



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## **Knollwood Preparatory Academy**

A DISTRICT AFFILIATED CHARTER SCHOOL

11822 Gerald Ave. Granada Hills, CA 91344

## **Renewal Charter Petition**

Submitted  
March 5, 2025

### **TERM OF CHARTER**

**JULY 1, 2025 TO JUNE 30, 2030**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Knollwood Preparatory Academy (also referred to herein as “Knollwood Prep”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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 the pupil’s 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(e)(2)(A).)
- Except for existing pupils 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 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(e)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

### GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	Cecilia Salazar, Principal
• The contact address of Charter School is:	11822 Gerald Ave. Granada Hills, CA 91344
• The contact phone number for Charter School is:	(818)363-9558
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Region:	North
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this charter term will be:	434
• The grade level(s) of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2025-2026 is:	August 11, 2025
• 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.	434
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (e.g. daily hours) for Charter School will be:	8:00am-2:28pm
• The term of this Charter shall be from:	July 1, 2025-June 30, 2030
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	Not Applicable

## COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

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

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

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

**Enrollment:** A significant portion of our charter school's enrollment is commuter students who apply to enroll from outside the area boundaries of the charter school. The socioeconomic status of the typical Knollwood student is different from the socioeconomic status of the area where the charter school is located. We are a Title I charter school located just behind a country club and golf course. Our nearest elementary school neighbor, El Oro Way Charter, has a Title I ranking of 38% compared to Knollwood's 59%. Our commuter families seek out our charter school for its academic benefits and charter school culture and climate.

**Culture and Climate:** A student's day at Knollwood Preparatory Academy starts with being greeted. When students walk into the charter school, they are welcomed by a member of the staff. Our charter school values community and climate. Despite being a commuter school, 90% of our families are enrolled in Parent Portal. We hold annual events where families are invited to come and participate several times a year, including but not limited to: Multicultural Fair, Science, Technology, Engineering, Arts, and Math (STEAM) Night, and Literacy Night. Our Parent Teacher Association (PTA) plans additional activities such as movie nights and dances afterschool.

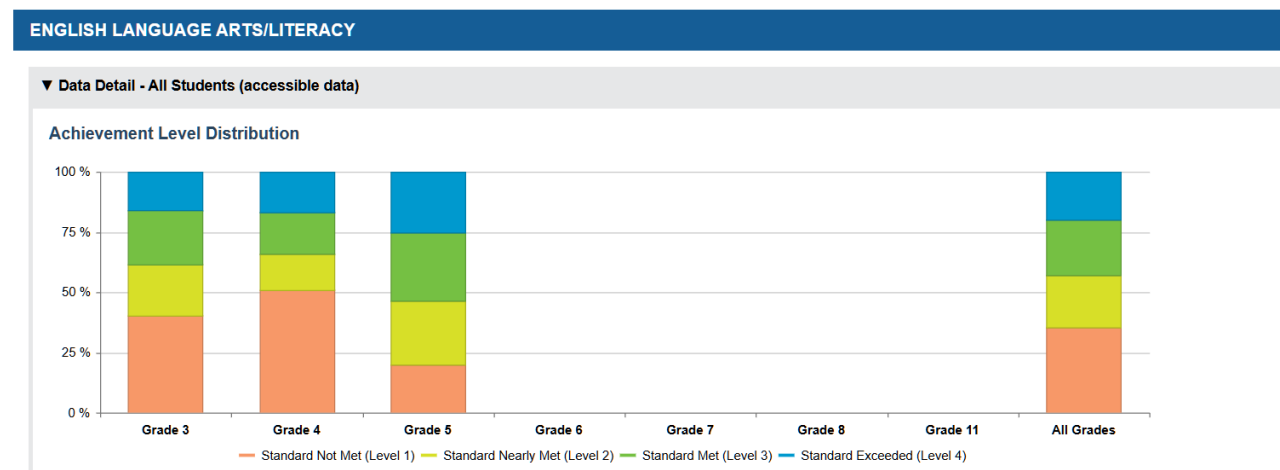
Our teachers and staff are trained in Social Emotional Learning (SEL) strategies including restorative justice. All students are taught self-management and conflict resolution strategies, including using the Restorative Rainbow which gives students the framework for holding a restorative conversation with "I" statements that allow them to respectfully acknowledge the other person's perspective and seek a solution to their problem. On the 23-24 School Experience Survey, 90% of the students at the charter school reported "I am happy to be at this school."

We encourage character development and citizenship with schoolwide positive behavior intervention strategies. Students can receive a "Caught Being Good" coupon from any adult on campus and enter a weekly drawing to be celebrated for their good behavior. Classes as a group also earn "Knollwood Knights" coupons that are redeemable for a small class celebration. The charter school staff collaborate to create a safe and welcoming environment for all students on campus, regularly communicating about changing and evolving student needs.

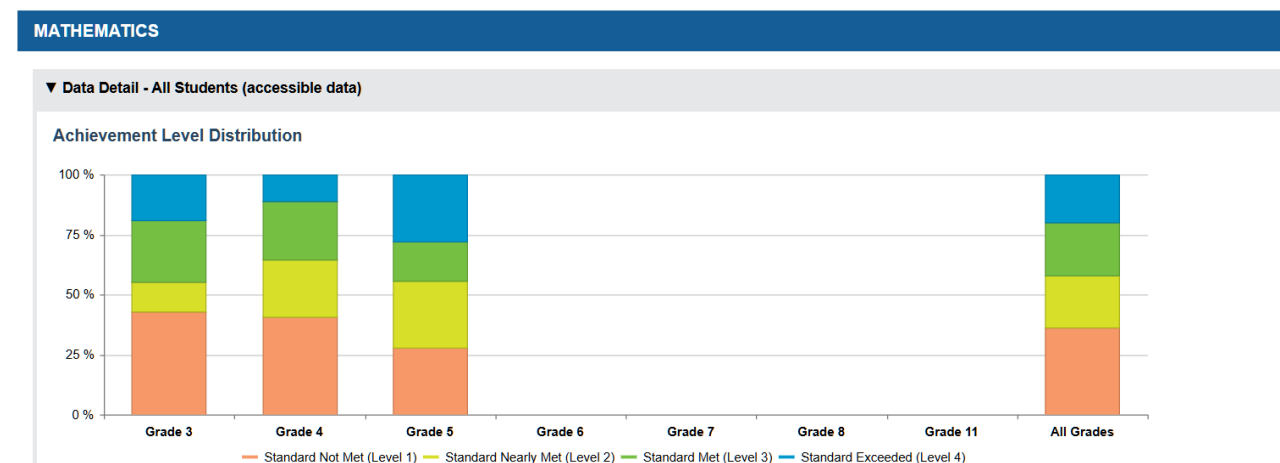
Within the staff, the charter school upholds a culture of communication and collaboration. Teachers work beyond grade level teams and engage in inter-grade level dialogue in order to better align our teaching practices and expectations.

