculum interventions and enrichments to provide these students with equal access to the core curriculum. The TSP Coordinator will assist with the home to school connection, counseling, and meal programs. Administration will identify that outside resources and services assigned to these students are in compliance and meet the needs of the student.

Foster Youth are supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. This subgroup is identified through our online system, cum information, and parent teacher relationship. The Foster Youth Achievement Counselor is provided through LAUSD as a liaison between the Department of Social Services, LAUSD, and the families to support students for their academic and emotional needs. Knollwood teachers, staff, and administration work in conjunction with the Foster Youth Counselor to put strategies in place to ensure the students' success.

Both homeless and foster youth subgroups are monitored through diagnostic assessments and data including: attendance, DIBELS, SBAC, report cards,

Individualized Education Programs, and progress reports. The teacher, Instructional Coach, TSP Coordinator, and Principal will closely monitor their progress and data to target and close the achievement gap. Collaboration between students, family members, teachers, and school administrators is continuous throughout this process.

“A TYPICAL DAY”

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

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

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

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

Of course, parents play a big part in our typical day. Parents can be seen working with student groups, acting as mentors in our arts as well as providing invaluable support to the school on a daily basis. They also can be found in the parent center helping organize schoolwide events such as Literacy Campout, Math Games Night, Science Technology Engineering and Math (STEM) Night, the Multicultural Fair, and Spring Fling. We are fortunate to have passionate and involved parents who volunteer in and out of our classrooms.

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

Our Vision for Student Outcomes

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

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

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

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

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

Desired Outcomes of the School's Instructional Program

English Language Arts: Students will be able to read, write, listen, and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.

Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the applications of such processes.

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

History and Social Studies: Students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.

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

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

Physical Education: Each student will build a healthy and balanced body and mind through various sport activities/drills that follow the Physical Education standards with dedicated time for psychomotor skills development.

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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

Summative Assessments

Knollwood Preparatory Academy utilizes standardized summative assessments which include, but are not limited to: District Interim Assessments Grades K-2 (yearly for ELA and Math) Grades 3-5 (two times yearly for ELA and Math), Common Core State Standards Assessment/SBAC for Grades 3-5 (yearly), TRC Grades 3-5 and DIBELS Grades K-2 and all ELD students (three times a year), CELDT (yearly), and Science CST (5th Grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed.

Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). Over the course of our Charter we have learned much from the summative assessments/SBAC data and have set goals for our future Charter term.

Measureable Goals (SBAC and Science CAST):

- The school's overall score will grow by 2% each year of the Charter term in ELA and Math.
- More than 52% of students will achieve Standards Met or Exceeded in ELA/Literacy
- More than 44% of students will achieve Standards Met or Exceeded in Math
- Students scoring Proficient or Advanced on the Science CAST will meet or exceed performance each year of the Charter term based on the levels of performance in the 2016-2017 school year.
- English Learners acquiring English Proficiency (AMA01 – CELDT Annual Growth of ELPAC) will meet or exceed performance each year of the Charter term.
- More than 72.8% students will have 96% or higher attendance with a growth of 1% each year of the Charter term.

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

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

- DIBELS and TRC Reading Assessments (beginning, middle, and end of year)
- CA Treasures Assessments (weekly and per unit)
- My Math Assessments (per chapter and per unit)
- District Interim Math Assessment Bank (Grades TK – 2 once a year)
- District Interim Assessments for ELA (Grades TK – 2 once a year)
- Interim Assessments Blocks for ELA (Grades 3 – 5, every 6-8 weeks)
- Interim Assessment Blocks for math (grades 3 – 5, every 6-8 weeks)

In addition, Knollwood will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the students over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher provided criterion referenced tests, and projects. Also, known as performance tasks, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement. In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide lessons within the classroom.

