



LOS ANGELES UNIFIED SCHOOL DISTRICT

KENTER CANYON ELEMENTARY CHARTER SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL

645 N. Kenter Avenue
Los Angeles, CA 90049

Renewal Petition

Submitted
April 27, 2020

TERM OF PROPOSED CHARTER

JULY 1, 2020 TO JUNE 30, 2025

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
 - Not charge tuition. (Ed. Code § 47605(d)(1).)
 - Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
 - Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
 - Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason,

including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	Dr. Terry L. Moren
• The address of Charter School is:	645 N. Kenter Avenue, Los Angeles, CA 90049
• The phone number for Charter School is:	(310) 472-5918
• Charter School is located in LAUSD Board District:	4
• Charter School is located in LAUSD Local District:	West
• The grade configuration of Charter School is:	Tk-Grade 5
• The number of students in the first year of this Charter will be:	555
• The grade levels of the students in the first year will be:	TK-Grade 5
• Charter School’s scheduled first day of instruction in 2020-2021 is:	August 18, 2020
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	594
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (start and end of day) for Charter School will be:	8:10am-2:50pm
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Kenter Canyon prides itself for being recognized as a reputable option for families in the Brentwood/Pacific Palisades area of Los Angeles to choose for their children’s education. The school strives to provide a dynamic and inspiring learning experience where each of its students are ready for success as they matriculate to secondary education and beyond.

Kenter Canyon community believes all students can learn and have the right to a quality instructional program that ensure academic achievement and empowers tomorrow’s leaders. In alignment with the LAUSD Core Beliefs, Kenter Canyon believes in mutual respect and that all stakeholders opinions and contributions are valued. We believe in excellence and high expectations. We believe in equity and access for all students.

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

The Kenter Canyon community continues to support their public school due to its reputable achievements. The chart below shows the substantial achievement compared to the District, Similar School Median and Resident Schools Median for the school years 2017-2018 and 2018-2019:

English-Language Arts

**Subgroup not numerically significant at Kenter Canyon.*

-Subgroup not enrolled currently at Kenter Canyon.

	Subgroup	Number of Students tested	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	% Standards Met / Exceeded Combined
2017-2018	ALL Students	266	6.02	10.15	28.20	55.64	83.83
2018-2019	ALL Students	265	6.42	9.06	21.61	63.02	84.53
2017-2018	Asian	20	0.	10.	15.	75.	90.00
2018-2019	Asian	23	0.	8.7	13.04	78.26	91.30
2017-2018	Latino	24	16.67	16.67	29.17	37.50	66.67
2018-2019	Latino	15	0.	20.0	26.67	53.13	80.00
2017-2018	Socio-Economically Disadvantaged	29	10.34	31.03	24.14	34.46	58.62
2018-2019	Socio-Economically Disadvantaged	25	4.00	12.00	16.00	68.00	84.00
2017-2018	Students with Disabilities	21	42.86	28.57	23.81	4.76	28.57
2018-2019	Students with Disabilities	21	38.10	9.52	19.05	33.33	52.38

2017-2018	Students with Two or More Races	12	8.33	16.67	33.33	41.67	75.00
2018-2019	Students with Two or More Races	20	10.00	5.00	30.00	55.00	85.00
2017-2018	White Students	204	4.90	8.82	29.41	56.86	86.27
2018-2019	White Students	205	6.83	8.78	21.46	62.93	84.39
2017-2018	English Learners	*	*	*	*	*	*
2018-2019	English Learners	*	*	*	*	*	*
2017-2018	Foster Youth	--	--	--	--	--	--
2018-2019	Foster Youth	--	--	--	--	--	--
2017-2018	LAUSD	255,279	34.25	23.44	25.82	16.49	42.31
2018-2019	LAUSD	248,161	32.65	23.45	26.17	17.73	43.9
2017-2018	Resident Schools Median	255	40.87	20.83	21.00	15.75	35.76
2018-2019	Resident Schools Median	252	30.84	22.12	23.36	23.68	47.04
2017-2018	Similar Schools Median	255	6.79	11.56	24.14	59.93	83.07
2018-2019	Similar Schools Median	252	7.8	10.19	26.61	55.5	82.11

Mathematics

**Subgroup not numerically significant at Kenter Canyon.*

-Subgroup not enrolled currently at Kenter Canyon.

	Subgroup	Number of Students tested	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	% Standards Met/ Exceeded Combined
2017-2018	ALL Students	267	7.87	15.73	25.47	50.94	76.40
2018-2019	ALL Students	265	4.15	13.58	29.43	52.83	82.26
2017-2018	Asian	21	0	9.52	23.81	66.67	90.48
2018-2019	Asian	23	0	8.7	8.7	82.61	91.31
2017-2018	Latino	23	21.74	34.78	21.74	21.74	43.48
2018-2019	Latino	15	0	20.00	40.00	40.00	80.00
2017-2018	Socio-Economically Disadvantaged	29	17.24	27.59	13.79	41.38	55.17
2018-2019	Socio-Economically Disadvantaged	25	4.00	16.00	28.00	52.00	80.00
2017-2018	Students with Disabilities	21	28.57	57.14	4.76	9.52	14.29
2018-2019	Students with Disabilities	21	23.81	38.10	19.05	19.05	38.10
2017-2018	Students with Two or More Races	12	0	16.67	41.67	41.67	83.33
2018-2019	Students with Two or More Races	20	5	5	35	55	90
2017-2018	White Students	205	7.32	14.15	25.37	53.17	78.54
2018-2019	White Students	205	4.39	14.63	30.73	50.24	80.97
2017-2018	English Learners	*	*	*	*	*	*

2018-2019	English Learners	*	*	*	*	*	*
2017-2018	Foster Youth	--	--	--	--	--	--
2018-2019	Foster Youth	--	--	--	--	--	--
2017-2018	LAUSD	256,285	42.07	26.3	17.65	13.67	31.32
2018-2019	LAUSD	249,763	40.7	25.83	18.39	15.08	33.47
2017-2018	Resident Schools Median	255	42.92	24.49	18.95	11.22	30.14
2018-2019	Resident Schools Median	252	30.53	27.45	20.59	14.64	33.64
2017-2018	Similar Schools Median	255	5.92	18.38	28.80	44.13	74.21
2018-2019	Similar Schools Median	252	7.72	16.13	27.85	46.03	76.46

For grades K,1,2 Kenter Canyon assesses fluency using Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8th Edition). DIBELS8 is a series of short tests that assess early childhood (K-5) literacy. It is a set of procedures and measures for assessing the acquisition of a set of K-5 literacy skills, such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. Results of D.I.B.E.L.S. assessments are used to help guide instruction for younger learners as well as measure their skills as budding readers. Students early literacy for 2018-2019 was exceptional as noted in the charter below:

	2018-2019 Kenter Canyon DIBELS
Grade K	85%
Grade 1	70%
Grade 2	96%

Kenter Canyon has initiated its own reform measures by supplementing the school's core curriculum with additional educational resources and opportunities that provide an educational program that meets the expectations of the community served and has proven itself to be an invaluable academic institution within the Los Angeles Unified School District. The expectations align with feedback from stakeholder survey results, parent and community involvement on Governance Council and school committees. Continued success and collaboration among stakeholders has created a school that continually assesses students' needs. These efforts have resulted in the following:

- Electronic devices (MacPros, iPads, Chromebooks) are provided in TK-5 classrooms to expand and enrich core curriculum. The devices support the implementation of Common Core aligned instruction and our efforts to prepare Kenter Canyon students to be college and career ready.
- Students are afforded the following arts programs: visual arts, dance, theater, orchestra, and vocal music. Annual scheduled performances include a fall theater

production, a holiday music program, a spring orchestra concert, a spring school-wide sing-a-long and a spring musical performance.

- All TK-grade 5 students are provided an opportunity to expand their classroom learning by participating in District-approved field trips to places such as Chumash Indian Museum, Tree People, Getty Museum, IMAX and such worthy adventures.
- Tk and Kindergarten students have the opportunity to engage with a professional storyteller and engage with a live animal from the Eco-Station each week.
- Grades TK-5 have an annual opportunity to meet published authors and work with them on a piece of writing at various times throughout the year.
- Grades TK-5 have a weekly visit to our school's Science Lab which is stocked with all NGSS FOSS kits and supplemental resources to insure hands-on discovery science lessons.
- Kenter Canyon students in grades TK-5 have an opportunity to learn in the school's "outdoor classrooms settings. The beautiful landscaped campus provides tables and benches and tables with umbrellas for outdoor learning.
- Students in grades TK-5 have the opportunity to enroll in orchestra classes and excel with their chosen instrument before going to middle school. Orchestra students perform two concerts at the school, but orchestra students also enter the city-wide music teachers scholarship contest as well as audition for the All-City Honors Orchestra.
- Students in grades TK-5 are afforded the opportunity to perform on stage in theatrical productions as well as our Annual Talent Show and Spring Sing-a-Long.
- Students in Grades TK-5 are provided cultural assemblies at least 2 times annually.
- Grades TK-5 students are encouraged to participate with their family in an Art Night, Literacy Night and Science Night. Parents and staff collaboratively organize activities for these "night" activities. Students then enroll in the workshops of their choice on our website. Workshops are 45 minutes each and the participants may rotate through at least 2 of the workshops.
- Kenter Canyon students have an opportunity to write and enter a poetry submission in the Annual Poetry Contest, held annually in April during National Poetry Month.

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

- Maintain and further improve a high level of student learning.
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for the entire diversity of students ranging from those who are identified as academically low achieving to those who are identified as highly gifted.
- Encourage the use of different, innovative, and enhanced teaching methods.
- Establish a list of professional development needs through a grade level self-assessment provided by the school's Instructional Leadership Team (ILT) and determine how to best gain the knowledge for deficit areas.
- Develop professional development sessions for their grade level teams as well as with all faculty members. Kenter teachers are life-long learners who continue to

advance their delivery of instruction through external and internal professional development.

- Provide parents with opportunities to be involved in their children's education.
- Be accountable for meeting measurable pupil outcomes and using performance-based accountability systems to measure student success.
- Provide a model neighborhood school that will stimulate improvements in all public schools.
- Analyze assessments and design lesson plans to meet the diverse needs of students by grade level teams, vertical teams and curricular committees.
- Identify students who need additional support through reteaching, intervention and other options to help close the achievement gap.
- Provide students a regularly scheduled technology/robotics education curriculum that supports the integration and implementation of 21st Century Learning Skills.
- Provide technology devices and appropriate software to all students in all grade levels to supplement instructional needs. Such devices include Chromebooks, iPads and MacPros.
- Provide a physical education coach experienced in working with elementary aged children, who works under direct supervision of classroom teachers in providing a full, structured physical education program.
- Provide an art instructor for all students in grade K-5 who presents classroom instruction in the visual arts standards.
- Provide a music instructor whose lessons are aligned to the California Performing Arts Standards.
- Provide an extensive schedule of after-school classes (e.g., science, chess, cooking, languages, and art) and extra-curricular activities (e.g., an annual stage production, talent show, and scouting activities) that provide enrichment opportunities in areas of student interest that may not be covered in class.

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

- A governance structure in which decision-making about the school's operation and educational program rests with the school's Governance Council of elected teachers, parents, staff representative, and community representative, who have adopted a collaborative, consensus building style.
- Strong parental volunteerism in the classrooms as well as in Kenter Canyon's Playground Parent Partners Program.
- Heightened awareness and renewed focus by the instructional staff on meeting the day-to-day and year-to-year needs of all students, and providing intervention and differentiated instruction as needed, as evidenced programmatically by English Language Development, Gifted And Talented Education and Special Education programs.
- The Student Success Progress Team (SSPT) is a formal means for identifying, intervening, and monitoring with regard to students who may be experiencing

difficulties in the areas of academics, behavior, social interactions, health, attendance, and other school-related issues.

- A Positive Discipline Policy known as P.A.W.S was developed by stakeholders and aids employees with playground monitoring, fostering responsibility, safety, respect, and personal accountability. P.A.W.S. aligns to the LAUSD discipline policy and was developed after Kenter Canyon Positive Discipline team attended LAUSD provided workshops on this topic. Provisions pertaining in this element to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

STUDENT POPULATION TO BE SERVED

Kenter Canyon Elementary Charter School, is a neighborhood school, located at 645 N. Kenter Avenue, Los Angeles, CA 90049. Kenter Canyon Elementary Charter School shall serve Transitional Kindergarten through Grade 5 students who live in its attendance area in the Brentwood community of Los Angeles but shall also provide for the education of as many non-neighborhood students who wish to attend the school as space allows in accordance with the LAUSD Unified Enrollment program. Kenter Canyon shall serve an urban, multicultural, multiethnic student body without regard for race, sex, color, ethnicity, religion, national origin, or disability.

Kenter Canyon has been the site of quality education since it opened its doors as an LAUSD school in 1955-56 school year nestled among the residential properties of the lower reaches of Kenter Canyon in the Santa Monica Mountains. The school originally served students in grades K-6 who resided in the relatively restricted residential area north of Sunset Boulevard between Bundy and Rockingham. In 1980, when the implementation of mandatory desegregation bussing caused the flight of neighborhood children to private schools, the enrollment at Kenter Canyon dropped by 50% to about 200 students including those sent from other neighborhoods. In the mid-1980's, the school was threatened with closure because of continuing low enrollments below the 50% utilization mark. Kenter Canyon remained open only by taking over parts of the attendance areas of neighboring schools including Bellagio Elementary School in Bel Air, which was closed, and Brentwood Elementary School, which was converted from a neighborhood school to Brentwood Science Magnet Elementary School. Additionally, in 1983, the LAUSD determined that students in the Mandeville Canyon area, who were formerly assigned to Palisades Elementary School, could choose to attend Kenter Canyon, which is geographically closer. More recently, because of the enlarged attendance area, changing demographics, and increased neighborhood interest in public education, Kenter Canyon has had increasing enrollments as its reputation for excellence has grown.

Due to the nation's economic woes, the number of students who left Kenter Canyon School between 2008 and 2009 doubled from 11% to 22% due to parents' inability to live in the community, relocation of parents' work, and other such economic factors. Kenter

experienced a 5% increase in its white population between 2008 and 2009 while other ethnic groups were moving from the area. Kenter also experienced a decrease in the number of students who participated in the District's PWT and CAP program due to lack of space as residential students continue to enroll in their neighborhood school.

Kenter Canyon Elementary Charter School shall provide for the free, nonsectarian, public education of students in Transitional Kindergarten through grade 5 who desire a solid foundation in reading, writing, mathematics, science, and social studies that prepares them to be successful in pre-college preparatory courses in secondary education.

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

For the past five years, Kenter Canyon enrollment has sustained around 555 as an average. Classrooms used for dance, art, music, parent center and intervention have been converted into regular classrooms as the popularity of the school increased. Kenter Canyon ECS currently utilizes its 25 classrooms in the following manner:

- 1 Computer/Technology Lab
- 1 S.T.E.A.M. (Science, technology, engineering, art and math) Lab
- 22 Regular grades Tk-5 Classrooms
- 1 Learning Center for Students with Special Needs

GOALS AND PHILOSOPHY

Mission and Vision

Kenter Canyon Elementary Charter School Mission

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

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

Kenter Canyon's mission will be accomplished by strong parental involvement, a rigorous academic program, and excellence in teaching. Thus, Kenter Canyon seeks to create an

educational culture in which each student is able to achieve his or her maximum potential as an individual.

School Vision

Our vision for the future of Kenter Canyon Elementary Charter School is to provide a model energized learning community dedicated to the pursuit of excellence in the academic achievement and character development in a manner that prepares all learners in the 21st century.

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

As educated persons of the 21st century, Kenter Canyon students will view themselves as being self-motivated, competent, and lifelong learners who have academic and social skills appropriate for an ever-changing, globally interconnected, multicultural, and multiethnic world. Kenter Canyon fully recognizes that society in the 21st century will be an informational society in which higher levels of literacy, thinking skills, and the ability to process information will be required. Graduates must view themselves as being part of a larger, interconnected system of life in which national and global interdependence continues using technology. Technology skills will help students improve engagement, improve knowledge retention, encourage collaboration, and foster the use of life skills. Students in grades Tk-5 will be involved in meaningful, productive and adaptable learning in preparation for career readiness. Our students will learn how to live and learn in an ever-changing world as new technology continues to be integrated in all curricular areas.

The students at Kenter Canyon will be actively involved in their learning, both in determining the nature of their educational endeavors and in being active participants in the learning experiences provided. They will leave Kenter Canyon with the abilities to think critically, reason, question, inquire, apply the scientific method of investigation, remain intellectually flexible, think about complex systems, think holistically, think abstractly, and think creatively.