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

Knollwood Preparatory Academy has been making steady growth in both California Assessment of Student Performance and Progress (CAASPP) and iReady levels. Based on data from the Whole Child 2.0 Platform, in the 23-24 school year, 44% of students in grades 3-5 have scored at or above benchmark on the CAASPP Math assessment. 45% of students in grades 3-5 have scored at or above benchmark on the CAASPP ELA assessment.

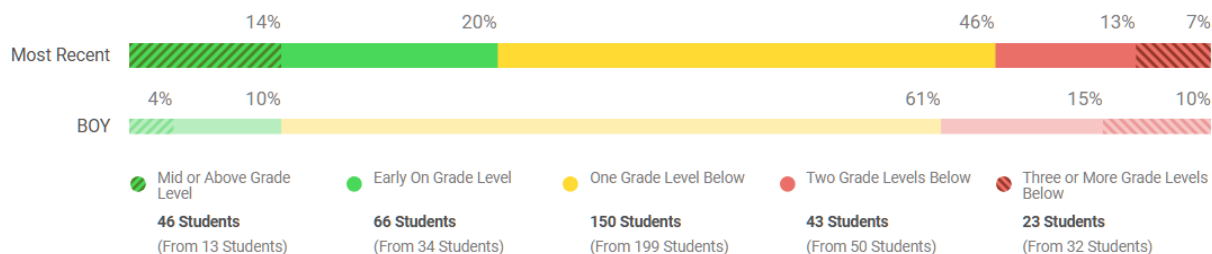


Data screenshot from Whole Child 2.0



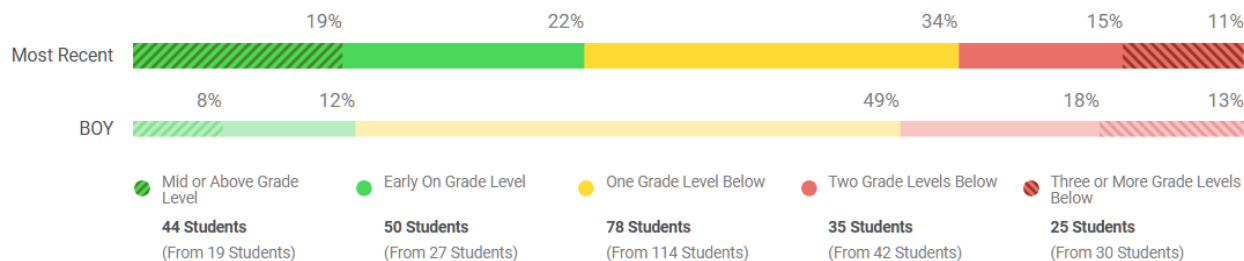
Data screenshot from Whole Child 2.0

In the 24-25 school year, based on iReady data comparing performance from the beginning of the year to the middle of the year, the percentage of students at or above grade level has grown by 10% in math for grades K-5.



Data screenshot from iReady Reports

In the 24-25 school year, based on iReady data comparing performance from the beginning of the year to the middle of the year, the percentage of students at or above grade level has grown by 21% in math for grades K-5 (K-2 only includes data from students who took both assessments voluntarily).



Data screenshot from iReady Reports

**Parental Involvement:** All stakeholders at Knollwood have worked cooperatively as a school family to create a safe and supportive environment that fosters learning and personal growth. Parental involvement is a critical part of our charter school success. Our Knollwood parents take an active and crucial role in providing an atmosphere that promotes education and quality work habits. We strongly encourage our parents to be an active part of their child's education by making sure they get to school on time and attend regularly. Knollwood teachers and staff facilitate Parent Workshops to give our families the opportunity to learn all about the Common Core State Standards (CCSS), college requirements, and classroom instruction. Knollwood has maintained approximately 90% Parent Portal registration in the last three years as measured by the FOCUS dashboard. Our parents are also involved in our Governance Council, SSC and ELAC to ensure that our school-based decisions are in the best interest of every child.

**Professional Development:** The elementary school years are an exciting time of learning and growth for our students. These years provide students with the opportunities to begin a love for reading, to explore new interests, and to expand skills while discovering personal strengths. We



strive for students to experience a well- rounded program that helps them harness their uniqueness and strengths. To provide our students with quality instruction, our teachers meet in grade level planning once every two weeks during psychomotor time. We have implemented and embraced the practice of the Plan-Do-Study-Act (PDSA) cycle. During grade level planning time, teachers identify challenges and desired outcomes, plan methods to measure progress, carry out the plan to test the proposed changes, examine the data collected to assess progress, and make changes to the next iteration of the plan and start the cycle again. This practice systematizes the flexibility and adaptability that our teachers need to be responsive to student needs as they deliver instruction.

The charter school's administration, Instructional Coach, and the TSP Coordinator facilitate professional development opportunities for teachers on Common Core Implementation strategies for ELA and Mathematics lesson design and delivery, with a focus on problem-solving and real-world applications. Additionally, professional development is offered for teachers of English Learners on ELD lesson design and instructional strategies for English language acquisition and access to core instruction focused on CCSS.

Teachers participate in on-site peer coaching, evaluate student progress, and plan a research-based English Language Development intervention program to meet the needs of struggling EL students. 100% of our teachers are participating in grade level planning, professional Development, and Plan, Do, Study, Act (PDSA) cycles. The PDSA Cycle is a systematic, iterative method for improving a process or system by planning changes, testing them on a small scale, studying the results, and then acting on the findings to implement improvements. It's a cyclical process for learning and adaptation, often used in quality improvement initiatives.