Formative assessments are a comprehensive representation of student achievement to guide teachers to assist students to reach their proficiency level. These assessments are ongoing and afford teachers an opportunity to develop lessons that ensure student progress towards mastery of state standards. Data from these different assessments is collected and analyzed by teachers independently and at weekly grade level collaboration meetings to guide small group, skill based instruction. Additionally, administration examines and discusses data to plan school wide progression and staff development.

Formative Assessments

English Language Arts – Writing	<ul style="list-style-type: none"> - Critique, justify, and theorize in writing across disciplines with evidence - Grades K-5 read non-fiction text, orally discuss details, students illustrate ideas, state their opinion, and back it up with facts from text - Inform, persuade, and expose in writing with text-based and personal evidence - Defend, critique and illustrate in oral and written formats - Describe and illuminate in oral and written format using figurative language - Apply vocabulary development and knowledge in written and oral format - Demonstrate critical thinking skills specific to Depth of Knowledge degrees - Produce inquiry-based research projects aligned to thematic subjects in various disciplines - Creative Writing – stories & poetry 	<ul style="list-style-type: none"> - Interim Assessment Blocks - Teacher-developed assignments, tests, and activities - Write from the Beginning® Program, Writer's Workshop, writing prompts - Writing Journals - Oral Presentations and Project exhibits - End of unit projects
English Language Arts – Reading	<ul style="list-style-type: none"> - Identify, analyze and evaluate thematic cross-curricular literature - Discern relevant information after careful examination and exploration of text - Distinguish between fact vs. fiction and important supporting details - Understand cause & effect and connections in rising action - Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program 	<ul style="list-style-type: none"> - Interim Assessment Blocks - Teacher-developed assignments, tests, and activities - CA Treasures Reading series - DIBELS - Close Reading - Project-based learning inquiry Projects - Accelerated Reader - Oral Presentations and Project exhibits
Math	<ul style="list-style-type: none"> - Apply and practice acquired skills in daily math problem solving 	<ul style="list-style-type: none"> - Interim Assessment Blocks

	<ul style="list-style-type: none"> - Discern operations necessary to solve word problems - Persevere in solving problems, including multi-step/multiple strategy problems - Explain/show math strategies and justify solutions 	<ul style="list-style-type: none"> - Teacher-developed assignments, tests, and activities - Publishers' classwork, homework, activities, and tests - Manipulative-based math activities
Science	<ul style="list-style-type: none"> - Develop theories and test them in experiments utilizing scientific inquiry process - Report on findings in oral or written presentation; conduct further inquiry - Persevere in solving problems, including multi-step problems - Incorporate STEM curriculum 	<ul style="list-style-type: none"> - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Lab-based experiments and STEM activities (FOSS Kit materials) - Science note-taking and reflective journals - Exhibits and presentations
History and Social Studies	<ul style="list-style-type: none"> - Understand cause and effect connections of the making of civilizations - Relate and connect over time patterns in events - Finding parallels in historical events - Read content area information to critique events and policies of the past - Interpret information to draw conclusions and make predictions - Use role play - State/National icons/landmarks - Famous figures of History - Multi-cultural understanding 	<ul style="list-style-type: none"> - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Portfolios of significant achievement - Exhibits and oral presentations - Integration of the Arts
Technology (Computer Lab/iPads)	<ul style="list-style-type: none"> - Use Internet for research and learn to evaluate relevant versus irrelevant information - Use word processing applications to create documents - Create spreadsheets to analyze data - Use artistic applications to create original and novel products 	<ul style="list-style-type: none"> - Teacher-developed activities - Portfolios of significant achievement - Presentations and inquiry-based projects

Method by Which Pupil Progress Toward Outcomes Will Be Measured:

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

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

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

DATA ANALYSIS AND REPORTING

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

Knollwood's plan for this data-based decision making is for the instructional leads and grade levels to meet weekly to dissect and analyze data from classroom assessments, DIBELS and/or TRC, Interim Assessment Blocks (grades 3-5), and District interim writing and math assessments (K-2). Data from combined assessments, as it becomes available, is continuously evaluated by teachers and administration in order to meet each student's educational needs. Data is also used to identify and prioritize professional development.