Kenter Canyon students will also have intuition and will be proactive in their social behavior and choices. They will be able to work and live harmoniously with others in a multicultural and multiethnic world. They will be able to understand and relate to the complexity of the natural environment in which they live. They will be able to see the possibility of continuity within change and, with their awareness of the integrity of the system of life always lively at any level of their activity, they will be able to interact with their environments in a manner that is flexible, purposeful and creative.

How Learning Best Occurs

Kenter Canyon recognizes that learning best occurs when children are immersed in a culture of education that both challenges and nurtures their development as individuals. Teachers, parents, and community members must create a culture, an environment, a life

perspective at school, at home, and in the community in which learning is valued, encouraged, and expected by everyone everywhere as part of everyday life.

Learning best occurs when teachers, parents, and community all fulfill their joint, collaborative responsibility to provide this culture of education for every child. Doing so celebrates all children by providing them a robust life-long foundation for responding to the world. In turn, in their own time, today's children will carry on this culture of learning by instilling their educational heritage in their own children.

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

Children shall have opportunities to master the curriculum through problem solving, critical thinking, and effective oral, written and artistic communication. Classroom learning shall be supplemented by homework and a wide variety of extracurricular enrichment activities that address the diversity of needs and interests of the school's students. The culture of learning established at school shall be extended to the home by having parents involved in the many aspects of their children's education, ranging from homework review, classroom activities, parenting seminars, committee involvement and school governance. To complete the educational culture, the school shall encourage community relationships that provide resources and activities to enhance and reinforce the school's educational program.

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

- Are provided with and participate in the development of clear expectations for academics and behavioral traits.
- Gain knowledge of basic skills through the reasoning, critical thinking, inquiry, experimentation, and creativity needed to approach and solve problems.
- Develop self-confidence through participation in decision making as a member of a supportive community through opportunities in the classroom, at home, and in extracurricular activities.
- Actively participate through hands-on lessons, an integrated curriculum, and thematic and project-based learning.

Students have opportunities to demonstrate personal integrity as contributing members of the community when they

- Are given the responsibility to be self-directed learners.
- Are expected to effectively manage their time and set appropriate goals.

- Learn to appreciate the interdependence among people, and are reinforced to demonstrate compassion towards others.
- Have the opportunity to extend their learning through art, science, technology, physical activity, music, and dramatic arts enrichment opportunities.
- Feel supported and are able to demonstrate their understanding and appreciation of individual and cultural differences.
- Are given opportunities to succeed through a variety of learning experiences involving accountable talk and instructional conversations coupled with cooperative grouping and varied learning modalities.

Kenter Canyon promotes English Language mastery for all of its students. Learning best occurs for English language learners when there is a program for English language development that assists, encourages, and motivates students in successfully achieving English language proficiency at the fastest possible rate. Kenter Canyon ensure culturally and linguistically diverse students engage in and achieve with intellectually rigorous and developmentally appropriate learning experiences. These experiences promote high levels of proficiency in English, including academic language, as well as academic achievement across the curriculum through the use of the CA ELD Standards in tandem with all content area standards. Kenter Canyon educators approach learning with an assets-based perspective which honors students’ cultural and linguistic backgrounds and incorporates what students already know into teaching.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d)).

LCFF STATE PRIORITIES												
GOAL #1: PROFICIENCY FOR ALL												
<ul style="list-style-type: none"> • To increase the number of students who score Proficient or above in English Language Arts on the SBAC Assessment • To increase the number of students who score Proficient or above in Mathematics on the SBAC Assessment. • To monitor and increase early literacy rates of pupils 	<p>Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="checkbox"/> 1</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 4</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> 2</td> <td style="text-align: center;"><input type="checkbox"/> 5</td> <td style="text-align: center;"><input type="checkbox"/> 8</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 3</td> <td style="text-align: center;"><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="checkbox"/>:</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/>:</td> </tr> </table>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6		<input type="checkbox"/> :	<input type="checkbox"/> :
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- To increase the number of English Learners demonstrating readiness to participate in a core English Language Arts curriculum
- To progress monitor English Learners work samples and assessments to ensure targeted students are making adequate progress annually and determine next steps towards reclassification
- To conduct meetings for parents/caregivers of English Learners to ensure parents, faculty and staff are familiar with Master Plan timelines and requirements for reclassification.
- To post and adhere to schedules and timeframes for English Language Development for teachers of English Learners.
- To monitor integrated and designated English Learner lessons through administrative visits and planned observations with the English Learners Designee Coordinator.
- To analyze data to determine needs for Long Term English Learners (LTELS) or those at risk of becoming LTELS.
- To increase the reclassification rate of English Learners to mainstream English.
- To use instructional aides and the English Language Development Designee/Coordinator to support small group strategies like pre-teacher or vocabulary development for targeted students
- To increase the number of English Learners who are eligible to redesignate annually from ELD to RFEP.

Specific Annual Actions to Achieve Goal

- Provide all students with a rigorous standards-based instructional program taught by a highly qualified teacher.
- Ensure academic growth for all students in each subject area, including English Language Development and the core curricular subjects of Language Arts, Mathematics, Science and History/Social Science.
- Provide enrichment and/or intervention support for targeted student groups, including English Learners, Students with Disabilities, Socio-Economically Disadvantaged, and Foster Youth.
- Provide ongoing professional development to further expand instructional strategies and resources to target student needs
- Provide specific professional development for teachers of English Learner students to target students at-risk of not making adequate annual progress.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the percentage of students scoring “meets” or “exceeds” (Proficient) in English Language Arts

Metric/Method for Measuring:

SBAC ELA Assessment **Subgroup not numerically significant at Kenter Canyon.*

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	84.53%	85%	86%	87%	88%	89%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	84.0%	84.5%	85%	85.5^	86%	87%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	52.38%	54. %	55%	56%	57%	58%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	91.3%	92.5%	93%	94%	95%	96%
Filipino Students	--	--	--	--	--	--
Latino Students	80.0%	81%	82%	83%	85%	85%
Two or More Races	85%	86%	87%	88%	89%	90%
Whites	84.39. %	86%	86,5%	87%	88%	89%

Outcome #2:

Increase the percentage of students scoring “meets” or “exceeds” (Proficient) in Mathematics

Metric/Method for Measuring:

SBAC Mathematics Assessment **Subgroup not numerically significant at Kenter Canyon.*

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	82.26%	83%	84%	85%	86%	87^%
English Learners	*	-	-	-	-	-
Socioeconomically Disadvantaged Students	80%	81%	82%	83%	84%	85%
Foster Youth	--	--	--	--	--	--
Students with Disabilities	38.10%	40%	42%	44%	46%	48%
African American Students	*	--	--	--	--	--

American Indian/Alaska Native Students	*	--	--	--	--	--
Asian Students	91.31%	92%	93%	94%	95%	96%
Filipino Students	--	--	--	--	--	--
Latino Students	80%	81%	82%	83%	84%	85%
Native Hawaiian/Pacific Islander Students	--	--	--	--	--	--
Students of Two or More Races	90%	91%	92%	93%	94%	95%
White Students	80.97%	82%	84%	85%	86%	87%

Outcome #3: Increase the percentage of English Learners students meeting the annual AMAO 1 Target Metric/Method for Measuring ELPAC						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	26.3%	26.5%	27%	27.5%	28.0%	28.5%

GOAL #2: 100% ATTENDANCE	
ATTENDANCE	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> To achieve or maintain school attendance rates that support student learning To decrease chronic absenteeism 	
Expected Annual Measurable Outcomes	
Outcome #1: <ul style="list-style-type: none"> Kenter Canyon will continue to promote and strengthened the home-school partnership to increase student attendance with its “Can’t Teach An Empty Seat campaign”. Targeted supports will increase student engagement and reduce chronic absenteeism: Schedule SSPT meetings for students with frequent absences who are approaching or chronically absent. Honoring students with perfect, improved or consistent attendance at monthly recognition assemblies. 	

- Presenting a giant “blue ribbon” embossed with “BEST ATTENDANCE FOR THE MONTH” to the class within each grade level with the highest percentage of attendance.
- Presenting attendance data and goals at a “Tea with Terry” Principal chats.
- Post ongoing data on a display board at the school’s entrance that reads “Today’s Enrollment is ___” and “Today’s Attendance is ___”.
- Send home monthly as well as post on the school’s website the “loss of revenue” due to the previous month’s absences.
- Include attendance data and goals monthly in parent email communications and post on our school’s website.

Outcome #1: Increase the percentage of students attending 173-180 days each school year (96% attendance rate)

Metric/Method for Measuring: MiSiS Attendance Reports

**Subgroup not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	74.6%	76%	77%	78%	79%	80%

Outcome #2:

Decrease the percentage rate of students missing 16 days or more each school year (chronic absenteeism)

Metric/Method for Measuring: MiSiS Attendance Reports

**Subgroup not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	8%	7.5%	7%	6%	5.5%	5%

GOAL #3: PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

- To increase the number of parents providing input about school conditions
- To train parents on how to support learning at home and at school
- To increase student engagement

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

- Kenter Canyon will continue to foster its active and energized community through collaboration and a sense of belonging between and within stakeholder groups.
- Will maintain and build a sense of belonging for all stakeholders through engagement in community events, committees, Governance Council and activities that foster such goals, including Tea with Terry Principal’s Chat, Student Council Spirit Events, Helping Hand Leadership Students, Parents’ Playground Partner Program, Welcome Back Picnic, Prospective Parents’ Campus Tours, Art Night, Science Night, Literacy Night, Pajama-Rama Reading Night.
- Students will participate in monthly Coyote Recognition assemblies, Restorative Justice Circles, Student Council, Helping Hands Leadership Teams and Junior Recess Coach programs.
- Parents will be afforded the opportunity to complete their annual School Experience Survey in the Library or Computer Lab prior to attending their child’s Parent-Teacher Conference or returning it to their teacher at the scheduled conference.
- Phone, email and bulletin board reminders will be provided to parents during the annual School Experience Survey window.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the percentage of students who feel a part of their school

Metric/Method for Measuring:

School Experience Survey

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

Outcome #2:

Increase the percentage of parents completing the School Experience Survey annually.

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	81%	82%	83%	84%	85%	86%

GOAL #4: ENSURE SCHOOL SAFETY

- To maintain zero student suspensions for all students and subgroups
- To maintain no loss of instructional days for all students and subgroups due to zero student suspensions
- To maintain zero expulsions for all students and subgroups
- Maintain a safe and positive school environment

Related State Priorities:

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

Local Priorities:

:
 :

Specific Annual Actions to Achieve Goal

- Continue to implement and improve Kenter Canyon’s Positive Discipline Behavior Support plan.
- At monthly assemblies continue to offer praise and reminders about Kenter Canyon’s Coyote PAWS Discipline Plan: Practice compassion; Act responsibly; Word Hard; Stay Safe that teaches and helps students to prevent, de-escalate, and resolve conflicts.
- Teachers implement Kenter Canyon’s Character Education and its monthly focus areas to develop life skills and character traits.
- Use Restorative Justice circles and Second Step lessons to teach self-discipline and how to problem solve and resolve conflicts.
- Use Junior Recess Coach program and Helping Hands Leadership teams to resolve conflict and implement peer mediation

Expected Annual Measurable Outcomes

Outcome #1:
 Maintain Zero Suspension Rate

Metric/Method for Measuring:
 Suspension Data

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged Students	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
African American Students	0	0	0	0	0	0
American Indian/Alaska Native Students	0	0	0	0	0	0
Asian Students	0	0	0	0	0	0

Filipino Students	0	0	0	0	0	0
Latino Students	0	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	0	0	0	0	0	0
Students with Two or More Races	0	0	0	0	0	0
White Students	0	0	0	0	0	0

Outcome #2:						
Maintain Zero Number of Instructional Days Lost to Suspension						
Metric/Method for Measuring:						
Suspension Data						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged Students	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
African American Students	0	0	0	0	0	0
American Indian/Alaska Native Students	0	0	0	0	0	0
Asian Students	0	0	0	0	0	0
Filipino Students	0	0	0	0	0	0
Latino Students	0	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	0	0	0	0	0	0
Students of Two or More Races	0	0	0	0	0	0
White Students	0	0	0	0	0	0

Outcome #3:						
<ul style="list-style-type: none"> Increase the Number of Students Who Respond They Feel Safe at School 						
Metric/Method for Measuring:						
School Experience Survey						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	91%	92%	93%	94%	95%	96%

GOAL #5: PROVIDE FOR BASIC SERVICES

- To provide and maintain **Basic Services** for students and school
- **Teacher Assignments and Credentialing:** Kenter Canyon will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.
 - **Access to Instructional Materials:** Kenter Canyon will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.
 - **Facilities Maintenance:** The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.

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

- Local Priorities:
- :
- :

Specific Annual Actions to Achieve Goal

- Annual review of teacher credentialing to maintain 100% compliance.
- School will provide each student with access to state adopted materials and complete an annual review in accordance with district policy.
- School will maintain cleanliness of campus and submit work orders for problems and/or concerns with relation to district facilities.

Expected Annual Measurable Outcomes

Outcome #1:
100% ESSA/NCLB Compliance for Teacher Credentialing

Metric/Method for Measuring:
LAUSD Division of Human Resources Reports

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2:
All students have access to state-adopted, standards based instructional materials

Metric/Method for Measuring:
Williams Case

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3:

Kenter Canyon will receive a “good” or better rating on facility inspections

Metric/Method for Measuring:

Annual Facilities Inspections

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

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

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

- Are provided with and participate in the development of clear expectations.
- Gain knowledge of basic skills through the reasoning, critical thinking, inquiry, experimentation, and creativity needed to approach and solve problems.
- Develop self-confidence through participation in decision making as a member of a supportive community through opportunities in the classroom, at home, and in extra-curricular activities.
- Actively participate through hands-on lessons, an integrated curriculum, and thematic and project-based learning. They have opportunities to demonstrate personal integrity as contributing members of the community.
- Are given the responsibility to be self-directed learners.
- Are expected to effectively manage their time and set appropriate goals.
- Learn to appreciate the interdependence among people, and are reinforced to demonstrate compassion towards others.
- Have the opportunity to extend their learning through art, science, technology, physical activity, music, and dramatic arts enrichment opportunities.

- Feel supported and are able to demonstrate their understanding and appreciation of individual and cultural differences.
- Are given opportunities to succeed through a variety of learning experiences involving accountable talk and instructional conversations coupled with cooperative grouping and varied learning modalities.

INSTRUCTIONAL DESIGN

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

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

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

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

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

Basic delivery of lessons follow the following structure:

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

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

Teaching methodologies that guide instruction and daily life at the school are research-based effective instructional methodologies that work together and build upon one another to promote successful learning. These methodologies include:

- **Modeling**: Teachers model thinking processes and strategies as they guide student learning. Their modeling includes discrete skills and general behaviors that effective citizens in a democratic society must demonstrate.
- **Academic Rigor**: Teachers at each grade level collaborate and design lessons that help students gain a deep conceptual understanding of topics or concepts, and maintain a high level of engagement throughout the learning process.
- **Clear Expectations**: Teachers explicitly define and articulate the CCSS in which the students are expected to demonstrate proficiency. Clear expectations help students self assess their own learning and set learning goals for themselves.
- **Comprehensive ELD Program -Modeling the Metacognitive Strategies**
The effective use of metacognitive strategies by teachers allows for transference of skills and knowledge across content for English Learners. This enables EL students to simultaneously learn metacognitive strategies and the language to discuss and apply those strategies. English Learner instruction is guided and supported by the Metacognitive Strategies: Ask Questions; Visualize; Determine Text Importance; Make Inferences/ Predictions; Summarize and Synthesize; Make Connections; Fix-Up Monitoring.
- **Criteria Charts**: Students help develop criteria charts that are displayed in their classroom. Developing criteria charts enables students to articulate what is expected as they work towards mastery of the standards.
- **Collaborative Grouping**: When teachers divide students into smaller groups, students benefit from immediate feedback from peers and guided practice, which allows them to explore their own ideas in the context of their peers. Collaborative grouping fosters diverse perspectives and greater interpersonal and teamwork skills.
- **Direct Instruction**: Teachers use carefully planned direct instruction to teach standards based lessons.