**Intervention:** Knollwood's Intervention Program ensures that every child in the charter school receives instruction that leads to success. We have the responsibility to ensure that the necessary resources and tools are available to provide our students with immediate instructional support when needed, especially for our English Learners, Students with Disabilities, and Socioeconomically students. If a child is not making progress, teachers, staff and administration will monitor the best instruction for that child and will provide the level of support that is best for helping that individual child achieve. These measures include small group instruction in the classroom, individualized learning through platforms such as Amira, iReady, and IXL, designated and integrated ELD strategies, and specific vocabulary instruction. In addition, students needing additional instruction will be offered a spot in afterschool virtual tutoring, where students work in groups of up to four with a tutor online, three times a week.

Students who require intensive monitoring will be referred to the Student Success and Progress Team (SSPT) where a team consisting of an administrator, classroom teacher, parent, and any other relevant support personnel will meet to set individual goals for that student, discuss strategies to support that growth goal, and monitor progress towards those goals. The SSPT meets regularly throughout the school year to determine next steps and next goals for students needing more focused, intensive teamwork to make progress.

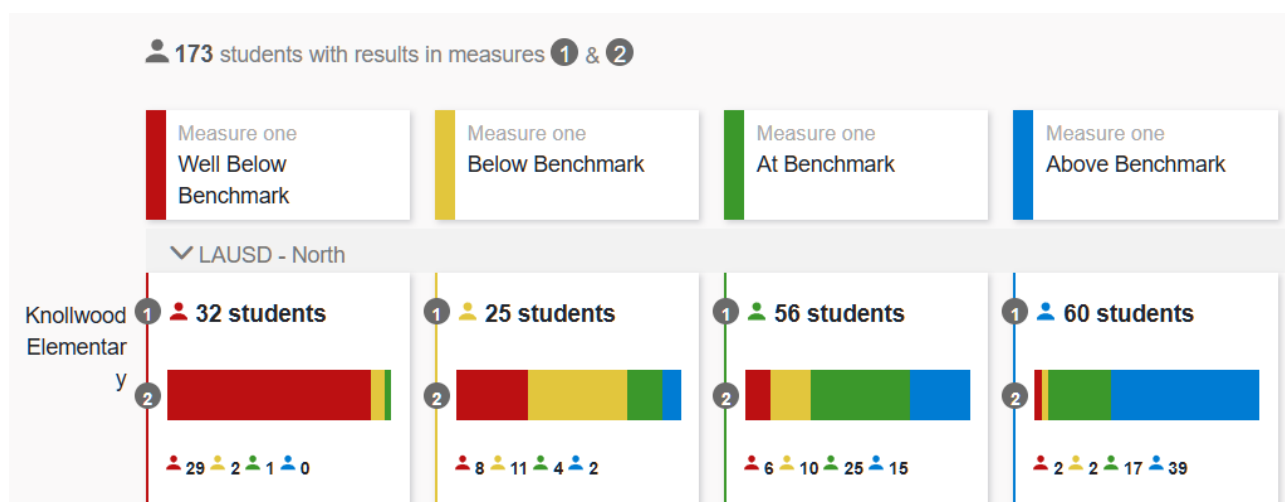
Students not making progress in the classroom are recommended to the Learning Academy, a classroom where the Instructional Coach will focus on areas of academic weaknesses through the use of intervention strategies. Small group instruction in the Learning Academy will support students through intervention practices that will help students have access to core content.

The Intervention Learning Academy begins with high-quality instruction and universal screening of all children in the general education classrooms. Knollwood students not making adequate ELA progress in the regular classroom in Tier I are provided with increasingly intensive instruction matched to their individual needs. These struggling students are provided with small group interventions in the Learning Academy at increasing levels of intensity to accelerate their rate of learning. These services are provided by our Instructional Coach and two six-hour Paraprofessionals.

Individual student progress is closely monitored through the learning rate and the level of performance. Decisions about the intensity and duration of interventions are based on district and classroom assessments and individual student response to instruction delivered in the Learning Academy.

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

60% of our student population in the Learning Academy have maintained benchmark or made growth in foundational reading skills as measured by DIBELS Grades K-2.



Data screenshot from DIBELS report.

**Learning Academy:** The Learning Academy is a data driven instructional program designed to accelerate student achievement in English Language Arts in grades K-2. Students receive

targeted instruction in Foundational Reading Skills as well as the CCSS in Reading, Writing, Speaking/Listening and Language. This has been accomplished through flexible groupings centered on instruction and intervention that is based on student needs as determined by multiple measures. 100% of students in grades K-5 are monitored through data tracking assessments in order to see who needs the extra supports offered in our Learning Academy or other interventions. 95% of our students in grades K-2 maintained or grew toward proficiency in DIBELS from BOY to MOY in the 24-25 school year.

For a small group such as learning academy, each student testing yellow or red on a schoolwide reading assessment (iReady or DIBELS) is given a separate assessment such as the CORE phonics survey, the PASI, or DIBELS progress monitoring. This assessment is used to determine specific areas of growth for each student, and as the progress monitoring tool. Students are chosen and grouped based on their learning needs and re-evaluated at the end of each grading period to determine growth and continuing need. Appropriate measures are chosen based on subject matter and grade level appropriate standards.

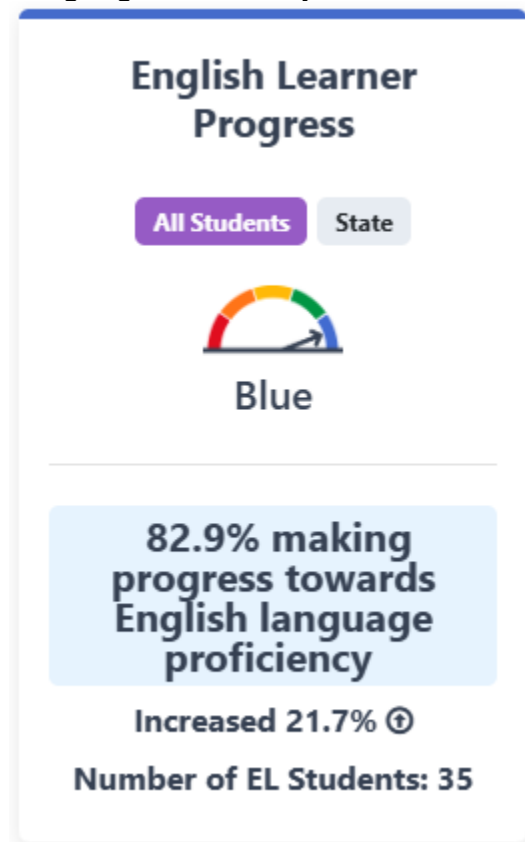
School staff participating in intervention instruction ensure alignment by looking at the same data, aiming for the standards, and meeting as a schoolwide team to ensure that expectations are consistent across the grade levels. Our school staff also have periodic meetings to discuss across grade levels our learning goals for students, and to make adjustments as necessary.