The instructional leads and grade levels have data dialogues as well as sharing best teaching strategies to support our students following the targeted cycle of instruction. The Instructional Coach and TSP Coordinator are an integral part of the data dialogues and planning with teachers. Professional development is designed and planned by the Principal, Instructional Coach, and TSP Coordinator based on school wide needs.

Data collected from DIBELS and TRC and used to support Knollwood's Academy Time which is part of the Early Language and Literacy Plan. In this plan, teachers and the Instructional Coach analyze data and group students by skill level. All students K-5 are involved in Academy time. During this time students are receiving Tier I, II, and III intervention along with enrichment for those that are working above grade level.

In addition to ELLP, teachers are involved in Instructional Rounds, where teachers collaboratively plan lessons based on standards and data from assessments. Teachers then deliver the lessons in their classrooms and return to grade level meetings to reflect on their lesson, strategies used, and to review student outcomes with work samples. Based on their reflection, observations, and data, teachers plan more lessons to support student achievement.

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

How Students' Progress is Reported to Families

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

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

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

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening,

and speaking; Mathematics; History and Social Science; Science; Health Education; Physical Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws,

District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

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

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational

activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

STAKEHOLDER INVOLVEMENT

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

Knollwood Preparatory Academy believes that having parents involved in their child's education is a priority for student success. Teachers and staff encourage parents to volunteer in their child's classroom, to read every day, and to engage in vocabulary rich conversations with their child. The Instructional Coach, TSP Coordinator, and Parent and Community Representative provide parent workshops to strengthen the home school connection, to clarify Common Core State Standards, and build effective communication between parents and teachers to best support their students education. The parents and teachers are consulted about our educational program through our Governance Council, School Site Council, English Language Acquisition Committee, Instructional Lead Committee, and through parent workshops and professional development.

Involvement in the Governance Council and its various Standing and Ad Hoc Committees will provide direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program.

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

Included in the Welcome Packet is the Student-Parent-Teacher Handbook, which outlines the responsibilities of all three parties in providing the best education possible for each student. Also, each fall the Governance Council reviews the Four Way

School/Parent Compact for effectiveness. Each year parents, students, the principal and teachers review and sign this compact. It is essential for all stakeholders to have positive relationships and open communication as well as to work together for all students to be successful.

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

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

In developing the LCAP for Knollwood Preparatory Academy, the principal takes several steps to communicate the purpose of the LCFF to the school community. The principal presents introductory information about the LCFF during our Governance/School Site Council Meetings to provide an overview of the LCFF, the eight state priorities and other LCAP requirements, and the process for local development and District approval of the LCAP. At these meetings, school leadership also explains that the school would be aligning the LCAP to the school's charter as well as its recently updated Single Plan for Student Achievement (SPSA), which together already identify many of the school's goals, needs and corresponding plans to meet those needs through various expenditures. The school's Data Summary Sheet, CAASPP, and AMAOs are reviewed at the beginning of the year and also during the budget meetings.

The Governance/School Site Council is provided an overview for all stakeholders – teachers, parents, and staff members and discusses the priorities to meet the needs of the school's foster children, English Learners and low-income students.

All stakeholders and parents of students in the subgroups are given the opportunity to participate and voice priorities for the spending of the money at our School Site/Governance Council Meetings. In addition, the English Language Advisory Committee (ELAC) meets to discuss priorities, especially to meet the needs of LTELs. .

During discussions of student achievement to guide the school's budget expenditures, stakeholders view the school's Data Summary Sheet. The Data Summary Sheet provides information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in English and math, and parent engagement. Discussions about student data begin at the beginning of the year during staff and Governance/School Site Council meetings.