- **Appropriate Guided and Independent Practice:** Teachers provide students with adequate time guided instruction to successfully transition into independent practice of applying or demonstrating a particular concept or skill.
- **Immediate Feedback:** Teachers employ immediate feedback to assist students in recognizing successful learning behaviors with encouragement to repeat them.
- **Accountable Talk:** Teachers employ “accountable talk” when students talk with other students in a manner that drives the learning process forward by what they hear from their peers.
- **Close Reading:** Close reading is a careful and purposeful rereading of a text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us. Teachers give students questions; text dependent questions that require that they go back into the text and search for answers. These aren’t simply recall questions, just the facts of the text, but rather questions that allow students to think about the text, and the author’s purpose, the structure, and the flow of the text
- **Instructional Conversations:** Teachers employ instructional conversations as a strategy that promotes the use of a students’ own vocabulary and allows them to practice the art of listening as well as speaking. The technique helps English Learners to demonstrate their acquisition of language effectively.
- **Questioning Techniques:** Teachers employ questioning techniques that allow students to extend their thinking processes and deepen their understanding of concepts.
- **Differentiated Instruction:** Teachers design lessons and assignments that have multiple entry and performance points, thus allowing all students to have access to the core curriculum.
- **Higher-Level Thinking:** Teachers design lessons that provide students the opportunity to develop critical reasoning skills that help them to think flexibly and solve complex problems. Students are encouraged to move beyond the rudimentary knowledge level of Bloom’s taxonomy to more sophisticated levels such as synthesis and evaluation.
- **Depth of Knowledge Levels:** Webb’s Depth of Knowledge (DoK) categorizes tasks according to the complexity of thinking required to successfully complete them.
 - Level 1: Recall and Reproduction;
 - Level 2: Skills & Concepts;
 - Level 3: Strategic Thinking;
 - Level 4: Extended Thinking.
- **Depth and Complexity Icons:** Depth and Complexity Icons are visual prompts designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools help students dig deeper into a concept (depth) and understand that concept with greater complexity
- **Integration of the Arts: Teachers** use drama, dance, music, and visual art to enhance their students’ learning experience.
- **Thinking Maps:** Students in K-5 use thinking maps as a visual representation of eight different thinking processes: define, describe, classify, sequence, compare/contrast, cause/effect, identify part-to-whole and whole-to-part

relationships, and define analogies. The thinking maps are used in all core curricular areas.

- **Skill Based Drills:** Teachers design lessons that require basic drills to memorize spelling words, geography, and basic math facts
- **Experimental Learning:** Hands-on learning is emphasized by all teachers. Students are more apt to gain mastery of the concept if they can solve problems on their own, and use reference materials to seek solutions, use learning aids to help gain an understanding of a concept independently.

Kenter Canyon teachers deliver a comprehensive academic program that is CCSS-aligned, rigorous, and age-appropriate. Teachers at all grade levels continually monitor and evaluate the effectiveness of their grade level's instructional program.

Curriculum and Instruction

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

Kenter Canyon faculty and staff view the four major **core curricular areas** of the school's instructional program as **English Language Arts/English Language Development, Mathematics, History/Social Sciences and Science**. Other areas are either taught as designated or integrated across curriculum subjects, including Music, Visual Arts, Technology/Robotics Education, Library, Health, Dance and Theater. Additionally, a monthly "character education" focus area is introduced to all students; character education is integrated into lessons as well as taught isolated to promote life skills and help develop the whole child. A description of these curricular areas is provided below.

Kenter Canyon faculty and staff, in collaboration with the school's Instructional Leadership Team, administration, grade level and vertical teams, and curricular committees continue to progress monitor, participate in professional development and organize grade level planning sessions to plan effective Language Arts instruction. The following basic tenets and highlights of each grade level and core curriculum evidences rigorous and quality instruction for Kenter Canyon students aligned with CCSS expectations.

English/Language Arts (ELA) and English Language Development (ELD)

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

- Use Benchmark Advanced Reading as our primary approved textbook and supplement with classroom libraries, school library, classroom charts/resources to support ELA/ELD instruction. Benchmark text is used for Decodable Readers, and

Phonics and High Frequency Word activities in grades K-2 and for Close Reading, Grammar, Spelling & Vocabulary and Think-Speak-Listen Flip Books in grades 3-5.

- Technology-based resources for ELA/ELD available to students for at home and in school use include Raz Kids Leveled Books, ELPAC Test Prep, Learn English Kids, Story Online, Read Naturally, IXL, Epic, Digital Library, Exploring the Code, BrainPop, Digital Public Library of America, Highlights Kids, Time for Kids, Scholastic Learn at Home, Wonderopolis,
- Intervention aides in grades K-2 supplement teachers' lessons with Heggerty Phonemic Awareness, a curriculum of daily phonemic awareness lessons, developed on a systematic scope and sequence of skills, each level focuses on eight phonemic awareness Skills, along with two additional activities to develop Letter and Sound recognition, and Language Awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10-12 minutes. For students in need of extra support, portions of lesson could be used in a small group and serve as a "second dose" of phonemic awareness instruction.
- Develop students' reading, writing, listening, and speaking skills to support all academic areas through a balanced language arts program.
- Present a rigorous curriculum that aligns to Common Core State Standards for language arts at each grade level.
- Develop students' reading, writing, listening, and speaking skills to support all academic areas through a balanced language arts program.
- Use a balanced approach to teaching reading that includes reading aloud, choral reading, reader's theater, shared reading, guided reading, independent reading, phonemic awareness practice, and explicit instruction in phonics.
- Plan and execute designated and integrated English Language Development for students acquiring Standard English acquisition in accordance with LAUSD Master Plan for English Learners.
- Use ELPAC, DIBELS and progress monitoring evidence to determine best next steps towards redesignating EL students.
- Employ alphabet and sound spelling cards, predecodable/decodable books and phonemic awareness skills in an explicit and systematic manner.
- Develop students' writing fluency by teaching the writing process and writing genre through shared writing, guided writing, sensory writing, poetry writing, and writer's workshop.
- Increase ability to access information electronically and integrate the use of technology to organize/plan, draft, edit, revise and publish.
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as see integration of Language Arts embedded across curriculum.
- Use Core Literature selections in grades 2, 3, 4, and 5 to enable students to have exposure to rigorous literature. Teach the following eight strategies as developmentally appropriate during reading instruction: 1. Decoding and fluency; 2.) Visualize; 3.) Connect; 4.) Decide What's Important; 5.) Question; 6.) Infer and Predict; 7.) Synthesize; 8.) Repair (decoding and fluency.) These reading

strategies will explicitly be taught during self-selected reading, guided reading, and when integrated through science and social sciences lessons.

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.

Kenter Canyon transitional kindergarten curriculum is a two-year program that provides the opportunity for young children to be successful in school and will build a solid academic foundation by providing developmentally appropriate experiences for the areas of Language Arts, Mathematics, Science, History/social Sciences, Physical Education and the Visual and Performing Arts. The TK and Kindergarten teachers collaborate as a team, and understand the need to differentiate instruction for the range of developmental abilities, as well as, understand the essential skills that children need to have in order to successfully transition into the second year of kindergarten.

Transitional Kindergarten Language Arts Curriculum

The Transitional Kindergarten Curriculum at Kenter Canyon is designed to enable transitional kindergarten students to:

- Learn concepts of print, reading comprehension, word recognition, vocabulary and concept development, and structured features of informational materials (title, table of content, author, etc.) to motivate and establish an interest in a variety of topics that fosters a desire for reading.
- Identify front cover, back cover, and title page of the book as well as author and illustrator.
- Learn about letters, words, and sounds that help students read simple sentences and then build upon their knowledge in a developmentally appropriate multi-levelled manner.
- Using the Heggerty book, students build phonemic skills.
- Match oral words to printed words.
- Recall and retell basic facts and ideas, as well as making meaningful connections between texts, themselves, and the world.
- Learn to describe characters, setting, plot, and themes in literature. Make connections and predictions using pictures and context in the story.
- Identify types of everyday print, such as poems, storybooks, signs, labels, lists, etc.
- Use vocabulary repetitiously and foster independent thinking with daily calendar and writing activities.
- Identify and sort common words in basic categories such as shapes, foods, colors, etc.
- Use general and specific language to describe common objects and events.
- Compare and contrast ideas and concepts found in a various genres of literature.

- Employ alphabet and sound spelling cards, pre-decodable and decodable books, and phonemic awareness in an explicit and systematic manner.
 - Enhance oral language and acquisition of language, such as choral reading, singing, and speaking opportunities.
 - Practice and model appropriate rhyming and oral blending.
 - Demonstrate knowledge of high frequency words.
 - Make predictions about story content and connect stories to real life situations using pictures during
 - “Read Alouds” in the classroom or library Become familiar with various forms of literature, such as fairy tales, nursery rhymes, poetry, and stories that incorporate conflict and help teach social skills and character education.
 - Learn to legibly write words and brief sentences.
 - Participate in journal writing and story dictations.
 - Employ graphic organizers to write words and ideas for creating thoughts and ideas in writing or storytelling.
 - Learn to write and speak with a command of Standard English conventions.
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- Listen and respond to oral communication.
 - Speak clearly and coherently while participating in daily calendar and temporal events.
 - Using a combination of drawing, dictation, and writing.

Kindergarten Language Arts Curriculum

Kindergarten instruction at Kenter Canyon is designed to enable kindergarten students to:

- Learn concepts of print, reading comprehension, decoding and word recognition, vocabulary and concept development, and structured features of informational materials (title, table of content, author, etc.) to motivate and establish an interest in a variety of topics that fosters a desire for reading.
- Identify front cover, back cover, and title page of the book as well as author, illustrator, and table of content, copyright date as appropriate.
- Learn about letters, words, and sounds that help students read simple sentences and then build upon their knowledge in a developmentally appropriate multileveled manner.
- Using the Heggerty book, students build phonemic skills.
- Match oral words to printed words.
- Recall and retell basic facts and ideas, as well as making meaningful connections between texts, themselves, and the world.
- Learn to describe characters, setting, plot, and themes in literature. Make connections and predictions using pictures and context in the story.

- Engage in Close Reading strategies in order to gain deeper meaning of text.
- Distinguish between fantasy/fiction and realistic/non-fiction text.
- Identify types of everyday print, such as poems, storybooks, signs, labels, textbooks, recipes, lists, etc.
- Use vocabulary repetitiously and foster independent thinking with daily calendar and writing activities.
- Identify and sort common words in basic categories such as shapes, foods, colors, etc.
- Use general and specific language to describe common objects and events.
- Compare and contrast ideas and concepts found in a various genres of literature.
- Employ alphabet and sound spelling card, pre-decodable and decodable books, and phonemic awareness skills in an explicit and systematic manner.
- Enhance oral language and acquisition of language, such as choral reading, singing, and speaking opportunities.
- Enhance grade appropriate content and convention in writing, including author's chair and writer's conferences.
- Practice and model appropriate rhyming and oral blending.
- Demonstrate knowledge of high frequency words.
- Demonstrate knowledge of basic grammar skills, such as nouns, verbs, prepositions, and question words.
- Make predictions about story content and connect stories to real life situations using pictures during
- "Read Alouds" in the classroom or library.
- Become familiar with various forms of literature, such as fairy tales, nursery rhymes, poetry, and stories that conflict and help teach social skills and character education. Learn to legibly write words and brief sentences.
- Participate in journal writing and story dictations.
- Employ graphic organizers to write words and ideas for creating thoughts and ideas in writing or storytelling.
- Learn to write and speak with a command of Standard English conventions.
- Listen and respond to oral communication.
- Speak clearly and coherently while participating in daily calendar and temporal events.
- Using a combination of drawing, dictation, and writing, the students will compose opinion, informational/explanatory, and narrative writing pieces.

Grade One Language Arts Curriculum and Instruction

The Grade One Language Arts Curriculum is designed to enable students to:

- Have enthusiasm for reading as they begin to formally read through phonemic awareness, word knowledge, repeated reading of decodable books and text, and grade level materials.
- Decode fluently and grasp grade level appropriate materials using a variety of comprehension strategies.
- Use letter patterns and know how to translate them into spoken language using phonics, syllabication, and word parts; then, apply this knowledge to achieve fluent oral and silent reading skills.
- Distinguish initial, medial, and final sounds in a single syllable word.
- Distinguish long and short vowel sounds in orally stated single-syllable words (bit, bite)
- Create and state a series of rhyming words, including consonant blends.
- Add, delete, or change target sounds to change words (cow to how, pan to an)
Blend two to four phonemes into recognizable words (cat, flat)
- Segment single syllable words into their components (splat – s//p//a//t)
- Read aloud with fluency in a manner that sounds like natural speech.
- Develop the skill of turn taking while listening to other readers.
- Read and respond to a wide variety of significant works of children’s literature and distinguish between the structural features of the text and the literary terms and elements of the works.
- Engage in Close Reading to gain a deeper understanding of the author’s text.
- Respond to who, what, when, where, and how questions.
- Describe the elements of plot, setting, characters in stories as well as the story’s beginning, middle, and ending.
- Describe the roles of authors and illustrators and their contributions to printed material.
- Write clear and coherent sentences and a simple paragraph that develop a central idea with a purpose, audience, and a sense of closure.
- Print legibly and space letters, words, and sentences appropriately.
- Write narrative compositions that describe and explain familiar objects, events, and experiences. Write informative compositions that describe national holidays, heroes, famous people, and content-based topics. Write opinion compositions about familiar topics that persuade the reader to the author’s position.
- Recall, discuss, and write to summarize various genres of books throughout each unit of study.
- Distinguish between declarative, exclamatory, and interrogative sentences and appropriately use period, exclamation point, or question mark at the end of sentences.
- Capitalize the first word of a sentence, names of people, and the pronoun “I”. Progress through the multi-draft stages of the writing process with the use of Thinking Maps.
- Demonstrate a command both of Standard American English when speaking and drafting, research, and organization strategies in writing.
- Speak in a manner that guides their listeners to understand important ideas by using proper phrasing, pitch, and modulation.

- Write and speak in complete coherent sentences.
- Deliver oral presentations in an organized, coherent manner.
- Dramatize stories to discover their moral teachings and analyze what these stories tell about the culture, beliefs, customs, ceremonies, traditions, and social practice

Grade Two Language Arts Curriculum and Instruction

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

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

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

Grade Three Language Arts Curriculum and Instruction

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

- Acquire an ability to read for information across all genres.
- Decode, use, and seek meaning from unfamiliar words and multisyllabic words.
- Use sentence and word context to find the meaning of unknown words.
- Use a dictionary to learn the meaning and other features of unknown words.
- Ask questions and support answers by connecting prior knowledge with literal information found in and inferred from text.
- Recall major points in the text and make and modify predictions about forthcoming information.
- Learn to think as part of the reading process.
- Learn to follow multiple-step written directions.
- Become familiar with various authors and award winning book categories.
- Engage in nonfiction research skills.
- Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
- Employ technology-assisted instructional skills with their learning.

- Distinguish common forms of literature (poetry, drama, fiction, nonfiction).
- Write sentences in which the subject and verbs that are in agreement, and pronouns, adjectives, compound words and articles are used correctly in writing and speaking.
- Identify and use past, present, and future verb tenses properly in writing and speaking.
- Understand and use interrogative, imperative, declarative, and exclamatory sentences correctly in writing and speaking.
- Use commas in dates, locations, and addresses and for items in a series correctly.
- Write with a purpose and audience when writing personal and formal letters, thank-you notes, and invitations.
- Write narratives that provide a context within which an action takes place, includes well-chosen details that develop the plot, and provides insight into why the selected incident is memorable.
- Write descriptions that use concrete and sensory details to present and support unified impressions of people, places, things, or experiences.
- Develop a paragraph that has a topic sentence and additional sentences with supporting facts and details.
- Use the stages of the writing process (prewriting, drafting, revising, editing successive versions, and publishing) for writing assignments.
- Revise to improve sequencing, supportive details, descriptive language, and to ensure that paragraphs are developed around a central idea with sentences that are clear and coherent.
- Revise drafts to improve coherence and logical progression of ideas as identified in a criteria chart and rubric.
- Use reference materials and internet for researching a topic of interest employing grade level appropriate conventions, paragraph development, and structure.
- Capitalize geographical names, holidays, historical periods, and special events correctly.
- Make connections between reading and writing activities.
- Distinguish between fact and opinions.
- Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.
- Employ Thinking Maps, literature circles, writer's workshop, response journals, genre studies, internet research, and interviews to seek, organize, and extend information and ideas to enhance discussions about text or to support a written response.
- Assess their own writing progress using criteria charts and rubrics for writing assignments.
- Practice various language arts skills, reading strategies, and writing processes in small groups, pairs, and independently.