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

**Restorative Justice:** Our teachers use this effective approach to focus on building, maintaining and repairing relationships among our students. It gives us the opportunity to build a culture of respect and care. Rather than taking a punitive approach to discipline, our teachers encourage students to be accountable for their actions and find ways to make "things right." Restorative Justice has empowered our students by helping them learn from their mistakes in an environment that is caring and Responsive. We monitor the effectiveness of Restorative Justice practices by observing the number of referrals being sent to the office. There has been a reduction and fewer disciplinary referrals. Notably, there are also more positive behaviors and a decline in disciplinary sanctions.

**ELD Supports:** Knollwood's instructional staff has been working deliberately to

help strengthen our EL students' academics and language development. According to the CA School Dashboard, 80.8% of Knollwood's EL students are making progress towards English Language Proficiency.



Since 2015-2016, Knollwood has been purchasing a TSP Coordinator position in order to support teachers in the development and implementation of ELD standards and lessons. The TSP Coordinator has and will continue to strengthen practices for our ELD population by providing quality ELD professional development. The TSP Coordinator observes teacher lessons and delivery, gives them feedback, and advises them on how to strengthen their ELD strategies. The TSP Coordinator will pull out ELD students in small groups to support language development and progress of our ELD students towards English Language Proficiency.

The Instructional Coach is also vital to our ELD program and students. Our Instructional Coach provides and will continue to offer support for intervention services to our EL population during the school day. Knollwood has implemented research-based Science of Reading strategies into our Learning Academies Program and has been working with our TSP coordinator to deliver targeted instruction to our ELD population in small groups in reading and language skills, along with language development. Students in grades K-5 can be a part of the Learning Academy based on their need. Knollwood feels that all of our students will benefit from this small group, data driven instruction. Our Instructional Coach provides professional development in the areas of reading and language to the teaching staff to increase knowledge of small group instruction, evaluate data to locate strengths and weaknesses to plan lessons based on that data, and on instructional strategies that are helpful in the classroom. Our Instructional Coach meets with the teachers bi-weekly at grade level meetings to support academics and collaboration.

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

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

Our level of energy, our focus, our consistency and our motivation will help us tighten the achievement gap. 7% of our student population are English Learners. They have been a fast-growing population at Knollwood for the last three years. Without a strong start in early learning to lay the foundation for future school success, these students will continue to struggle. Our staff at Knollwood provide an environment of acceptance that supports and respects language, culture, ethnicity, and gender. Interventions provided to our EL population meet the needs of these children whose home language is not English. We use ELPAC and ELD standards to align interventions provided to our EL students. Our intensive efforts will help improve our practice and deliver quality interventions and instruction to our English Learners that will give them the opportunity to reach benchmark levels on State Standardized Tests.

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

### **STUDENT POPULATION TO BE SERVED**

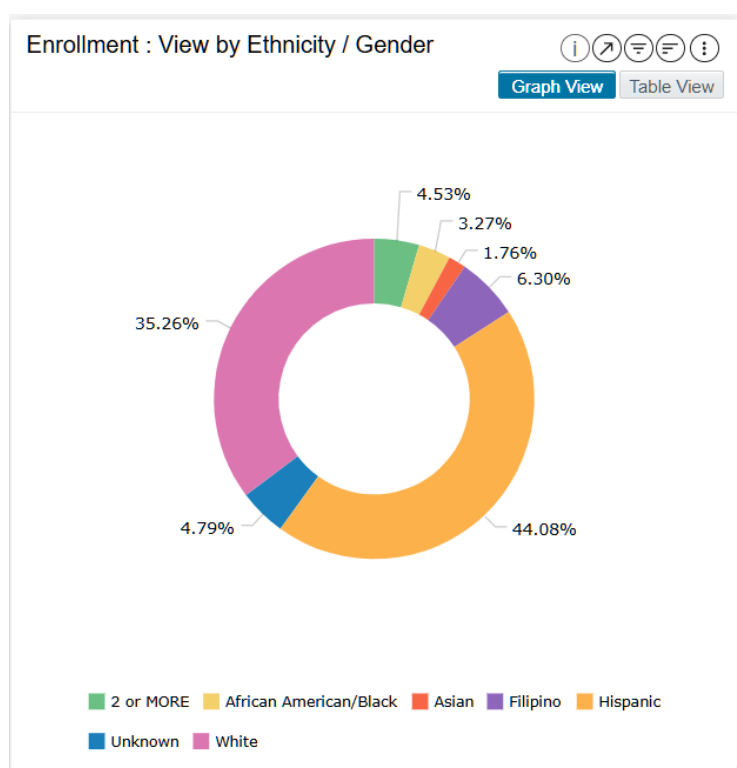
Knollwood Preparatory Academy is a neighborhood charter school that enrolls children who live within our school boundaries as well as those non-resident students who are selected from our lottery.

Knollwood is known for its diverse population. Diversity is one of our many strengths. The Knollwood family embraces a positive environment where students and teachers are respectful of different backgrounds, beliefs, ethnicities, socioeconomic levels, and linguistic origins. Our cultural celebrations give students the opportunities to view and understand more about different cultures.

Our Multicultural Festival gives students the opportunity to celebrate other people's values and develop respect for various cultures. We are proud to be a charter school rich in diversity.

Knollwood Preparatory Academy is a charter school that serves 397 in TK through fifth grade. Our 2024-25 enrollment of 397 students is composed of approximately:

- 35.26% White (including Middle Eastern)
- 44.08% Latino
- 1.76% Asian
- 6.3% Filipino
- 3.27% African American
- 4.53% two or more ethnicities



Knollwood serves students of all abilities and backgrounds:

- 7.07% English learners
- 59.1% of our students are Socio-Economically Disadvantaged
- 22% are Students with Disabilities
- 3.8% Gifted and Talented students
- 17% of our students are enrolled through the Charter permit. Our non-resident students commute from different areas in the San Fernando Valley including Sylmar, Pacoima, and Panorama City.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

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

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

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

To thrive as effective citizens in the 21st century, students must develop a broad spectrum of cognitive, technological, and socio-emotional skills. This includes proficiency in information literacy, media analysis, and digital communication, cultivated through critical thinking, collaboration, adaptability, and self-awareness. In today’s rapidly evolving global society, students must possess the agility to pivot and contribute meaningfully in diverse and dynamic environments.