Based in part on stakeholder input already provided during the process of updating the school's SPSA, Knollwood's staff then proceeds to draft a proposed LCAP, aligned to the charter and the SPSA, on the required template and disseminated the written draft for review and comment by school staff and parents. School leadership also presents and discusses the proposal at its Governance/School Site Council, and ELAC meeting, in order to gather additional stakeholder input. Staff is given the LCAP to review and input is solicited. The principal also guides 5th grade students through a mediated review of the proposal and provided them with the opportunity to give input about the plan.

Comments and input from all Knollwood stakeholders are reviewed and reflected in the LCAP. The Governance/School Site Council approves the submission of the proposed LCAP.

School leaders then review all of the comments and input. As a final step, the school leadership presented the final proposal to the Local School Leadership Council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval. The Council approves the submission of the proposed LCAP.

As a direct result of comments and feedback received through the involvement of staff, parents, and students in the LCAP development process, the school revises the LCAP to provide more support and resources to all stakeholders.

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

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

CLASSIFIED PERSONNEL

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

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

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

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

seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Lottery Preferences and Procedures

Knollwood Preparatory Academy is located within the boundaries of Local District Northwest of Los Angeles Unified School District. It will be open to all students who wish to apply. Knollwood Preparatory Academy reaches out to all subgroups including students with a history of low academic performance levels, socioeconomically disadvantaged students, and students with disabilities. Knollwood reaches out and advertises to various communities through STEAM Fest as well as encouraging our open enrollment families, which are in these communities, to reach out to their neighbors and friends. Knollwood Preparatory Academy promotes a culture of academic success for all students with different learning abilities and backgrounds. The admission preference is given to pupils who reside within the attendance area of Knollwood Elementary School and siblings of current students attending Knollwood under Charter permits. One of Knollwood's priorities is to keep our families together. Nonresident students that wish to enroll will be given the opportunity to turn in a lottery application. A public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B).

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

The school will designate a deadline (May 26, 2017) to submit the lottery application. Public notice will be posted on our school website and outside the main office stating the date and time (May 31, 2017 at 8:30am) of the public drawing once the deadline date has passed. All applicants will be considered for the public random drawing. Students with siblings attending Knollwood will have priority. Each applicant receives a number based on the order of the lottery drawing. Enrollment is based on the number of seats available per grade level. Those selected will be notified by phone and email. Offers must be accepted within three days of the notification. The enrollment packet must be returned within two weeks of the receipt of notice phone call in order to secure enrollment in Knollwood Preparatory Academy. The school will make a second attempt to notify the parent that the lottery application has not been turned in. If the parent fails to turn in the lottery application after the second attempt notification, the parent will be informed that they have lost their placement and Knollwood will move forward with notifying the student next on the waiting list. A waiting list will be developed from the list of students that do not receive admission in the order the lottery has provided. Should a vacancy occur during the year, the next applicant on the waiting list will be notified.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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:

Knollwood Preparatory Academy
c/o School Principal
11822 GERALD AVE.
GRANADA HILLS, CA 91326

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 or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

Additional Provisions

FACILITIES

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

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

FISCAL MATTERS

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

ADDENDUM

District Required Language for District Affiliated Charter School Petitions (New and Renewal) and Material Revisions

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

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

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) Requirements

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

Curriculum and Instruction

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

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, related to work year, academic calendars, and schedules.

Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

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 Students Achieving Above Grade Level

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

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

2. District Affiliated Charter School's Special Education Responsibilities

e. General Requirements

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

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

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

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

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

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

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

f. 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.

g. Assessments

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

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD

assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

h. Alternative Placements

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

f. Least Restrictive Environment

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

g. 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.

h. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

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

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

- # The Charter School Suspension/Expulsion Report, due monthly throughout the school year.

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

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

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the

requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

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

CLASSIFIED PERSONNEL

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

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

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

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

seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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:

- 4) 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:

Knollwood Preparatory Academy
c/o School Principal
11822 GERALD AVE.
GRANADA HILLS, CA 91326

To District:

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

- 5) 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.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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