Grade Four Language Arts Curriculum and Instruction

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

- Acquire vocabulary, word knowledge and comprehend grade level text, grade level recommended literature and poetry, and self-selected material.
- Read fluently and independently for different purposes, such as personal enjoyment, location of information, and full comprehension.
- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- Increase their fluency, strategies, and skills as they pursue an interest in various topics within a variety of literature selections.
- Predict the meaning of words using context clues, apposition, and word structure using resources such as dictionaries, thesaurus and glossaries, and the internet to confirm their predictions.
- Make and confirm predictions about text using prior knowledge and ideas presented in the text itself such as illustrations, titles, topic sentences, important words, and foreshadowing clues.
- Use their ability to read to seek additional information.
- Clarify, extend, and make connections based on what they have read and grasp an understanding of text through teacher facilitated discussions as well as student led discussions using techniques such as handing off.
- Respond to a wide variety of significant works of literature including narrative and expository texts.
- Compare and contrast information on the same topic after reading several passages or articles.
- Distinguish between structural features of the text and the literary terms professional writer's use to create literary works.
- Identify structural patterns found in informational text, such as compare and contrast, cause and effect, sequential or chronological order, proposition and support, to strengthen comprehension.
- Write with clarity, confidence, organization and complex sentence structure.
- Conduct research by locating information in reference texts using the prefaces, appendixes, etc.
- Conduct research using reference materials such as dictionaries, thesaurus, encyclopedia, and online information as an aid to writing.
- Demonstrate keyboarding skills and familiarity of computer terminology such as cursor, software, word document, paste, copy, etc.
- Make cross-curricular connections as appropriate.
- Employ Thinking Maps, literature circles, writer's workshop, response journals, genre studies, internet research, and interviews to seek and organize information to enhance discussions about text or to support a written response.
- Write with a command of Standard English conventions appropriate for fourth grade.
- Write fluidly and legibly in cursive.

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

Grade Five Language Arts Curriculum and Instruction

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

- Read fluently and independently while comprehending grade level or advanced level texts and vocabulary with appropriate pacing, intonation, and expression.
- Use their knowledge of word origins and word relationships as well as contextual clues to determine the meaning of new words.
- Describe and make connections to essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
- Understand how text features (graphics, diagrams, charts, maps, etc.) make information accessible and usable.
- Read books in a variety of literary genres and present the knowledge and insights they have gained in different kinds of creative projects and other writing assignments.
- Clarify ideas and make connections between literary works by drawing inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge.
- Read and respond to historically and culturally significant works of literature.
- Distinguish facts, supported inferences, and opinions in expository text.
- Write with clarity, confidence, organization, and with complex sentence structure.
- Write with a command of Standard English conventions appropriate for fifth grade.
- Demonstrate mastery of organizational and drafting stages.
- Write texts of 500-750 words for a variety of genres, including narration, exposition, and description.
- Write clear, coherent, and focused multiple-paragraphed essays that exhibits their awareness of the audience and purpose.
- Write a research report about important ideas, issues, or events by using frame questions that direct the investigation, establish a controlling idea or topic, and develop the topic with simple facts, details, examples, and explanations.
- Create multiple-paragraph narrative compositions that establish and develop a situation or plot, describe the setting, and present an ending; show rather than tell the events of the story.
- Create multiple-paragraph expository compositions that establish a topic, important ideas, or events in sequence or chronological order; provide details and transitional expressions that link one paragraph to another in a clear line of thought; and offer a concluding paragraph that summarizes important ideas and details.
- Write responses to literature that demonstrate an understanding of a literary work; supports judgments through references to the text and to prior

knowledge; and develop interpretations that exhibit careful reading and understanding.

- Write opinion letters or compositions that state a clear position in support of a proposal, supports a position with relevant evidence, and follows a simple organizational pattern.
- Write essays with formal introductions, supporting evidence, and conclusions; employ the stages of the writing process.
- Employ Thinking Maps, literature circles, classroom library selections, writer's workshop, response journals, genre studies, internet research, and interviews to seek and organize information to enhance discussions about text or to support a written assignment.
- Use citations, end notes, bibliographic references to locate relevant information.
- Use a thesaurus and online sources to identify alternative word choices and meanings that enhance writing.
- Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses, use transition and conjunctions to connect ideas.
- Evaluate their own writing progress using criteria charts and rubrics for writing assignments.
- Maintain writing portfolios and allow students to engage in accountable talk about their work samples.
- Be prepared for middle school and beyond in the Language Arts areas of reading, writing, speaking, and listening.
- Work in collaborative teams, small groups, and in pairs/triads.
- Create well developed oral presentations.
- Deliver well-organized focused, coherent presentations that convey ideas clearly.
- Participate in question-and-answer activities, debates, mock trials to develop appropriate listening skills.

Mathematics

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

- Eureka Math, published by Great Minds, provides rigor and relevance in an approved textbook and supplemental kits to provide a high quality Mathematics program to all students. Additionally, manipulative kits, video clips, technology and real-life situations will support student learning and bring a creative and real-life approach to the delivery of instruction by teachers.
- Technology-based resources available to students' use at home and in school include DreamBox, Khan Academy, AAA Math, Bedtime Math. Do The Math.
- Present a rigorous curriculum that addresses the Common Core State Standards (CCSS) for mathematics across all grade levels. CCSS emphasis on conceptual

understanding shifts students' thought processes from gaining absolute knowledge to increasing mathematical reasoning skills.

- Develop students' mathematics proficiency by applying mathematical concepts and computational skills to a variety of math processes through exploration and skill development.
- Learn mathematics vocabulary to communicate ideas and synthesize concepts.
- Develop students' ability to model mathematical thinking utilizing various manipulatives, realia, charts, and diagrams.
- Develop students' ability to explain their thinking and mathematical reasoning to others.
- Develop students' quantitative and analytic abilities by becoming proficient in interpreting patterns and graphs relative to their own personal experiences.
- Develop students' understanding of the concepts of computations, patterns, functions, geometry, statistics, measurement and probability.
- Develop students' skills in using mathematical tools such as base-10 manipulatives, place value charts, rulers, compasses, protractors, calculators, and technology,
- Intervention aides use a Houghton Mifflin Harcourt published Intervention Program created by Marilyn Burns called "Do The Math" in all grade levels to provide small group instruction on skills and concepts that require reteaching, preteaching or reinforcement for identified gaps in mastery of grade level standards.

Transitional Kindergarten Mathematics Curriculum

Transitional Kindergarten Mathematics Instruction is designed to enable students in

- Transitional Kindergarten to: Understand number relationships and operations.
- demonstrate understanding of sorting and classifying objects by attributes.
- Demonstrate understanding of comparing, ordering and measuring objects.
- Identify and use a variety of shapes.
- Count orally 1-20.
- Count to 10 with 1-1 correspondence.
- Recognize, duplicate and extend patterns Ability to see and determine groups of objects up to 4.

Kindergarten Mathematics Curriculum

Kindergarten Mathematics Curriculum and Instruction is designed to enable students in Kindergarten to:

- Understand small numbers (1-30), quantities, and simple shapes in their everyday environment count, compare, describe and sort objects, and develop a sense of properties and patterns Benefit from instruction that emphasizes conceptual understanding and strategies.
- Understand the relationship between numbers and quantities.
- Compare two or more sets of objects (up to 10) and identify which set is equal to, more than, or less than the other.

- Count, recognize, represent, name and order a number of objects (up to 30).
- Understand and describe simple addition and subtraction.
- Compose and decompose numbers 1-20.
- Use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.
- Know that the larger numbers describe sets with more objects in them than the smaller numbers.
- Sort and classify objects by attributes and identify objects that do not belong to a particular group (these are orange balls and those are red balls).
- Understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties (roundness, size, position, number of corners).
- Identify common objects in their environment and describe the geometric features.
- Collect information about objects and events in their environments.
- Identify, describe, and extend simple patterns (circles, triangles) by referring to their shapes, sizes, or colors.
- Make decisions about how to set up a problem.
- Make precise calculations and check for validity of results in the context of the problem.
- Solve problems in reasonable ways and justify their reasoning using Math Talk.
- Explain reasoning used with concrete objects and/or pictorial representations.
- Kindergarten teachers will employ a variety of strategies including direct teaching, small group instruction, one-to-one intervention, hands-on experiences, working with manipulatives, observing real life situations and analyzing them, encouraging higher-level thinking and daily calendar work.
- Various strategies, formal and informal, are employed to assess students' growth and areas of improvement: observations, student work portfolios, teacher-created assessment, district provided assessments, one-on-one conferences, oral discussions and demonstrations, and authentic assessments.

Grade One Mathematics Curriculum and Instruction

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

- Understand and use the concept of ones and tens in the place value number system.
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
- Describe and analyze data and solve simple problems
- Use manipulatives, models, and drawings as strategies to solve problems.
- Understand the relationship among numbers and operations with a conceptual understanding as well as the computational procedures used.
- Use addition and subtraction equations to solve problems.

- Solve addition and subtraction problems with unknown numbers in various positions in an equation.
- Understand the value of numbers up to 120 (place value - tens and ones).
- Compare two two-digit numbers using knowledge of tens and ones place values and record results using symbols for greater than, less than, and equal to ($>$, $<$, $=$).
- Demonstrate the meaning of addition and subtraction and use these operations to solve problems up to three one-digit numbers.
- Recognize words and phrases that provide operational clues such as “altogether”, “more”, and “in all” for addition and “are left”, “remaining”, and “difference” for subtraction.
- Use the inverse relationship between addition and subtraction to solve problems.
- Count by 2s, 5s, and 10s to 120.
- Add and subtract 2-digit numbers with a basic understanding of place value and regrouping.
- Use number sentences with operational symbols ($+$, $-$, $=$) and expressions to solve problems.
- Compose story problems that require addition or subtraction equations to solve.
- Use direct comparison and nonstandard units to describe the measurement of objects (i.e., width, length, and volume).
- Identify common two-dimensional and three-dimensional geometric figures and classify them by common attributes (sides, corners, and faces).
- Use analog and digital clocks to tell time to the hour and half-hour.
- Organize, represent, and compare data by category on simple graphs and charts.
- Make decisions about how to set up a problem.
- Solve problems and provide evidence to support reasoning using drawings, numbers, or words.
- Recognize connections, relationships, and pa
- Solve problems with precision and accuracy.

Grade Two Mathematics Curriculum and Instruction

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

- Understand place value and number relationships in addition and subtraction and they will use simple concepts of multiplication and division.
- Measure quantities with appropriate units.
- Classify shapes and see relationships among them by paying attention to their geometric attributes. Collect data, record, organize, display, interpret the data on graphic organizers and analyze data and verify the answers.
- Benefit from sharing and recording their problem solving strategies.
- Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.

- Use words, models, and expanded forms to represent numbers to 1,000 (45 = forty plus five; $45 = 40 + 5$; $45 = 10 + 10 + 10 + 10 + 5$).
- Order and compare whole numbers to 1,000 using = , > , < symbols.
- Solve problems using a combination of coins and bills.
- Know and use the decimal notation and the dollar and cent symbols for money.
- Understand and use the inverse relationship between addition and subtraction ($8+6=14$, $14-6=8$) to solve problems and check solutions.
- Estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.
- Use mental arithmetic to find the sum or difference of two two-digit numbers.
- Model and solve simple problems involving multiplication and division.
- Understand that fractions and decimals may refer to parts of a set and parts of a whole.
- Model and solve problems by representing, adding, and subtracting amounts of money.
- Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.
- Recognize when an estimate is reasonable in measurement (closest inch and/or centimeter).
- Model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.
- Use data from charts, picture graphs, and number lines to solve addition and subtraction problems.
- Use commutative and associative rules to simplify mental calculations and to check results.
- Understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured.
- Identify and describe the attributes of common figures in the plane and of common objects in space.
- Use the number and shape of faces, edges, and vertices to identify solid figures and plane shapes (circles, triangles, squares, rectangles, spheres, pyramids, cubes, rectangular prisms).
- Put together and take apart shapes to create other shapes (i.e., two congruent triangles can be arranged to form a rectangle).
- Tell time using the nearest quarter hour and know relationship of time (i.e., minutes in an hour, days in a month, and weeks in a year).
- Collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.
- Represent the same data set in more than one way (bar graph and charts with tallies).
- Demonstrate an understanding of patterns and how they grow and describe them in general ways.
- Recognize, describe, and extend patterns and identify the following term in linear patterns (i.e., 4, 8, 12, ___).
- Make decisions about how to set up a problem.

- Students express their thinking of mathematical reasoning in written form using a variety of materials such as journals, posters, and electronic devices.
- Identify connections between one problem and another.
- Use tools, such as manipulatives or sketches, to model problems.
- Use repeated addition, arrays, and counting by multiples.

By the end of grade two, students understand place value and number relationships in addition and subtraction; use simple concepts of multiplication; measure quantities with appropriate units; classify shapes and see relationships among them by paying attention to their geometric attributes; collect and analyze data and verify the answers.

Grade 3 Mathematics Curriculum and Instruction

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

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

- Add and subtract simple fractions (i.e., $1/8 + 3/8 = 4/8 = 1/2$).
- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
- Understand that fractions and decimals are two different representations of the same concept ($1/2$ of a dollar, \$.50).
- Select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.
- Choose and use appropriate measurement tools and units to quantify the properties of objects.
- Describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems, such as identify, describe, and classify polygons.
- Make decisions about how to approach problems.
- Use strategies, skills, and concepts in finding solutions.
- By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems.

Grade Four Mathematics Curriculum and Instruction

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

- Understand multi-digit numbers and addition, subtraction, multiplication, and division of whole numbers.
- Describe and compare fractions with like and unlike denominators and decimals.
- Understand the relationships and properties of plane geometric figures.
- Collect, represent, and analyze data.
- Understand the place value of whole numbers through the millions and decimals to two decimal places and how whole numbers and decimals relate to simple fractions.
- Use the concepts of whole numbers, fractions, and decimals on a number line in order to compare and contrast value.
- Write tenths and hundredths in decimal and fraction notations and understand how to convert the fraction and decimal equivalents.
- Extend their use and understanding of whole numbers and apply it to the addition and subtraction of simple decimals.

- Round decimals to the nearest tenth or the nearest whole number and judge the reasonableness of the rounded answer.
- Solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.
- Know that numbers break down in different ways (i.e., $12 = 3 \times 4$, 2×6 , 1×12) and that numbers with only a factor of 1 and itself are called prime numbers.
- Know how to factor whole numbers.
- Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and number sentences.
- Know how to manipulate equations.
- Interpret and evaluate mathematical expressions using parentheses.
- Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.
- Understand how to calculate perimeter and area.
- Identify lines that are parallel and perpendicular; the radius and diameter of a circle; congruent figures; figures that have bilateral and rotational symmetry.
- Know the definitions of right angle, acute angle, and an obtuse angle.
- Understand that 90, 180, 270, and 360 degree angles are associated respectively with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns.
- Demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.
- Understand and use formulas to solve problems involving perimeter and area of rectangles and squares to find the perimeter and area of irregular shapes.
- Organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
- Make predictions for simple probability situations.
- Represent all possible outcomes for a simple probability situation in an organized manner (i.e., table, grid, tree diagram).
- Make decisions about how to approach problems with solutions such as breaking the whole problem into simpler parts.
- Know how to decompose a fraction into a sum of fractions with the same denominator recording it in more than one way (i.e., unit fractions, adding and multiplication.)
- Justify/rationalize reasoning of solutions.
- Add and subtract fractions and mixed numbers with like denominators.
- Persevere in solving problems using appropriate strategies.
- Use strategies, skills, and concepts in finding solutions.
- Use a variety of methods to explain mathematical reasoning such as words, numbers, symbols, charts, graphs, tables, diagrams, and models.
- By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

Grade Five Mathematics Curriculum and Instruction

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

- Know and use common measuring units to determine length and area.
- Know and use formulas to determine the volume of simple geometric figures.
- Use grids, tables, graphs, and charts to record and analyze data.
- Compute very large and very small numbers, decimals, and fractions and understand the relationship between decimals, and fractions.
- Determine prime numbers of all numbers through 50 and write the numbers as products of their prime factors by using exponents to show multiples of a factor.
- Perform calculations and solve problems involving addition, subtraction, multiplication and division of fractions and decimals.
- Demonstrate proficiency with division, including division with decimals and long division with multi-digit divisors.
- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Interpret a fraction as division of the numerator and denominator and solve word problems involving division of whole numbers leading to fraction or mixed number quotients.
- Solve problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators and express answers in the simplest form.
- Convert among different-sized standard measurement units within a given measurement system and use those conversions in multi-step, real-world problems.
- Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.
- Explain patterns in the number of zeros of the product when multiplying a number by powers of ten; use whole number exponents to denote powers of ten.
- Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.
- Identify and graph ordered pairs in the four quadrants of a coordinate plane.
- Understand and compute the volumes and areas of simple objects.
- Differentiate between and use appropriate units of measures for two and three-dimensional objects (i.e., perimeter, area, volume).
- Identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.
- Display, analyze, compare, and interpret different data sets of various sizes.
- Make decisions about how to approach problems.
- Determine when and how to break a problem into simpler parts.