The digital revolution has fundamentally transformed how people communicate, learn, and work. Dr. Douglas Kellner of UCLA emphasizes that this shift will likely surpass the impact of the transition from oral to print culture (Kellner, 2001). Tony Wagner, in *The Global Achievement Gap*, identifies six essential skills for 21st-century success:

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

Beyond technological advancements, the U.S. economy has undergone significant restructuring, requiring students to cultivate creativity and innovation to remain competitive. The *Rising Above the Gathering Storm* report (2007) underscores the necessity of fostering an environment that drives new industries and well-paying jobs. To prepare students for postsecondary education, career training, and the workforce, the California Department of Education (CDE) has established Career Ready Practices ([www.careertech.org](http://www.careertech.org)), which emphasize key competencies that can be nurtured at the elementary level.

In addition to the rapid advances of technology, the United States has had dramatic change in its economic structure. Students must be prepared with skills of creativity and innovation in order to become successful contributing adults. "Because other nations have, and probably will continue

to have, the competitive advantage of a low wage structure, the United States must compete by optimizing its Knowledge-based resources, particularly in science and technology, and by sustaining the most fertile environment for new and revitalized industries and the well-paying jobs they bring" (Rising Above the Gathering Storm, Committee on Prospering in the Global Economy of the 21st Century: An Agenda for American Science and Technology National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 2007).

Knollwood Preparatory Academy is dedicated to fostering an engaging, innovative instructional program that equips all students with the skills to succeed in higher education and future careers. Our key objectives include:

- **Maximizing Student Success** through state academic standards, performance assessments, iReady diagnostics, differentiated instruction, and comprehensive student evaluations (portfolios, parent-teacher conferences, and interim district assessments).
- **Expanding Multimodal Learning** to accommodate diverse student needs, including those performing below grade level, Gifted and Talented students, Special Needs learners, and Emergent Bilinguals.
- **Utilizing Data-Driven Instruction** to refine teaching methodologies and support professional development for highly qualified educators.
- **Integrating Technology** through platforms like Schoology to facilitate independent projects and collaborative learning.
- **Embedding Social-Emotional Learning (SEL)** using research-based programs such as Second Step, FOCUS, Every School Safe (Sandy Hook Promise), Common Sense Media, and LAUSD PBIS/Restorative Practices.
- **Fostering Kindness and Inclusion** through schoolwide campaigns and events promoting cultural appreciation, empathy, and community engagement, such as "Apples & Honey for All," "Fruits and Veggies from Around the World," "Sweets from Around the World & Traditional Regalia," and "Kindness Week."
- **Strengthening Community Involvement** by encouraging local participation in School Beautification Days, Earth Day Celebrations, and PTA-sponsored events.

Through continuous collaboration and articulation with neighboring middle and high schools, Knollwood Preparatory Academy will continue to lay a strong foundation for an exceptional public education, ensuring that all students graduate as capable, engaged, and adaptable 21st-century learners.

### **Our Motto**

Creating Learners for Tomorrow's World

### **Vision Statement**

At Knollwood Preparatory Academy, our vision is to foster a diverse charter school community, committed to providing an excellent, strong, and challenging academic program with high expectations for each student. We ensure that students' social and emotional needs are being met so they feel safe and secure in their learning. We create a partnership with families so students feel a sense of belonging and connectedness to our charter school. In doing so, this creates an



environment of high academic rigor to help each student realize their full potential through critical thinking, real world problem-solving, and creativity in becoming lifelong learners.

Knollwood Preparatory Academy:

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

### **Cultivating Life-Long Learners:**

The academic program at Knollwood Preparatory Academy empowers students to become cultivated self-motivated, competent, and lifelong learners who are equipped to excel in school and beyond. Our curriculum is designed to cultivate the talents, interests, and the scholastic aptitude of students through an interdisciplinary approach to study. The goal is to provide a learning environment that extends beyond mastery of skills. We strive to weave interdisciplinary themes of global awareness and civic literacy into content knowledge, while nurturing lifelong skills that will prepare them for complex life and work environments in the 21st century.

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

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

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

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

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

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

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

### **How Learning Best Occurs**

Knollwood Preparatory Academy fosters a culture of educational excellence and social responsibility by prioritizing student-centered learning in a collaborative environment. Teachers, parents, and community members work together to create a dynamic educational climate that reflects our charter school’s values and shared commitment to student success.

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

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

Knollwood Preparatory Academy recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals within a community of learners. Learning is designed to be a team effort between teachers, students, and parents. Students are engaged in goal setting and self-monitoring through data chats, to increase students’ self-efficacy. Teachers, parents, and community members help create an environment and culture that is inherently reflective of our charter school, home, and community.

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

"Learning is most effective when it inspires an appetite for more and a desire to share knowledge with others." — *Dirt on Learning* by Thom and Joanie Schult

By valuing every voice—students, teachers, parents, support staff, and the community—we strive to create a thriving educational environment where learning is meaningful, enjoyable, and transformative, preparing students for success in an increasingly complex and interconnected world.

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

Knollwood Preparatory Academy will continue to serve as an academic arena that inspires lifelong learning. The charter school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. When students feel safe and welcome, the affective filters are lowered, and students feel safe to take academic risks and engage deeply in their own learning. As they continue to monitor their own growth and successes, students become their own advocates and take ownership of the processes through which they learn best. Highly qualified teachers, support personnel, and diverse classrooms provide optimal opportunities for every child to be supported in their educational development. Classroom instruction considers the multiple modalities of learning and the different abilities and varying cultural experiences each student brings.

By embedding critical thinking, creative problem-solving, collaboration, and effective communication into daily learning experiences, we empower students to take ownership of their education. Clear expectations and success criteria set by educators encourage students to set personal learning goals, monitor their progress, and refine their strategies through reflective self-assessment and constructive feedback. This approach instills a growth mindset, fostering the confidence and perseverance needed to navigate challenges and continuously improve. With clear expectations and criteria set by our teachers, students are encouraged to take more initiative in their own learning and to develop tangible goals. Students make incremental checks to ensure progress toward their long-term strategic goals, develop questions to analyze past experiences, and make relevant improvements. Empowering our students to become actively involved in their own educational experience helps produce responsible and contributing members of society.

### **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 (Charter Term Commencing July 1, 2025)

### GOAL #1

#### Academic Excellence

Consistent with its charter, the school will annually maintain or increase the percentage of students achieving proficiency level or above as measured by the CAASPP SBA English Language Arts, Mathematics, and Science (5<sup>th</sup> Grade) assessments.

The Charter school will meet or exceed state targets schoolwide for English learners, low-income students, foster youth, and for all numerically significant subgroups, as required by law and charter.

#### Related State Priorities:

☐ 1      ☒ 4      ☒ 7  
☒ 2      ☐ 5      ☒ 8  
☐ 3      ☐ 6

#### Local Priorities:

☐:  
☐:

### Specific Annual Actions to Achieve Goal

The charter school will annually maintain or increase the number of students achieving “proficiency” or equivalent on CAASPP English Language Arts, Mathematics, and Science assessments.

- The charter school will annually maintain or increase the number of students achieving “proficiency” or equivalent on CAASPP English Language Arts, Mathematics, and science assessments.
- The charter school will meet or exceed state targets for English Learners, low-income students, foster youth, and for all numerically significant subgroups.
- For English learners, the charter school will meet annual LCAP targets.
- The charter school will increase the number of English learners who make adequate annual progress by 10% over the course of 5 years.

- The charter school will increase the number of English learners who reclassify as Reclassified Fluent Proficiency (RFEP) by at least 2% each year.
- The charter school will provide or obtain training for certified staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications, focusing on the following strategies: Cognitively Guided Instruction, small group instruction, intervention, differentiation, and Integrated ELD strategies.
- The charter school will offer the following interventions for low performing students in all applicable student groups: Small group, intervention during and after school, designated and integrated ELD practices, and SSPT meetings.

### Expected Annual Measurable Outcomes

#### Outcome #1:

The charter school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved performance academic outcomes for all students, including English learners; (2) meet district benchmark performance targets, and (3) design and deliver appropriate professional development.

The charter school will provide or obtain training for certified staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications, focusing on the following strategies: Cognitively Guided Instruction, small group instruction, intervention, differentiation, and Integrated ELD strategies.

The charter school will offer the following interventions for low performing students in all applicable student groups: Small group, intervention during and after school, designated and integrated ELD practices, and SSPT meetings.

The charter school will continue to use the Smarter Balanced Summative Assessments for ELA, Math, and Science. Results from these assessments are just one piece of information to help our teachers and staff understand how well our students are mastering grade level standards. Our data is regularly compared to our similar affiliated charter schools as well as our local resident schools.

#### Metric/Method for Measuring: CAASPP SBA ELA

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	43.09%	45%	47%	49%	51%	53%

English Learners Students	0%	2%	4%	6%	8%	10%
Socioeconomically Disadvantaged Students	35.35%	37%	39%	41%	43%	45%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	7.14%	9%	11%	13%	15%	17%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	41.93%	44%	46%	48%	50%	52%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	42.86%	45%	47%	49%	51%	53%

\*student group not numerically significant at this time

## Outcome #2:

The charter school will annually maintain or increase the percentage of students achieving “proficiency” or equivalent on CAASPP Mathematics assessments.

## Metric/Method for Measuring:

CAASPP SBA Mathematics

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	41.85%	43%	45%	47%	49%	51%
English Learners Students	13.34%	15%	17%	19%	21%	23%
Socioeconomically Disadvantaged Students	33.9%	36%	38%	40%	42%	44%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	7.14%	9%	11%	13%	15%	17%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	40.43%	42%	44%	46%	48%	50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	42.25%	44%	46%	48%	50%	52%
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\*student group not numerically significant at this time

### Outcome #3:

The charter school will annually maintain or increase the percentage of students achieving “proficiency” or equivalent on CAASPP Science assessments.

### Metric/Method for Measuring:

CAASPP Science

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)*	45.83%	47%	49%	51%	53%	55%
English Learners Students*	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	35%	37%	39%	41%	43%	45%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students*	38.1%	40%	42%	44%	46%	48%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races*	*	*	*	*	*	*
White Students*	23.53%	25%	27%	29%	31%	33%

\*student group not numerically significant at this time

### Outcome #4:

The charter school will meet or exceed LAUSD’s reclassification target rate of 22%.

The charter school will conduct an annual review of English learners to ensure adequate yearly progress and access to core curriculum. The charter school will ensure programs for English learners are designed to include the California English Language Development Standards.

The charter school currently has a 30.6% reclassification rate and will continue to work to meet and exceed LAUSD’s reclassification targets.

<b>Metric/Method for Measuring:</b> ELPAC Data, Reclassification Rates						
APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	30.6%	31%	32%	33%	34%	35%
English Learners Students	30.6%	31%	32%	33%	34%	35%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2	
<p><b>Joy and Wellness</b></p> <p>In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Los Angeles Unified schools, including Knollwood Charter must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. Los Angeles Unified and its Affiliated Charter Schools will also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.</p> <p>The charter school will decrease by 2% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide.</p>	<p><b>Related State Priorities:</b></p> <p><input type="checkbox"/> 1      <input type="checkbox"/> 4      <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2      <input checked="" type="checkbox"/> 5      <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3      <input checked="" type="checkbox"/> 6</p> <p><b>Local Priorities:</b></p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>



The charter school will implement SEL and restorative justice practices schoolwide, including providing professional development to all staff in de-escalation techniques and restorative conversation strategies, including the Restorative Rainbow procedures.

The charter school will implement schoolwide lessons on the elementary Restorative Rainbow procedures.

#### Specific Annual Actions to Achieve Goal

Knollwood Preparatory Academy will continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

The charter school will target EL students with chronic absenteeism by conducting home visits on a monthly basis, sending home truancy letters, and reaching out to families to offer support in achieving improved attendance.

The charter school will provide PD annually to all staff on SEL and restorative justice practices, focusing on de-escalation techniques and restorative conversation strategies.