- Use strategies, skills, and concepts in finding solutions.
- Use words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning.
- Use decimal understanding to read, write, compare, and round decimals to the thousandths place value.
- By the end of 5th grade students should be able to fluently apply the following math practices: make sense in problems and persevere in solving them; attend to precision; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; and look for and make use of structure.

Science

The Next Generation Science Standards (NGSS) are K-5 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students.

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

- Make Science relevant, aligned to grade level Next Generation Science Standards (NGSS), and provide the opportunity for discovery and inquiry.
- The Delta FOSS NGSS kits are designed with units of study for each grade level. The kits will be used to enhance delivery of instruction in the classroom as well as in the Science Lab or outdoor classroom environments.
- Technology-based resources provided to students for at home or in school use includes Mystery Science, Smithsonian Science Ed Center Game Center, Carolina Science, and Brain Pop, Jr./Brain Pop.
- Present across curriculum that explores the state content standards in depth for science at each grade level.
- Teach the science as a cumulative learning process that builds upon prior knowledge and experiences as students'; progress through grade levels.
- Develop students' ability to apply the scientific processes of inquiry, hypothesis testing, observation, prediction, communication, comparison, ordering and categorization, and inference.
- Provide students with an opportunity to research and conduct a "science experiment".
- Teach students to use scientific processes to help themselves evaluate the world in which they live.
- Use the science lab and/or outdoor classrooms to reinforce the science curriculum of the classroom by providing hands-on science lab activities that promote open-ended thinking and facilitate greater learning and understanding of physical, biological and earth sciences.

- Use specific expository reading strategies and skills at all grade levels, such as vocabulary development and reading comprehension, and infused throughout the science curriculum to address literacy needs of all students and help develop mastery of science concepts.

Transitional Kindergarten through Grade Five Science Materials:

NGSS Delta FOSS Kits, Delta Science Literature Collection, Science Lab Experiments, Hands-on Activities, Teacher and Grade-level Created Lessons.

In Science, Kindergarten through grade 5 students will be exposed to the following four strands: 1.) Life, 2.) Earth, 3.) Physical Sciences and 4.) Investigation and Experimentation in a curriculum that is based on the Next Generation Science Standards. (NGSS) All students, including English Learners, Gifted, and Special Education will have access to the science core curriculum, with modifications to meet their individual needs. Students will be afforded :

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

Science Themes by Grade Levels

- In **Kindergarten**, the students will be provided the opportunity to engage in Physical Science in the **Materials and Motion Module**, which provides experiences that heighten students’ awareness, curiosity, and understanding of the physical world as they observe and compare the properties of various wood, paper, and fabric by performing a number of tests and interactions. Students explore the concept of force and motion by observing and comparing a variety of pushes and pulls, the speed and motion of moving objects, and collisions. For Earth Science, students will explore the **Trees and Weather Module**, which provides systematic investigations of trees and leaves over the seasons to bring students to a better understanding of

trees' place at school and in the community. Students observe day-to-day changes in weather over the year, as well as the impact weather has on living things. For Life Science, students will be learn using the **Animals Two by Two Module** provides young students with close and personal interaction with some common land and water animals. Students observe differences in structure and behavior and learn about basic needs of animals.

In **Grade 1** Science, students will learn in Physical Science about the **Sound and Light Module** provides students with experiences to develop an understanding of how to observe and manipulate sound and light. Students learn that sound comes from vibrating objects. They explore how to change sound volume and pitch, and develop simple models for how sound travels from the source to the receiver. With light, students also work with sources and receivers. They find out what happens when materials with different properties are placed in a beam of light, and explore how to create and change shadows and reflections. For Earth Science, students will use the **Plants and Animals Module**, which provides experiences that heighten students' awareness of the way that plants and animals meet their basic needs. They observe plant structures and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, and stem cuttings). Students design terrariums and provide for the needs of both plants and animals living together in the classroom. For Life Science, students will use the **Plants and Animals Module**, which provides experiences that heighten students' awareness of the way that plants and animals meet their basic needs. They observe plant structures and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, and stem cuttings). Students design terrariums and provide for the needs of both plants and animals living together in the classroom.

In **Grade 2** Science, students will engage in Physical Science using the **Solids and Liquids Module** provides students with physical science core ideas dealing with matter and its interactions and engineering design. The experiences help students develop an understanding about how materials are similar and different from one another and how the properties of materials relate to their use. For Earth Science, students will use the **Pebbles, Sand, and Silt Module**, which provides experiences with earth science core ideas dealing with the observable structures and properties of earth materials (rocks, soil, and water), weathering and erosion of Earth's surface, natural sources of water, and how to represent the shapes and kinds of land and bodies of water on Earth. For Life Science, they will use the **Insects and Plants Module** provides experiences with the life science core ideas dealing with structure and function of living things, growth and development of plants and animals, interactions of organisms with their environment, and biodiversity of organisms on land and in water.

- In **Grade 3** Science, for Physical Science, students will learn **Motion and Matter Module**, which provides students with physical science core ideas dealing with forces and interactions, matter and its interactions, and engineering design. For Earth Science, the students will use the **Water and Climate Module**, which provides

students with experiences to explore the properties of water, the water cycle and weather, interactions between water and other earth materials, and how humans use water as a natural resource. For Life Science, students will use the **Structures of Life Module**, which consists of investigations dealing with the big ideas in life science. Students will describe and compare seed properties. They investigate the effect water has on seeds by setting up seed sprouters and observing and recording changes over a week. Students investigate seed dispersal mechanisms of plants. Students examine germinated seeds to determine similarities and differences in the way the organisms grow. They set up a hydroponic garden to observe the life cycle of a bean plant. Through direct experience and readings, students learn about plant structures and functions. Students will observe and record some of the structures of crayfish and compare them to other organisms, then investigate crayfish behavior. They learn about adaptations of organisms in different environments and engage in a simulation activity to explore food chains. Students will observe the articulated human skeletal system in action. They explore joints and their role in movement and build operational models of muscle–bone systems to see how muscles move bones. To investigate their skin, they make and analyze fingerprint patterns.

In **Grade 4 Science**, for Physical Science, the students will explore the concepts of energy and change, waves, and energy transfer in the **Energy Module**. They will experience electricity and magnetism as related effects and learn useful applications of electromagnetism in everyday life. They also consider energy transfer, force, and motion in different systems. Students investigate electric current and circuits. They work with a variety of components and explore conductors and insulators. Students explore series and parallel circuits and compare the functioning of the components in each circuit. They formulate and justify their predictions, based on their observations of electricity transferring energy to produce light and motion. Students investigate the properties of magnets and their interaction with materials and each other. They conduct an investigation to determine if like or opposite poles of a magnet attract. They construct a simple compass and use it to detect magnetic effects. They also discover that magnetism can be induced in a piece of iron. To investigate the strength of the force of attraction between two magnets, they graph data to look for patterns of interaction. Students go outdoors to find objects in the environment that are attracted to magnets. Students learn how to use electricity to make an electromagnet. They explore the variables that influence the strength of the magnetism produced by their electromagnets. Students observe energy transfer that results in heat, light, sound, and motion and they are introduced to sources of energy and components that store energy. They conduct structured investigations to discover how the variable of starting position on the ramp affects the speed of the rolling ball. Using controlled experiments, students test the variables of mass and release position to find out how they affect energy transfer. Students experience waves through firsthand experiences using ropes, demonstrations with waves in water, spring toys, and a sound generator. They use mirrors to experience reflecting light and build a conceptual model about how light travels. Students design series and parallel solar cell circuits and observe the effect

on the speed of a motor. For Earth Science, the students will Geology is the study of our planet's earth materials and natural resources. The **Soils, Rocks, and Landforms Module** provides students with firsthand experiences with soils, rocks, and minerals, and modeling experiences to study changes to rocks and landforms at Earth's surface. Students will investigate properties of soil by comparing four different soils. They learn that soils are composed of essentially the same types of materials (inorganic earth materials and humus), but the amounts of the materials vary. They begin to explore how rocks break into smaller pieces through physical and chemical weathering. Students will investigate the variables of slope and water quantity and plan and conduct their own stream-table investigations. Students look for evidence of erosion and deposition outdoors. They learn about the different processes that can result in fossils and how fossils provide evidence of life and landscapes from the ancient past. Students are introduced to the study of topography by building a model of a mountain. They create a topographic map, and use this map to produce another representation of the landforms and are introduced to processes that cause rapid changes to Earth's surface: landslides, earthquakes, floods, and volcanoes. Students will focus on earth materials as renewable and nonrenewable natural resources and learn the importance of earth materials as resources. For Life Science, the students will Through the study of different ecosystems, students build an understanding of the relationships between organisms and their environments. The **Environments Module** focuses on the concepts that organisms need energy and matter to live and grow, and that living organisms depend on one another and on their environment for their survival and the survival of populations. Students will observe and describe the living and nonliving components (biotic and abiotic factors) in terrestrial environments. They set up a mealworm environment at two temperatures and observe the life cycle over time. Students investigate how isopods respond to environmental factors such as water and light, and set up an isopod environment. Students investigate small animals that live in leaf litter and study their structures. Students set up a freshwater aquarium with different kinds of fish, plants, and other organisms. Students monitor the environmental factors in the system and look for feeding interactions among the populations. They learn about the role of producers, consumers, and decomposers in food chains and food webs in terrestrial and aquatic systems, including a marine ecosystem. Through an outdoor simulation, students learn about how food affects a population's home range. Students explore how animals receive information from their environment through their sensory system and use the information to guide their actions. Students set up and monitor experiments to determine the range of tolerance of water on the germination of four kinds of seeds: corn, pea, barley, and radish. In a second experiment, students test the effect of salinity on these seeds. Students study local plants by mapping schoolyard plants, and relating plant distribution to environmental factors and look at plant adaptations.

In **Grade 5 Science**, chemistry is the study of the structure of matter and the changes or transformations that take place within those structures. For Physical Science, the **Mixtures**

and Solutions Module introduces students to the properties, behaviors, and changes in substances—fundamental ideas in chemistry. Students make mixtures of water and solid materials and separate the mixtures with screens and filters. They find that water and salt make a solution—which cannot be separated with a filter, but only through evaporation. Students are challenged with a problem: how to separate a mixture of three dry solid materials. Students observe and compare soft drink solutions that differ in the amount of powder (water held constant) and in the amount of water (powder held constant) to develop the concept of concentration. They make salt solutions of different concentrations and compare them, using a balance. Students determine the relative concentrations of three mystery solutions made from the same solid material by comparing the mass of equal volumes of the solutions. Finally, students layer salt solutions to determine their relative concentrations. Students make a saturated solution by adding salt to water until no more salt will dissolve. They also make a saturated Epsom salts solution. Using a balance, they will compare the solubility of the two solid materials by comparing the mass of the salt and Epsom salts dissolved in the saturated solutions. Students use the property of solubility to identify an unknown material. They analyze local water samples using separation techniques. Students engage in an engineering design challenge to remove salt from ocean water. Students make three solutions with water, calcium chloride, baking soda, and citric acid. They systematically mix pairs of those solutions and observe changes that occur. The changes (formation of a gas and a white precipitate) are identified as evidence of a chemical reaction. For Earth Science, students will use the **Earth and Sun Module**, which focuses on Earth and the Sun as a system. Students collect and analyze shadow data. They observe the changes in the Moon's appearance over time. Then students explore the properties of the atmosphere, energy transfer from the Sun to Earth, and water cycling in Earth's atmosphere. Students trace their shadows in the morning and afternoon in order to monitor the position of the Sun as it moves across the sky. Students make hourly records of the position of the shadow cast by a golf tee. They imagine an observer on Earth and position themselves around a lamp to discover that the rotation of Earth produces day and night. The class starts a Moon calendar, on which they record the Moon's appearance every day for a month. Students grapple with the size and distance relationships among the Moon, Earth, and the Sun, and build a model of the Earth-Moon-Sun system. They are introduced to constellations as patterns of stars and simulate Earth's rotation to observe the appearance of stars rising in the east and setting in the west. Students are introduced to the atmosphere as a mixture of gases with properties that change with altitude above Earth's surface. Students review local weather reports and determine the variables that combine to produce the weather. Students investigate energy transfer on Earth. They investigate uneven heating by recording and graphing temperature changes when two earth materials absorb solar energy. Students will investigate systems to observe condensation on cold surfaces and determine the components of the water cycle. They explore the conditions that promote evaporation, and simulate the travels of a drop of water through the water cycle to explore the complexities of the process. For Life Science, the students will use the **Living Systems Module** to take a look at life at every level of organization—from biosphere to individual organisms—to acknowledge that it is complex, involving multiple parts working together in systems to maintain the viability and vigor of the system. Understanding living systems—ecosystems,

populations, and individual organisms—is a critically important perspective, leading toward an appreciation of the diversity and wonder of life on Earth.

Students will be introduced to a system as a collection of interacting parts that work together to make a whole or produce an action. They explore Earth as a system, focusing on the biosphere and describing ecosystems by looking at feeding relationships and energy transfers, described as food webs. Students learn that all cells have basic needs: water, food, gas exchange, and waste disposal. They will explore the transport systems that multicellular organisms have for moving nutrients and wastes. Students investigate leaf transpiration, model a human heart system, and investigate their lung volume to find out about the interacting parts of the vascular system in plants and the circulatory and respiratory systems in humans. They will explore ways that animals communicate through sound, visual displays, and smell. They find out about the role that instinct and learned behavior plays in the life of animals.

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

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

- Use McGraw-Hill's *IMPACT™: California Social Studies* series for K-5 to establish a rigorous curriculum that addresses the state content standards for history and social studies at each grade level.
- *IMPACT™: California Social Studies* is designed to engage students in the lives of the people who made history, allow them to experience relevancy through active learning, and empower them to develop empathy and critical thinking skills.
- Students will gain the tools they need to understand their place in the world, to take action in society, and to succeed in college, career and civic life.
- *IMPACT: California Social Studies K-12* is a dynamic, student-centered program designed to help teachers make an impact in the classroom, and to inspire students to make an impact on the world around them.
- Flexible digital and print resources in *IMPACT™: California Social Studies* support individual teaching styles, classroom technology use, and the needs of students.
- Technology-based resources to support History/Social Science at home and in class include: California Missions Foundation Virtual Tours; Library of Congress Virtual Tours, National Geographic Education Resource Library, Teaching California: Bringing Archives into the Classroom, National Parks Virtual Tours; Iconic Museum Virtual Tours; Brain Pop Jr./Brain Pop.
- Have students learn about their place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.

Emphasize multicultural perspectives in studying the experiences of different racial, religious and ethnic groups.

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

Teachers will facilitate the exploration of values critical to understanding the democratic process.

History/Social Science Themes By Grade Level

- In **Kindergarten** History/Social Sciences, students will explore ***In Learning and Working Together***, and will learn about the foundational concepts of identity, diversity, cooperation, and citizenship. These themes, among others, are woven into a discovery of significant people, places, and historical events. Children will also be introduced to using primary sources, maps, and time line
- In **Grade 1** History/Social Sciences, students learn ***In Our Place in the World***; and will begin to orient themselves with their surroundings. They will develop investigative skills that guide them to make connections to the people and places closest to them. They will celebrate community and country through interactive explorations all while building the skills they need to understand their place in the world.

- In **Grade 2** History/Social Science, students will explore ***In Exploring Who We Are***, and be given the tools to investigate our country and world through the lenses of history, geography, economy, and government. In each chapter of study, they will learn about ways in which people interact with the world around them and explore ways that they can impact their own world as well. They will make connections between their community's past and present to prepare themselves for their role in their community's future.
- In **Grade 3** History/Social Science, students explore the ***In Our Communities***, and will learn about the impact geography, culture, history, government, and economics have across the globe and in their very own community. Students will engage with maps, primary sources, time lines, and different perspectives to build citizenship skills and gain an understanding of the forces that shape their community locally and globally.
- In **Grade 4**, History/Social Science, students will explore ***In Regions of the United States***, will learn about the history, geography, government, and economics of each region. By interacting with maps, charts, time lines, and primary sources, students will discover what makes each region unique, as well as what connects each region to each other and to the world.

In **Grade 5** History/Social Science, students will explore ***In U.S. History—Making a New Nation***, and will learn about North America before the founding of the United States as well as the first several decades of the republic. By engaging with diverse perspectives and primary sources, students will build an understanding of the cooperation and conflicts that defined the early nation. Students will also connect issues from the past to their lives today.