#### Expected Annual Measurable Outcomes

##### Outcome #1:

The charter school will decrease chronic absenteeism rates by 2% each year

##### Metric/Method for Measuring:

Attendance data

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	19.7%	18%	16%	14%	12%	10%
English Learners Students	36.4%	34%	32%	30%	28%	26%
Socioeconomically Disadvantaged Students	25.7%	24%	22%	20%	18%	16%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	27.1%	25%	23%	21%	19%	17%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	21.8%	20%	18%	16%	14%	12%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	17.2%	15%	13%	11%	9%	7%

\*student group not numerically significant at this time

**Outcome #2:**

The charter school will implement professional development and lessons on the elementary Restorative Rainbow procedures for all staff and students.

**Metric/Method for Measuring:**

Percentage of population Restorative Rainbow training delivered to:

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Staff	100%	100%	100%	100%	100%	100%

**GOAL #3****Engagement and Collaboration:**

Family engagement has been successful at Knollwood and has included activities such as parent-teacher conferences, regular reports about student progress, parent volunteer activities, input on school decision making, and collaboration between teachers and families around meeting individual learning needs. Engaging families is critical to student success in academics and social-emotional learning - as well as for the overall school climate.

**Parent, Community, and Student Engagement**

- Increase the number of parents completing the School Experience Survey
- The charter school will increase the percentage of parents who agree/strongly agree in the prompts for Parent Engagement.
- The charter school will increase the percentage of parents who agree/strongly agree in the prompts for Parent Involvement.
- Train parents on academic initiatives by providing a minimum of six workshops annually
- Charter school will increase the percentage of students who agree/strongly agree to prompts on school climate: connectedness

**Related State Priorities:**

- ☐ 1      ☐ 4      ☐ 7  
☐ 2      ☐ 5      ☐ 8  
☒ 3      ☒ 6

**Local Priorities:**

- ☐  
☐

**Specific Annual Actions to Achieve Goal**

Our Parent Representative and Senior Office Technician will continue to reach out to families that do not submit the online School Experience Survey. We will use communication methods to support the submission of survey. We will use Connect Ed phone calls, emails, ClassDojo, Remind, Schoology, person-to-person interactions, and schoolwide campaigns to increase engagement with the School Experience Survey.

- The charter school will increase the number of parents completing the School Experience Survey
- The charter school will increase the percentage of parents who agree/strongly agree in the prompts for Parent Engagement.
- The charter school will increase the percentage of parents who agree/strongly agree in the prompts for Parent Engagement Involvement.
- Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program.
- Provide guidelines for parents to express and resolve concerns, in accordance with the charter.
- Provide Social Emotional learning for students in order to increase the percentage of students who agree/strongly agree to prompts on school climate: connectedness

#### Expected Annual Measurable Outcomes

##### Outcome #1:

The charter school will increase parent participation in the School Experience Survey by 1% each year.

##### Metric/Method for Measuring:

School Experience Survey parent completion rates

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
Parent participation rates	78%	79%	80%	81%	82%	83%

##### Outcome #2:

The charter school will increase the percentage of parents who agree/strongly agree in the prompts for Parent Engagement by 1% each year.

##### Metric/Method for Measuring:

School Experience Survey, percentage of parents who agree or strongly agree to prompts on Parent Engagement

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
Percentage parents who agree or strongly agree	94%	95%	96%	97%	98%	99%

**Outcome #3:**

The charter school will increase the percentage of parents who agree/strongly agree in the prompts for Parent Involvement by 1% each year.

**Metric/Method for Measuring:**

School Experience Survey, percentage of parents who agree or strongly agree to prompts on Parent Involvement

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
Percentage parents who agree or strongly agree	91%	92%	93%	94%	95%	96%

**Outcome #4:**

The charter school will increase the percentage of parents who agree or strongly agree to the following prompt: *I can easily find information about parent workshops or other programs offered at this school* by 1% each year.

**Metric/Method for Measuring:**

School Experience Survey, percentage of parents who agree or strongly agree to prompts on Parent Involvement

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
Percentage parents who agree or strongly agree	94%	95%	96%	97%	98%	99%

**Outcome #5:**

The charter school will increase the percentage of students who agree or strongly agree to the following prompt: *Students at this school are kind to each other* by 2% each year.

**Metric/Method for Measuring:**

School Experience Survey, percentage of students who agree or strongly agree to the above prompt on connectedness

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
Percentage students who agree or strongly agree	36%	38%	40%	42%	44%	46%

<b>GOAL #4</b>						
<b>Operational Effectiveness &amp; Investing in Staff</b>  Knollwood Preparatory Academy will continue to maintain safe and clean facilities, ensure teachers are appropriately credentialed, provide students with standards-based instructional materials, and comply with all other operational mandates.  <b>Provide For Basic Services</b> <ul style="list-style-type: none"> <li>• Maintain the number of teachers that are appropriately credentialed for the students they are assigned to teach at 100%</li> <li>• Continue to grow the percentage of school-based staff attending 96% or above</li> <li>• Maintain the percentage of schools providing students with standards-based instructional materials by meeting Williams Act requirements at 100%.</li> <li>• Reach 100% of facilities that are in good repair.</li> </ul>				<b>Related State Priorities:</b> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6  <b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :		
<b>Specific Annual Actions to Achieve Goal</b>						
To support our efforts, Knollwood Preparatory Academy will: <ul style="list-style-type: none"> <li>• continue to maintain safe and clean facilities,</li> <li>• continue to ensure teachers are appropriately credentialed</li> <li>• continue to provide students with standards-based instructional materials</li> <li>• centralized support from the District provided to the charter school</li> </ul>						
<b>Expected Annual Measurable Outcomes</b>						
<b>Outcome #1:</b> The charter school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.  <b>Metric/Method for Measuring:</b> Internal and/or District annual review(s) of the state and condition of its facilities; ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal.						
	<b>Baseline</b> 23-24 <small>(Based on most recent data available)</small>	<b>Year 1 of Term</b> 25-26	<b>Year 2 of Term</b> 26-27	<b>Year 3 of Term</b> 27-28 <small>(Not applicable if categorized as Low Performing)</small>	<b>Year 4 of Term</b> 28-29(Not applicable if categorized as Low Performing)	<b>Year 5 of Term</b> 29-30 <small>(Not applicable if categorized as Low Performing)</small>
Facilities meeting “good” or	100%	100%	100%	100%	100%	100%

better ratings on inspections						
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### Outcome #2:

Maintain the percentage of teachers that are appropriately credentialed for the students they are assigned to teach at 100%

### Metric/Method for Measuring:

Annual review of school compliance with credentialing and assignments requirements.