- **Physical Education and Health**

- Kenter Canyon's Physical Education program is aligned to the California Physical Education Model Standards.
- Kenter Canyon faculty believes that high-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement.
- Physical Education is taught in a manner that helps students develop a healthy and physically fit lifestyle for years to come.
- Kenter Canyon's Physical Education program will teach grades K-5 students many skills and concepts that will help students achieve physical fitness.
- Skills and concepts will be taught and administratively monitored in grades 1-5, in accordance with California Education Code and LAUSD policy, for no less than 200 minutes every two weeks, and will allow enable students to further develop healthy bodies and healthy minds as they grow.
- Teachers in grades 1-5 will verify that they met the 200 minutes of Physical Education each month using the on-line verification system provided by LAUSD.

- Kindergarten PE will include 20 minutes of daily structured activities and skills that promote physical fitness, team work, cooperation, and sportsmanship.
- Students' Physical Education time, coupled with morning, mid-morning, lunch and afternoon recess as well as after school classes give Kenter Canyon students ample time to practice, play and have fun while developing healthy bodies.
- Kenter's Health program is taught in a manner that promotes best choices for nutrition, hygiene, and safety.
- Health is often integrated with language arts and science lessons.

Visual and Performing Arts

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

Dance

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

Theater

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

Music

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

Visual Arts

- Visual arts are often integrated with core content area, but Kenter Canyon's program also provides instruction in the elements of art with a professional artist for Kindergarten through grade 5 students.
- The visual arts consist of two-dimensional and three-dimensional creative expressions, such as painting, drawing, graphic arts, printmaking, mixed media, sculpture, ceramics, and using technology to create art.

- A primary goal of Kenter Canyon’s visual arts program is to assist students in understanding the creativity of others as well as their own by emphasizing the creative process and the product.
- Students use their senses of sight, sound, smell and touch to develop an understanding of characteristics of artworks.
- They learn to identify the elements of arts emphasizing time, color, shape and value.
- Students develop visual arts skills by creating developmentally appropriate, original art in a variety of media.
- Students respond to their own works of art and those of others in order to understand the feelings and ideas expressed in art created by artists of many cultures, place and times.
- Kenter Canyon students are afforded the opportunity to participate in Kenter Canyon’s Annual Spring Art Show in March featuring a variety of art samples from all grade levels to celebrate “Arts Education Month.”
- Kenter Canyon families are invited to participate in an annual Art Night activity in which a variety of artists share their expertise with students and parents in a structured way that enables all participants to leave with various art projects.
- Students also are afforded the opportunity to see their artworks reproduced on mugs, t-shirts, pillow cases, etc. with Kenter Canyon’s Square 1 Art project.
- Education in the arts cultivates creative problem solving, self-esteem, exploration and physical manipulation of materials and ideas.
- Kenter Canyon students explore diverse styles of painting, drawing, sculpture and printmaking processes with a focus on finding one’s individual creative talent.

Technology / Robotics Education Program

- Kenter Canyon provides a Technology Lab experience for all students with a highly qualified instructor to teach technology skills that can be applied to classroom assignments, projects, and research.
- Teachers will use the information available to them via the World Wide Web.
- Kenter’s technology goal is to provide a technology curriculum that promotes safety, awareness, efficiency, and integrity.
- Electronic devices are provided in K-5 classrooms to enable students to employ technology skills learned in the Lab with their classroom instructional program.
- Advanced Technology is offered to students in grades 2-5 in which students use their coding skills and apply to robotics education.

Character Education

- Kenter Canyon has established a “character education” calendar with a monthly focus area to foster character development in a manner that prepares all learners for a productive future. The character values are addressed as independent entities as well as addressed within lessons.

The monthly character education traits and definitions for 2020-2021 will be as follows:

Month	Character Trait	Definition
	Respect, Responsibility and Caring	Respect, responsibility and caring are the cornerstones for all of character. Kenter Canyon students will be afforded the opportunity to learn and develop their character as part of our school’s “Be You” efforts.
August	Kindness	<p>Kenter Canyon proudly kicks off its new school year by focusing on a strength we hope to recognize in students, parents, faculty and staff:</p> <p>Kindness.</p> <ul style="list-style-type: none"> ○ Doing a good deed for someone just because you wanted to but didn’t expect anything in return. ○ Never being too busy to do a favor for someone. ○ Helping someone who needs assistance. Being generous with your knowledge, skills, and resources and sharing them with others. ○ A simple random act of helpfulness. ○ Taking time to thank others for what they do for you. ○ Praise others for their efforts and achievements. ○ Being attentive and responsive to needs around you. ○ Just being “nice”.
September	Respect	<ul style="list-style-type: none"> ○ Showing high regard/consideration for self, others and property. ○ Respect includes cooperation, listening to understand others and mutual support ○ Showing consideration for other people and their property. ○ Treating others the way that you would want to be treated. ○ Using polite manners. ○ Accept authority. ○ Follow class expectations without reminders

		<ul style="list-style-type: none"> ○ Greet others with a smile and welcoming feeling ○ Listen and speak when appropriate ○ Applying the Golden Rule. ○ Displaying appropriate actions and speech.
October	Cooperation	<ul style="list-style-type: none"> ○ Cooperation includes listening to understand others and showing mutual respect; ○ Appreciating and accepting individual differences. Being fair to those around you. ○ Interacting constructively with others. ○ Participating in class teamwork, discussions and small/whole groups ○ Working with a positive attitude. ○ Sharing and taking turns. ○ Getting along with others even if someone disagrees.
November	Dependability	<ul style="list-style-type: none"> ○ Doing the right thing at the right time, so others can trust and depend on you. ○ Being trustworthy. ○ Consistently following directions. ○ Returning assignments and paperwork in a timely manner. ○ Completing assigned tasks with the best of your ability. ○ Being accountable for your own actions. ○ Consistently making appropriate choices. ○ Being a good friend. ○ Being reliable in various ways.
December	Responsibility	<ul style="list-style-type: none"> ○ Being accountable for your own behavior, for your actions, for what you do. ○ Responsibility includes self-discipline and work ethic (demonstrating commitment, pride and positive attitude in completing tasks). ○ Focusing on your job and doing it. ○ Being organized and responsive to directions ○ Fulfilling obligations. ○ Taking initiatives to correct mistakes and learning from them. ○ Following school and classroom expectation/rules. ○ Taking care of your belongings appropriately. ○ Taking on a task with a “I will achieve this” attitude.
January	Perseverance	<ul style="list-style-type: none"> ○ Staying the task and not giving up. ○ Demonstrating commitment, pride and positive attitude in completing tasks.

		<ul style="list-style-type: none"> ○ Trying again and again and again ○ Being patient and willing to work really hard. ○ “Be like a postage stamp, “stick to something until you get there!”—Josh Billings ○ “Never, never, never give up.” Winston Churchill
February	Initiative	<ul style="list-style-type: none"> ○ Being an informed, responsible and caring participant in your classroom ○ Initiating courage to do the right things in the face of difficulty and following your conscience instead of being a follower. ○ Being a self-starter and not waiting to be told what to do next. ○ Showing leadership. ○ Getting started and using time wisely. ○ Showing how you can be a leader when working in cooperative group situation or participating on a team. ○ Electing to do things on your own without prompting. ○ Choosing extension activities to broaden my learning without the encouragement from authority but from my own desire.
March	Caring	<ul style="list-style-type: none"> ○ Showing concern for the well-being of others. ○ Using your words and actions to help others. ○ Giving of yourself without expecting anything in return. ○ Just being “kind” to one another. ○ Helping others with a skill or tasks that is more difficult for them than it is to you. ○ Anticipates and responds to other people’s needs. ○ Being empathetic to others. ○ Being compassionate to others as well as to learning content and learning experiences. ○ Showing that you care about other’s feelings.
April	Fairness	<ul style="list-style-type: none"> ○ Treating all people with honesty and respect. ○ Giving everyone equal opportunities to succeed. ○ Cooperating with one another. ○ Celebrating the uniqueness and value of everyone. ○ Making sure others are not treated badly. ○ Accepting when decisions don’t always go in your favor or the way you expected or wanted. ○ Showing patience with others.

		<ul style="list-style-type: none"> ○ Including others and inviting them to engage in play or learning with you. ○ Treating others equal, even or the same. ○ Thinking of others and not just yourself. ○ Following the rules and taking turns. ○ Understand from other’s perspective. ○ Refrain from responding with negative responses when an decision does not align to your thinking or desired outcome.
May	Endurance & Hope	<ul style="list-style-type: none"> ○ ENDURANCE is using one’s whole self/inner strength to accomplish what is difficult, even when one feels like giving up. The opposite of ENDURANCE is despair, quitting when things get hard. ○ Believing you will and can be successful. ○ Believing what you desire is possible. ○ Being optimistic and positive about your future. ○ Having a positive attitude, even when facing difficult situations. ○ Being willing to work hard and always doing your best ○ Pursuing your goals and following your dreams. Keep hope alive! ○ Helping and encouraging. ○ Asking yourself what it means to have “hope” in your life. ○ Reflect and ask how others have demonstrated hope and how your character traits compare to those like Helen Keller, Henry Ford, Anne Frank, Martin Luther King, Jr., Thomas Edison, Harriet Tubman, Mother Teresa, and others. ○ Believing you will be successful and using your character traits to define yourself. “Be You.”

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

Kenter Canyon School will follow the LAUSD established calendar for the Single Track Schools as adopted by the LAUSD Board of Education. The school year typically will begin in August and end in June. For school year 2020-2021, the first day of instruction is August 18, 2020 and the last day of instruction is June 10, 2021.

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

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

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

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

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

- **Daily Schedules**

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

- 7:35 a.m. Playgrounds Open
- 7:50 a.m. Teacher Contractual Arrival Time for Sign-in
- 8:05 a.m. First Bell Rings
- 8:10 a.m. Second Bell Rings; Instruction Begins
- 9:15 a.m.-10:30 a.m. Rotations for Nutrition and Recess
- 11:15 a.m.-1:15 p.m. Rotations for Lunch Periods
- 1:15-2:50 p.m. Instruction
- 2:50 p.m. Dismissal
- 3:00 p.m. Contractual Sign-out Time for Teachers

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

- Teachers at each grade level meet to establish daily schedules that maximize their instructional time. Schedules at Kenter Canyon meet and/or extend required time for core curriculum and include a variety of opportunities that supplement core instruction. Students' instruction includes:
 - 30 minutes weekly of library/media center
 - 30 minutes weekly of vocal music instruction
 - 50 minutes weekly of visual arts instruction
 - 30 minutes weekly in grades K-1 and 50 minutes of technology robotics instruction
 - 30-45 minutes weekly of hands-on discovery lessons in science lab
 - 45 minutes of science lab weekly
 - 30 minutes of music weekly
 - 100 minutes of physical education weekly for grades 1-5
 - 20 minutes of psychomotor time daily for kindergarten

Sample Daily Schedules for Each Grade Level

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

TK-Kindergarten Schedule Sample

8:05 a.m.	First Bell Rings
8:10 a.m.	Instruction Begins
8:15-8:30 a.m.	Morning Business
8:30-9:15 a.m.	Reading / Phonics / ELD
9:15 a.m.	Nutrition / Psychomotor Time
9:35 a.m.	Language Arts / ELD
10:30 a.m.	Eureka Mathematics
11:15 a.m.	Lunch
12:00-12:45 p.m.	Science / Science Lab/ Social Studies
12:45 p.m.	Second Step / Health / Independent Work Time
*1:50 p.m.	Dismissal on Tuesdays & Thursday (Banked Time Days)
1:45 -2:15 p.m.	Physical Education / Library / Art / Music
2:15 – 2:45 p.m.	Library / Read Aloud
2:45-2:50 p.m.	Closure
2:50 p.m.	Dismissal (Monday-Wednesday-Friday)

TK-Kindergarten Shortened Day Schedule Sample

7:55 a.m.	First Bell Rings
8:00 a.m.	Instruction Begins
8:00-8:20 a.m.	Morning Business
8:20-9:00 a.m.	Reading / Phonics / ELD
9:00-9:20 a.m.	Nutrition / Psychomotor Time
9:20 a.m.	Language Arts / ELD
10:10 a.m.	Eureka Mathematics
11:00 a.m.	Lunch
11:45-12:30 p.m.	Science / Science Lab/ Social Studies

12:30p.m.	Second Step / Health / Independent Work Time
1:50 p.m.	Dismissal

TK-Kindergarten Minimum Day Schedule Sample

7:55 a.m.	First Bell Rings
8:00 a.m.	Instruction Begins
8:00-8:20 a.m.	Morning Business
8:20-9:00 a.m.	Reading / Phonics / ELD
9:00-9:20 a.m.	Nutrition / Recess
9:20 a.m.	Language Arts / ELD
10:10-11:00	Eurika Mathematics
11:00-11:45 p.m.	Science / Science Lab/ Social Studies
11:45-12:30 p.m.	Second Step / Health / Independent Work Time
12:30p.m.	Pack and prepare for dismissal
12:35 p.m.	Dismissal

Grades 1 & 2 Daily Schedule Sample

8:05 a.m.	First Bell Rings
8:10 a.m.	Instruction Begins
8:15-8:30 a.m.	Morning Business / Review Homework
8:30-9:50 a.m.	Reading / Phonics / ELD
9:50 a.m.	Nutrition / Recess
10:05 a.m.	Language Arts / ELD
10:30 a.m.	Eurika Mathematics
11:30 a.m.	Lunch
12:15-12:45 p.m.	Science / Science Lab/ Social Studies
12:45 p.m.	Second Step / Health / Independent Work Time
*1:50 p.m.	Dismissal on Tuesdays & Thursday (Banked Time Days)
1:45 -2:15 p.m.	Physical Education / Library / Art / Music
2:15 – 2:45 p.m.	Library / Read Aloud
2:45-2:50 p.m.	Closure
*2:50 p.m.	Dismissal (Monday-Wednesday-Friday)

Grades 1 & 2 Shortened Day Schedule Sample

7:55 a.m.	First Bell Rings
8:00 a.m.	Instruction Begins
8:00-8:15 a.m.	Morning Business / Review Homework
8:15-9:35 a.m.	Reading / Phonics / ELD
9:35 a.m.	Nutrition / Recess
9:55-10:30 a.m.	Language Arts / ELD
10:30-11:30 a.m.	Eurika Mathematics
11:30 a.m.	Lunch
12:15-12:45 p.m.	Science / Science Lab/ Social Studies
12:45 p.m.	Second Step / Health / Independent Work Time
1:50 p.m.	Dismissal

Grades 1 & 2 Minimum Day Schedule Sample

7:55 a.m.	First Bell Rings
8:00 a.m.	Instruction Begins
8:00-8:15 a.m.	Morning Business / Review Homework
8:15-9:35 a.m.	Reading / Phonics / ELD
9:35 a.m.	Nutrition / Recess
9:55-10:30 a.m.	Language Arts / ELD
10:30-11:15 a.m.	Eurika Mathematics
11:15-12:00 p.m.	Science / Science Lab/ Social Studies
12:00-12:30 p.m.	Second Step / Health / Independent Work Time
12:30-12:35 p.m.	Write down homework / Prepare for dismissal
12:35 p.m.	Dismissal

Grades 3 - 5 Daily Schedule Sample

8:05 a.m.	First Bell Rings
8:10 a.m.	Instruction Begins
8:15-8:30 a.m.	Morning Business / Review Homework
8:30-10:10 a.m.	English Language Arts / Core Literature / ELD
10:10 a.m.	Nutrition / Recess
10:30 a.m.	Eurika Mathematics
11:45 a.m.	Second Step / Health
12:15 p.m.	Lunch
1:00 p.m.	Science / Science Lab/ Social Studies
*1:50 p.m.	Dismissal on Tuesdays and Thursdays (Banked Time Days)
1:50-2:20 p.m.	Physical Education / Library / Art / Music
2:20-2:45 p.m.	Read Aloud / Independent Work Time
2:45-2:50 p.m.	Closure
*2:50 p.m.	Dismissal (Monday-Wednesday-Friday)

Grades 3 - 5 Shortened Day Schedule Sample

7:55 a.m.	First Bell Rings
8:00 a.m.	Instruction Begins
8:00-8:15 a.m.	Morning Business / Review Homework
8:15-9:30 a.m.	English Language Arts / Core Literature / ELD
9:30 a.m..	Nutrition / Recess
9:50-11:00 a.m.	Eurika Mathematics
11:00-11:30 a.m.	Second Step / Health
11:30-12:15 p.m.	Lunch
12:15-1:00 p.m.	Science / Science Lab/ Social Studies
1:00-1:30 p.m.	Physical Education / Library / Art / Music
1:30-1:45 p.m.	Read Aloud / Independent Work Time
1:45-1:50 p.m.	Closure
1:50 p.m.	Dismissal

Grades 3 - 5 Minimum Day Schedule Sample

7:55 a.m.	First Bell Rings
8:00 a.m.	Instruction Begins
8:00-8:15 a.m.	Morning Business / Review Homework
8:15-9:30 a.m.	English Language Arts / Core Literature / ELD
9:30 a.m..	Nutrition / Recess
9:50-10:50 a.m.	Eurika Mathematics
10:50-11:15 a.m.	Second Step / Health
11:15-11:45 p.m.	Science / Science Lab/ Social Studies
11:45-12:20 p.m.	Physical Education / Library / Art / Music
12:20-12:30 p.m.	Read Aloud / Independent Work Time
12:30 p.m.	Closure/Write down homework/Prepare for dismissal
12:35 p.m.	Dismissal

Instructional Days – Minimum and Shortened Day Calculator Matrix:

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above / Below State Req't.
TK/K	Yes	93	336	75	275	4	255	8	285	180	36000	55173	19173
1	Yes	93	336	75	275	4	255	8	285	180	50400	55173	4773
2	Yes	93	336	75	275	4	255	8	285	180	50400	55173	4773
3	Yes	93	336	75	275	4	255	8	285	180	50400	55173	4773
4	Yes	93	336	75	275	4	255	8	285	180	54000	55173	1173
5	Yes	93	336	75	275	4	255	8	285	180	54000	55173	1173
6	No									0	54000	0	54000
7	No									0	54000	0	54000
8	No									0	54000	0	54000
9	No									0	64800	0	64800
10	No									0	64800	0	64800
11	No									0	64800	0	64800
12	No									0	64800	0	64800

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

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

- The most effective professional development is with our own school's internal expertise when shared and refined by Kenter Canyon's outstanding faculty and committed Instructional Leadership Team. The power of our professional learning communities has actively fostered a results-oriented, collaborative professional environment.
- Content of professional development needs are assessed by curricular committees as well as grade level teams, Instructional Leadership Team and the Professional Development Committee.
- Kenter Canyon teachers are afforded the opportunity to analyze data, work samples and students' strengths and growth areas at monthly "Focus on Language Arts" and "Focus on Mathematics" professional development sessions. These focused sessions allow teachers to plan collaboratively for students identified as Tier 1, II, III students and next steps to meet differentiated academic needs in Language Arts and Mathematics.
- Kenter Canyon believes that when teachers work together in a collaborative culture, dramatic increase in student achievement is inevitable. Kenter Canyon teachers are committed to a set of shared goals defined in our vision, mission and goals statement.
- Kenter Canyon encourages teachers to register for professional development opportunities provided by national, state, and district professional organizations such as the California Association for Gifted Conference, National Mathematics and Science Conference, International Reading Association Conference. These high quality conferences keep our teachers abreast of new strategies, resources and materials to support differentiated instruction and address needs of targeted students, such as students with disabilities, gifted and talented, English Learners.
- Banked Time PD on Tuesdays and Thursday will be a successful model for Kenter Canyon as it has been the past fifteen years. Banking time on these days and extending school hours on Monday, Wednesday, and Fridays has provided weekly opportunities for grade level planning, committee meetings, and networking/conferencing with parents/guardians, as well as time to attend training workshops/sessions addressing a myriad of topics, including mandated

administrative requirements such as Child Abuse, Suicide Prevention, CAASPP Training, Positive Discipline training, Eureka Mathematics, NGSS Science, etc.

- Banked Time Tuesdays and Thursdays provide time to enable all faculty and staff to participate in CPR certification workshops, develop safety and discipline protocols, and establish a school-wide positive discipline plan.
- Banked Time Tuesdays and Thursdays provide time to analyze assessments and identify strengths and deficits for grade level work samples/lessons, units of study, interim assessments, DIBELS, and create differentiated lessons for students who are not meeting grade level benchmarks.
- Banked Time Tuesdays and Thursdays provide time for Kenter's Instructional Leadership Team (ILT) to reflect on grade level feedback to develop plans that address instructional and assessment needs.
- The ILT is a powerful adult learning community focused on academic excellence and provides a balance of mindsets, behaviors, and outcomes as they reflect on student and faculty instructional needs. Kenter Canyon's Instructional Leadership Team (ILT) is comprised of one teacher from each grade level, as well as the Resource Teacher, Language Arts Chair and Mathematics Chair. The grade level representatives are novice and seasoned teachers whom serve on different committees, including SWD, GATE, EL, PD, Technology and Safety.
- The ILT is accountable for common understanding and implementation of the CCSS. Their primary task is to develop a plan for executing professional development activities and indicators that follow.
 1. The ILT establishes common expectations for CCSS aligned instructional practice. They create, adapt, and adopt of set of common expectations for what CCSS-aligned instructional practice looks like, beginning with a careful study of the standards, the necessary instructional shifts and teaching standards, rubrics and protocols.
 2. The ILT develops protocols to ensure that they help all teachers achieve common expectations, such as developing ongoing professional development that evaluates existing professional learning and develop new experiences and system for teacher that both prioritize the CCSS and feature highquality content, multiple delivery modes, and more opportunities for ongoing collaboration and reflection.
 3. The ILT will design a comprehensive assessment strategy that places instruction and actionable date for teachers at its center. The ultimate goal is for teachers at each grade level to work directly with one another to translate qualitative and quantitative data into effective CCSS-aligned instruction.
 4. The ILT will review the alignment of instructional resources used by teachers and students with the goals and expectations of the CCSS.
- Professional Development topics for 2020-2021 will include:
 - 1.) Continue to focus on CCSS-aligned lesson development and planning;
 - 2.) Child Abuse Awareness Training
 - 3.) Sexual Harassment in the Workplace Traning
 - 4.) Suicide Prevention / Crisis Teams / Threat Assessments

- 5.) Differentiation Planning for Diverse Learners
- 6.) Expert Facilitators to analyze achievement data and plan lesson studies together.
- 7.) PD for newly implemented Eureka Mathematics
- 8.) PD for newly implemented NGSS Science
- 9.) PD for newly implemented History/Social Studies programs;
- 10.) Analyze work samples and assessments to guide instructional needs in English Language Arts and Mathematics
- 11.) Thinking Maps training aligned to CCSS / Writing Strategies
- 12.) Next Generation Science Standards (NGSS) and use of Delta FOSS Kits;
- 13.) ELD Master Plan Strategies for EL Instruction Aligning Delivery of Instruction with Teaching and Learning Framework
- 14.) Ongoing Technology Training for adult learners to provide technology-assisted instruction as well as management data and records and become familiar with new software programs introduced to faculty and students.
- 15.) Grade level discussion/Vertical Team Discussions About Strategies that Promote Student Achievement
- 16.) Safety, Emergency Preparedness and CPR Training.

In 2020-2025, Kenter Canyon will provide weekly professional development time for teachers while maintaining the mandate to achieve the required 55,100 instructional minutes for students in grades K-5. For 2020-2021, Kenter Canyon's waiver for banked time days will follow this example:

- 93 regular instructional days (335 minutes each) which totals 31,155 instructional minutes on these days.
- 7 shortened days (284 minutes each) which totals 2,030 instructional minutes on these days.
- 4 minimum days (250 minutes each) which totals 1020 instructional minutes on these days.
- 76 banked time professional development days (275 minutes each) which totals 20,900 instructional minutes on these days.
- 180 school days in 2020-2025 will total 55,100 minimum total minutes for each school year.

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*.

The identification process English Learners (EL) will be determined through:

- Home Language Survey
- ELPAC (English Language Proficiency Assessment for California)

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

- Initial enrollment
- Parent meetings
- Master Plan Program Options Informational Meeting 1 & 2
- Kindergarten orientation meetings.
- Back-to-School Night
- English Learner Coordinator's Meetings for EL Parents

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

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

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

Process of Annual Evaluation of EL/RFEP students includes:

- English Learner Progress Monitoring using measures such as report card grades, ELPAC, DIBELS, curriculum-based assessments and student work samples
- Continued monitoring by English Language designee/coordinator and administration for students identified as Redesignated Fluent English Proficiency (RFEP).
- Language Appraisal Team (LAT) meetings: Initial and Follow-up as necessary for the purpose of informing parents of identified areas for growth as well as to design an action plan to resolve linguistic and academic concerns
- Students are provided supports and targeted interventions such as classroom scaffolds, small groups based upon academic needs, before/after school tutoring, 1:1 targeted instruction, connecting to community based resources & supports, and parent training for instructional home activities.

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

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

Supporting Long Term English Learners (LTELs) or Students at Risk of Becoming LTELs

- Tracking EL students' annual progress will help identify students who are at risk of becoming LTELs as they matriculate from grade level to grade level.
- Identifying LTELs to classroom teachers will help them to plan dedicated support these students will continue to need. This may be done with small group, additional time allocation, paraprofessional support or help from a software program.
- LTELs typically lack proficiency with academic language and require more support with vocabulary development for academic settings.
- Instruction for LTELs should be designed for explicit language development that integrates subject-matter content, English literacy and language, and academic vocabulary.
- A common strategy for helping LTELs master literacy goals is to incorporate topics and activities that allow students to connect with issues of personal interest or relevance.
- Providing additional support through peers, paraprofessionals, bilingual teachers with one's native language is used to compliment and be a positive influencer of English proficiency.
- Teachers of LTEL students will receive dedicated and ongoing professional development on teaching techniques that can be applied in classrooms, such as how to utilize the element of peer coaching.
- When monitoring annual EL progress, it is important for receiving and sending teachers of EL students to discuss intervention strategies that helped their targeted students and to strive for coherence and consistency between grades.

Process of Annual Evaluation of English Learner Programs at Kenter Canyon

Structured English Immersion

The goal of the Structured English Immersion (SEI) program is acquisition of English language skills and access to core content so that ELs can succeed in a Mainstream English classroom. This program option is designed to ensure that ELs meet ELD and grade-level standards through high-quality instruction. In addition to designated ELD, students are provided integrated grade-level core content instruction that is appropriately differentiated and scaffolded in English, with primary language support for clarification throughout the day. The focus of the SEI program is to accelerate English Language Development in order to minimize academic deficits that may occur, as students are not

yet proficient in the language of instruction. ELs that are “less than reasonably fluent” are placed in the SEI program, unless another instructional program option is requested by the parent/guardian.

Mainstream English Instructional Program

The goal of this program is to ensure that ELs that have transitioned from a SEI (or have been opted into the mainstream program via a parental withdrawal from services) continue to progress linguistically and academically to meet ELD and grade-level content standards. These students receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support. This program option also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers.

In order to ensure accountability for implementing effective instructional services for these English Learner programs, Kenter Canyon will do the following:

Teachers will

- Consistently implement with fidelity designated English Language Development Frame of Practice as outlined in the LAUSD English Learner Master Plan and any other Central Office directives regarding ELD instruction.
- Foster academic interactions using constructive conversations, use complex text to model complex sentences, and fortify complex output to increase the quantity and quality of language production.
- Provide integrated instruction during core content so that the ELD standards work in tandem with the ELA and other content area standards.
- Teachers have a content and language objective during integrated ELD and use research-based strategies and scaffolds to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English. LAUSD has provided high impact essential practices that teachers use in the classroom during both integrated and designated ELD.
- Attend all professional development and professional learning community sessions.
- Monitor student progress in ELD for progress towards expected benchmark achievement
- Refer to Student Success and Progress Team or intervention when students do not make adequate progress.
- Maintain contact with the students’ families and keep them apprised of their children’s progress.
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress towards learning language outcomes. System allows for tracking individual student growth over time and communication with parents.
- Participate in maintaining records and in communicating with parents

Principal will:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD through designated and integrated instruction.

- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of LTELs, ELs, and recently reclassified students.
- Conduct regular classroom walkthroughs to ensure that designated and integrated ELD support are being delivered in the manner outlined in the LAUSD English Learner Master Plan
- Evaluate program objectives and outcomes of all relevant staff using the Teaching and Learning Framework.
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement.
- Utilize multiple sources of data to monitor EL program implementation.

English Learner Designee/Coordinator will:

- Provide professional development to all stakeholders, which support the LAUSD Master Plan program implementation. This may include but is not limited to:
 - Identification and placement of English Learners.
 - Effective designated and integrated instruction and intervention services for English Learners.
 - Effective ELD and access to core methodologies
 - Use of ELD Assessment Profiles available on the LAUSD Focus Dashboard.
 - Reclassification criteria process and procedures as defined by LAUSD Reclassification Policy
 - Collaborate with teachers and principal to ensure that the professional development plan and intervention services address the linguistic and academic needs of ELs
 - Facilitate grade-level team meetings to analyze English Learner assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction.
 - Provide support to teachers and staff to improve student achievement and accelerate the learning of English Learners.
 - Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students.
 - Convene and participate in SSPTs for students not making adequate progress.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

At Kenter Canyon, many students demonstrate an ability to achieve beyond grade level. Teachers provide students with many opportunities to study the core curriculum with increased depth and complexity. Through our staff training, teachers incorporate strategies

that emphasize higher level thinking skills and promote novelty in student outcomes. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration of the curriculum when appropriate. Students who are identified as GATE or high achieving are clustered in academic peer groups within each class. Our GATE coordinator works with teachers to provide current training on gifted instruction and differentiation. The coordinator also meets with staff and parents of identified GATE children to explain what the gifted program consists of and educational opportunities for their children as well as the school's procedure for screening and identifying GATE students.

Students Achieving Below Grade Level

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

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

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

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

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

The SSPT is composed of general education teachers, special education teachers, an administrator/designee, parent of the child being discussed, and other professionals such as the school nurse, adaptive physical education teacher, occupational therapist, physical

therapist, inclusion facilitator, speech and language therapist, GATE coordinator, English Learner coordinator, and school psychologist.

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

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

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

Socioeconomically Disadvantaged Students

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

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

For this reason, low socio-economic disadvantages students and parents may be counseled by administration, school psychologist, school nurse, counselor, other support staff, and primarily by the child's homeroom teacher.

Kenter Canyon ensures that the educational needs of all students with low socioeconomic status are met. Students are identified using the Free and Reduced Lunch Program data.

These students are provided the appropriate supplies and materials and are given the same educational opportunities as their peers. Within the classroom, teachers provide additional resources including a lending library to give children the opportunity to read at home with their parents. Additionally, we provide an electronic device check-out system to parents whose children may need the equipment for equal access as their peers. In addition, teachers regularly meet with parents to provide strategies for individual support at home. Teachers monitor low socioeconomic student's academic achievement by regular classroom assessments, monitoring basic needs, and ongoing communication with families.

Within the Kenter Canyon community, students with low socio-economic status are provided a plethora of support which includes tickets to school events and scholarships for field trips, enrichment programs and after-school experiences.

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

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

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for adhering to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

Conversion Affiliated Charter

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

a. General Requirements

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

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

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

b. Transferring Students

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

c. Assessments

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the

required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated

Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

Students in Other Subgroups

Foster Youth

- Teachers and staff at Kenter Canyon schedule a professional development session annually addressing foster youth education using LAUSD resources. This is part of our annual administrative certifications.
- During the duration of this petition, if Kenter Canyon should have Foster Youth to enroll in its school, funding sources would be reallocated to address supports and services, such as counseling and foster parent workshops, to insure the needs of Foster Youth were prioritized.
- Should a Foster Youth be enrolled at Kenter Canyon, we would complete enrollment paperwork and collect important documents. This may include: (1) proof of education rights (see Education Decision Makers for Foster Youth); (2) immunization records; (3) transcript or report card; and (4) Individualized Education Program (“IEP”), if applicable. To adhere to our legal obligation, Kenter Canyon would immediately enroll foster youth, even if any of documents cannot be completed at the time of enrollment.
- Kenter Canyon would work with the adult enrolling the student to complete the Foster Youth Questionnaire that informs the school if the child is on probation as well as the adults who are authorized to be part of his school decisions. This may include a foster parent, social worker, etc.
- Knowing the foster youth’s caregiving team allows the child’s teacher to reach out to provide support and address any academic or social-emotional needs of the child.
- Using the enrollment information (oral and written) and the student’s previous records, Kenter Canyon’s admissions team may denote development repercussions that are impacting the child’s wellness as well as his academic progress. Such experiences may include (1) abuse, neglect, or abandonment that brought them into the child welfare system; (2) being removed from their families; and (3) repeated home and/or school placement changes while in the system.
- Kenter Canyon’s admissions team would convene to determine the most appropriate and beneficial classroom assignment, support/intervention needs, transportation or meal needs and academic supports. These team would include the Principal/Designee, Foster Youth Program Coordinator (Office Technician), School Psychologist, School Nurse, Resource Teacher and members of the child’s caregiver team.
- Using the youth’s transcripts and information available at the time of enrollment, we would ensure the youth is enrolled in the same grade level they were enrolled in at their previous school.
- Youth with disabilities would be placed in an appropriate program with services comparable to those in their previous IEP. We would notify appropriate special education staff to schedule the youth’s 30 day IEP. (Cal. Educ. Code § 56043.)

Homeless Students

- Teachers and staff at Kenter Canyon schedule a professional development session annually addressing homeless education using LAUSD resources.
- During the duration of this petition, If Kenter Canyon should have a homeless student to enroll in its school, the school's designated homeless education liaison would be alerted to support the family and child. Principals annually designate a variety of coordinators/liaisons for various student groups. At Kenter Canyon, the Office Technician serves as the homeless education liaison.
- The purpose of the designated homeless education liaison in each LAUSD school is to help the family with school enrollment; help the family decide which school is best for their child; help their child get basic school supplies, supplemental services and free school meals; to help the family set up public transportation to and from the school of origin (if eligible); provide referrals to resources in the community; and to refer to Homeless Education Program special events.
- The homeless education liaison at Kenter Canyon will ensure the child attends school daily and on time as attendance leads to progress.
- The homeless education liaison will arrange time for the parents/caregivers to meet and talk with teachers regularly to discuss how the child is doing; inform caregivers about school meetings; secure meetings with the school psychologist to help the child deal with changes and challenges; get the child additional help if needed (e.g., tutoring, counseling).
- Administration would help the liaison to decide which school is best for the child.
- Administration and the liaison would get basic supplies for the child.
- Administration and the liaison would work with the Food Service Manager to secure free school meals.
- The liaison would provide referrals to resources within the community.
- The liaison would make referral to Homeless Education Program Special Events.

“A TYPICAL DAY”

A “typical day” at Kenter Canyon School validates several unique characteristics that support the reason the community takes so much pride in their public school. The school is beautifully landscaped and is kept clean by students, staff, visitors, and parents. Throughout the campus, there is a sense that students are eagerly engaged in their learning. Students are seen transitioning from traditional classroom settings to the library, Science /STEAM or Technology/Robotics Labs, and going to the auditorium or outdoor classrooms for dance, theater, art, music or physical education. Student work samples adorn classroom walls. The school's playgrounds provide a variety of options to maximize physical activity for them. Announcements and display cases recognize Citizens of the Month, Library activities, highlights and photographs, and a plethora of various topics throughout the year. The campus provides a safe, positive, and clean learning environment. Students treat each other and school property with respect. As a full-inclusion school, classroom composition will include students with diverse ethnic and

cultural backgrounds, as well as students identified for various specialized programs, such as GATE, Special Education, or English Language Development.

Kenter Canyon's campus provides outdoor learning areas such as shaded bench areas, work tables, and grass fields in addition to traditional classroom space. In various locations throughout the campus, students engage in rigorous standards-based instruction, enrichment lessons, arts integrated with curriculum, hands-on discovery science experiments and physical education lessons. When entering Kenter classrooms, one might hear soft music being played, rich conversations taking place among students, project learning being planned in cooperative groups, and student presentations being made. It is common to witness students using laptops to research a variety of topics or create a technology-based project. Coding and robotics education are daily occurrence in the grades 2-5 Technology/Robotics Lab. In the library, students are exposed annually to guest readers, poetry contest, new award-winning books, and activities appropriate for their grade level.

On a typical day, Kenter Canyon's highly dedicated staff will execute carefully planned lessons using a variety of strategies including clear expectations, accountable talk, instructional conversations, Thinking Maps/graphic organizers, technology-assisted instruction with iPads, Chromebooks or MacPros, and various teaching and learning modalities. Additional adult assistance is a common practice at Kenter Canyon that is evidenced by the use of instructional aides, parent volunteers, and community volunteers.

Kenter Canyon's clerical staff provides a pleasant welcome to the school's main office while the Plant Manager and Grounds Worker maintain clean, sanitized restrooms, cafeteria, and classrooms. The Cafeteria Manager updates bulletin boards and provides nutritional tips for students in the cafeteria area.

On a typical day at Kenter Canyon, students practice recycling, reducing, and reusing resources. The school has blue recycling bins in all classrooms and larger ones outside each building. There are 22 blue bins on campus which has greatly reduced the number of trash receptacles needed. Students are taught to appreciate their learning environment, exercise respect for school property, and work collaboratively to maintain the beauty of the school and environment.

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

recess/playtime as a Parent Playground Partner; additionally, parents provide a safe welcome to our school in the morning by volunteering as Safety Valet Drop-Off Helpers are one of the three drop-off locations at our school.

Kenter Canyon takes pride in its students' achievements, campus beautification, social responsibility work, character education program, restorative justice practices and the collaboration of its stakeholders that bring some kind of uniqueness to the school each day.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

Measurable achievement goals and outcomes at Kenter Canyon shall include competency in the school's academically rigorous core curriculum that shall be aligned to CCSS as adopted by the State Board of Education pursuant to Education Code Section 60605 [Education Code 47605((b)(5)(ii)]. See Element 1.

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

DIBELS in grades K-2 will be used to measure the school's early literacy progress. Tracking annual results with "beginning of the year" (BOY), "middle of the year" (MOY, and "end of the year (EOY), provides teaches with a pattern of progress for individual students and an overall class with data for foundational literacy skills.

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

Teachers will analyze Interim Block Assessments (IABs) data, class work, publisher-provided assessments and grade-level designed tests to establish next steps that support students in reaching proficiency levels and mastery of grade level standards.

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

- 4=Advanced
- 3=Proficient
- 2=Partially Proficient
- 1=Not Proficient

Feedback will allow students to effectively and immediately understand their proficient and growth areas as students work to excel towards mastery of the Common Core State Standards. Analyzing the feedback provides teachers with data to help plan and guide their students' instructional needs.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

DATA ANALYSIS AND REPORTING

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

Kenter Canyon is a high-achieving school that meets all school district and state-wide performance standards. The primary means of monitoring Kenter Canyon's academic performance will be Smarter Balanced standardized test scores and the California Dashboard accountability system or equivalent. Kenter Canyon will use other data such as interim block assessments, (IABs) DIBELS, teacher and/or published designed assessments to measure student progress. The same data will be used to measure goals for grades K-2 where standardized assessments are not administered.

Each month, Kenter Canyon teachers will have two designated Banked Time Professional Development days called "Focus on ELA" and "Focus on Math". These days are scheduled to enable grade level teams and/or vertical teams to meet and analyze work samples, assessments, score assessments as a team and determine lessons strengths and lesson growth areas. The data derived from these monthly opportunities affords an opportunity to focus on all student groups, including English Learners, Foster Youth, Impoverished Youth and Students with Disabilities. The data from these sessions are examined at English Language Arts Committee and Mathematics Committee monthly meetings, in which a grade level representative serves on each committee. These committees then make recommendations to administration and/or to Governance Council, and to other applicable committees such as the Student Success and Progress Team.

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

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important to ensure that students continue to receive the support they need to do well in school.

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

Additionally, Kenter Canyon will administer the California English Learner Proficiency Assessment California (ELPAC) to assess the English fluency of all students whose primary language is not English.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

The chief decision-making body at Kenter Canyon shall be called the Kenter Canyon Governance Council. The Governance Council shall be governed in its operations and its actions to be consistent with the terms of the Charter Schools Act, and Article XXVII of the U.T.L.A. bargaining unit agreement except as otherwise indicated in the charter.

The Governance Council hears and considers recommendations from the adjunct and standing committees which are comprised of faculty, staff and parents. The committees include curricular committees, safety/emergency preparedness, positive discipline team, Student Success and Progress Team, technology, personnel selection, admissions, budget, and calendar.

- The school administration provides parents, teachers, staff and administration the templates that will be the tools for developing its LCAP and annual update. The Principal will review the template, encourage stakeholders to sign-up to get input and develop each part of these types of documents. Most of the content comes from the various committees. As the data, narratives and support documents are being compiled to develop the final documents, they are shared with Governance Council meetings as well as committee meetings. The Co-Chairs for the Governance Council will add approval of the items to their meeting agenda in advance of state and district deadlines for these types of documents.
- The monthly curricular meetings give the community members and stakeholders an opportunity to give input on improvements and changes to the school’s educational program through discussions and motions developed at monthly committee meetings and monthly Governance Council meetings. Surveys are used to provide input for some issues and proposals. Other parent meetings that provide opportunities for parent input include:
- Kenter Canyon prides itself on having 325 parent volunteers from its 427 families in 2020 who sign-up to volunteer in classrooms to provide small group support to the

teachers as well as other classroom projects, including sharing a science experiment, reading to the class, etc. This opportunity also provides parents with an opportunity to observe the real happenings and needs of a classroom. Their input and suggestions are valid as they've been a part of classroom as a volunteer.

- Parent involvement at Kenter Canyon is exceptional and allows parents' input to be valid and in alignment with the classroom teachers.
- Parent Support Group quarterly meetings
- "Tea with Terry" monthly socials that provide an informal forum for parents to share their opinions and ideas
- Library Parent Bookworm provide an opportunity for parents to engage in suggestions for writing and reading contests, such as Literacy Night, our Annual Poetry Contest, Word of the Week, Million Word Challenge, Book Fairs, author visits, etc.
- Parent Playground Partners encourages parents to join our students and supervision aides for recess and lunch playtime for additional supervision, added small group games, provide input and feedback about recess equipment, games, and other related recess matters.
- Safety Valet Program allows parents to witness the need for safety volunteers and help students leave their vehicles in a safe manner.
- Kenter Canyon Safety Committee uses its parents who are professional healthcare providers, emergency caregivers, community advocates, emergency preparedness businesses to provide input on the school's safety and emergency preparedness.
- Kenter Canyon has a website, www.kentercanyon.org, that serves as the school's primary source of information to the community and families served by the school. The website is maintained by a group of volunteer parents who each work in the field of technology and/or computer science. The website is used to register for Literacy Night, Math Night, Art Night, Science Night, Talent Show Auditions, as well as a place to feature our students' exceptional work samples and photographs of the campus.
- All items on the website are Principal approved and forwarded to a shared email address that enables several webmasters to post the item, announcement, update, etc.
- The website is divided into public and private domains. The home page is accessible to anyone who accesses our school's website address to retrieve current announcements as well as school data, discrimination policy and Governance Council minutes/agendas. The private pages are reserved for Kenter Canyon families to access classroom specifics, specific committee chairs and contact information, student groups like Student Council, Helping Hands and Junior Coaches.

The Kenter Canyon Governance Council is comprised of one administrator, seven teachers with two alternates, seven parent/community representatives, one community with two alternates and one classified employee representative. Representatives are elected for a two-year term. Three or four representatives are elected annually with three or four completing the remainder of their term; thus, keeping representatives with prior year experience as decision makers. Elections are held in the month of May annually. The first

meeting of the new school year begins with an orientation that includes Brown Act training. At that meeting, elections are held for one parent and one staff person to serve as Co-Chair for the Governance Council. All elected representatives are eligible to be nominated and elected as Recording Secretary and Parliamentarian (if the Council consents to that position.) All parents and staff members are encouraged and invited to Governance Council Instructional Committee meetings, such as English Language Arts/Social Sciences, Mathematics, STEAM, Integration of Technology/Robotics, Positive Discipline, Professional Development, Arts Education, English Learners, Gifted Education and Student Success and Progress Team. Additionally, parents and staff members are invited and encouraged to attend Operational Committee meetings, such as Budget, Calendar, Personnel Selection, Facilities & Maintenance, Parent Resources, Safety/Emergency Preparedness, School Climate and Admissions/Attendance. Meetings are scheduled eight times throughout the year, in which, four are scheduled at 2:00 p.m. and four meetings are scheduled at 6:00 p.m.

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. related to staffing, credentialing, and assignments.

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

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee

Certificated Personnel

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

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school..” (Ed. Code § 47605(c)(5)(F).)*

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan), and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

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

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

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

Student Recruitment

Kenter Canyon School will continue to recruit students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities with a variety of recruitment strategies, including:

- Keep our school’s website updated with information about “affiliated charters” as an option within LAUSD,

- Market/define our school to other parts of Los Angeles by sharing our innovative programs, such as Robotics, Visual and Performing Arts, special events and Kenter Canyon’s After-School Enrichment Programs.
- Kenter Canyon will use online outreach platforms and other media, such as Facebook, Next Door App, West Los Angeles News and the LAUSD Choices Programs.
- Kenter Canyon will ensure that the LAUSD Choices Booklets and Unified Enrollment Posters are displayed in libraries around the city as well as partnerships like Boys & Girls Clubs and Parks and Recreation Community Boards.
- Information about the admissions and lottery process are part of the presentation at each month’s Prospective Parents Informational Meeting and Campus Tour.
- Send outreach information via the LAUSD Blackboard Connect system as well as send home informational letters that encourages the school’s parents to assist with outreach at their worksites across the city in an effort to enhance our school’s diversity.
- Kenter Canyon’s digital marquee will also share the link to obtain information about the school and lottery timeframes and procedures.

Application Procedures

Resident Boundary Students

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

Non-Resident Boundary Students

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

Lottery Preferences and Procedures

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

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

- **LAUSD Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades **K-4** at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- Other LAUSD Students

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

- **California Students**

- Siblings

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

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

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

Kenter Canyon will adhere to the guidelines established for Unified Enrollment for affiliated charter school. Kenter Canyon will conduct a drawing within two weeks following the release of the Unified Enrollment applicants or at a time determined by the District.

Charter School shall hold its lottery in the Kenter Canyon Library , or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the drawing will be conducted using a randomizer computer software program or the old-fashioned drawing from a container one at a time. The method for drawing will be determined by the Governance Council Admissions/Attendance Committee once the number of lottery participants is known. Whether technology or a drawing system is used, the drawing process will be completed in the public random drawing meeting in the presence of: (1.) one Governance Council parent representative, (2) one Kenter Canyon clerical staff member; and (3.) the Principal (or designee) will oversee the process and answer questions for prospective parents.

Participants unable to attend the drawing may call the office to learn their ranking number for their child's grade level or visit the Unified Enrollment platform for their ranking.

All applicants subsequent to the close of the enrollment period are placed at the end of the waitlist in the order received.

To maintain integrity of the lottery process, the Principal asks if there are any questions following the drawing for each grade level. The Principal also answers questions at the end of the lottery drawing and reviews the potential registration at each grade level.

As Kenter Canyon's enrollment has continually increased and lottery space availability continues to decrease.

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

- a. Lottery participants will be contacted by email or telephone in order of their lottery number should space be available at the applicant's grade level. If a lottery applicant is offered a position in the late spring or summer vacation, the student is expected to accept within five business days of the offer.
- b. A "welcome to our school" letter is sent to all Kenter Canyon families two weeks prior to the start of school. A clerical staff member will contact the family should they not show on the first day of school to find out if they are forfeiting their seat or if the child is ill.
- c. If a seat becomes available after the first week of school, the family will have five business days to transfer or officially enroll their child at Kenter Canyon. After five business days, the family will forfeit their seat unless medical/physician verification is provided.
- d. Once enrolled, lottery applicants have the right to remain at Kenter Canyon through grade 5 and will no longer need to apply for the annual lottery.

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

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

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis

beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be

responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

ADDITIONAL PROVISIONS

FACILITIES

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

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

CURRICULUM AND INSTRUCTION

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

TRANSITIONAL KINDERGARTEN

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

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

MATHEMATICS PLACEMENT

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

WASC ACCREDITATION

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

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

GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL

Charter School shall continue to use LAUSD’s Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

STUDENTS WITH DISABILITIES

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for adhering to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools..

Conversion Affiliated Charter

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 use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and . submit to the District all required reports.

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

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

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

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 Support and ProgressTeam (SSPT) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated

Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

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

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.

h. Staffing Requirements

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

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

i. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

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

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

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

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

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. related to staffing, credentialing, and assignments.

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

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee

CERTIFICATED PERSONNEL

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

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school..” (Ed. Code § 47605(c)(5)(F).)*

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan), and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

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

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

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

residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

APPLICATION PROCEDURES

Resident Boundary Students

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

Non-Resident Boundary Students

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

LOTTERY PREFERENCES AND PROCEDURES

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

- **LAUSD Students**

- **Siblings**

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

- **Other LAUSD Students**

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

- **California Students**

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

□ Siblings

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

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

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

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

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless

of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that

students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

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

To District:

LAUSD

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response

may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school. state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

REVOCAION OF THE CHARTER

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

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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