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 (Not applicable if categorized as Low Performing)	Year 4 of Term 28-29 (Not applicable if categorized as Low Performing)	Year 5 of Term 29-30 (Not applicable if categorized as Low Performing)
Percentage Teachers appropriately credentialed	100%	100%	100%	100%	100%	100%

### Outcome # 3

Continue to grow the percentage of school-based staff attending 96% or above

### Metric/Method for measuring:

Staff yearly attendance rates

APPLICABLE STUDENT GROUPS	Baseline 23-24 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28	Year 4 of Term 28-29	Year 5 of Term 29-30
Percentage of staff with 96% attendance	76%	78%	80%	82%	84%	86%

### Outcome # 4

Maintain the percentage of classrooms providing students with standards-based instructional materials

### Metric/Method for measuring:

Meeting Williams Act requirements at 100%.

APPLICABLE STUDENT GROUPS	Baseline 24-25	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28	Year 4 of Term 28-29	Year 5 of Term 29-30
Percentage of classrooms meeting Williams Act Sufficiency	100%	100%	100%	100%	100%	100%

## GOAL #5

### Broad Course of Study

• In addition to the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science, the charter school will offer a

### 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 type="checkbox"/> 3 | <input type="checkbox"/> 6 |                            |

comprehensive enrichment program (Science Lab, Digital Media, Theater, Music, Art, and Physical Education) to 100% of its students every year.

- All students will use the schoolwide Eureka Math Program.
- All students will use the i-Ready Reading and Math MyPath Program to supplement and support targeted reading instruction.

Local Priorities:

☐:  
☐

### Specific Annual Actions to Achieve Goal

- Conduct an annual review of the charter school's master schedule, student schedules, and other information
- Continue the on-site training of teachers and paraprofessionals in Eureka Math Program
- Provide professional development for the i-Ready Reading Program for teachers and paraprofessionals.
- Continue to maintain 100% of teachers providing an average of 20 minutes of PE education daily.

### Expected Annual Measurable Outcomes

#### Outcome #1:

The charter school will provide a comprehensive enrichment program including Science Lab, Digital Media, Art, Music, and Physical Education to 100% of students.

#### Metric/Method for Measuring:

Annual review of master schedule and student schedules for all applicable subgroups.

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025-2026	2026-2027	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)	2029-2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*



Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%
<b>Outcome #2:</b> Maintain 100% of students using Eureka Math Curriculum.						
<b>Metric/Method for Measuring:</b> Informal classroom observations, lesson plans, planning meetings						
APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025-2026	2026-2027	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)	2029-2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%
<b>Outcome #3:</b> Maintain 100% of students using i-Ready Reading and Math MyPath Program.						
<b>Metric/Method for Measuring:</b> Review of iReady usage reports.						
APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025-2026	2026-2027	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)	2029-2030 (Not applicable if categorized as Low Performing)

	data available)			Low Performing)	as Low Performing)	as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

#### **Outcome #4:**

Maintain Professional Development schedule for all teachers and paraprofessionals in state and district priorities and initiatives.

#### **Metric/Method for Measuring:**

Review of **charter** school professional development schedules and PD calendars.

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025-2026	2026-2027	2027-2028  (Not applicable if categorized as Low Performing)	2028-2029  (Not applicable if categorized as Low Performing)	2029-2030  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

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

#### **Outcome #5:**

Continue to maintain 100% of teachers providing an average of 20 minutes of PE education daily.

#### **Metric/Method for Measuring:**

Review of Monthly online certification of elementary physical education instructional minutes via the Principal's Portal

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025-2026	2026-2027	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)	2029-2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

## Framework and Teaching Methodologies

Knollwood Preparatory Academy's teaching methodologies are framed around differentiated, experiential learning, and inquiry-based instruction promoting a culture of growth mindset, self-motivated, competent, and life-long learners through thematic units in a cooperative group setting. Supporting these methodologies, Knollwood teachers encourage their students to learn creatively and independently as they work with others. They support students in developing critical thinking and problem-solving skills. Learning that is linked to real-life experiences gives students more value and meaning to their education and helps them to remain self-motivated, competent, and life-long learners. All our methodologies are supported by authentic assessments based on California Common Core Standards (CCSS) utilizing district, teacher created, performance, and publisher assessments. Grade level teams use the Plan-Do-Study-Act (PDSA) cycle to explore strategies over time to help guide instruction, decide upon teaching methodologies, and select curriculum materials in order to improve student learning.

Our charter school philosophy best aligns with the words of Dr. Nancy Young, author of *The Ladder of Reading and Writing*, "Every student deserves classroom instruction and support that is differentiated for their intellectual ability and academic readiness. All instruction should recognize individual strengths, interests, and varying needs, and be provided in ways that are both effective and fun!"

## Instructional Framework

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

## Teaching Methodologies

The teachers of Knollwood Preparatory Academy, along with the Instructional Coach and Targeted Student Population (TSP) Coordinator, review and use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Teachers in all grade levels, along with the Instructional Coach and TSP Coordinator, using Data Chats, collaborate to integrate standards and teaching strategies to maximize student learning and engagement. They provide quality professional development for

our team to support the standard methodologies and equip teachers with high quality professional development along with tools and resources to bring directly back to their classrooms.

Standard methodologies include:

- **Academic Rigor-** Teachers design lessons that are engaging and meaningful. Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. Students are held accountable for mastery of the standards.
- **Technology-** Teachers provide instruction utilizing different types of technology in the classroom, creating learners who are actively engaged with learning objectives. The implementation of technology also creates pathways for differentiated instruction to meet the unique needs of students as individual learners.
- **Clear Expectations-** Teachers explicitly define and articulate the CCSS in student-friendly language using standard based rubrics to ensure academic goals are attained. Descriptive criteria and models of work that elaborate these standards are displayed in the classroom.
- **Collaborative Groupings-** Collaborative groups provide opportunities for students to share their thinking, build on each other's ideas, and provide feedback to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork. Collaborative grouping allows teachers to make observations and for students to teach each other while facilitating their work.
- **Criteria Charts/Rubrics-** Teachers provide tools to guide students to effectively meet and exceed teacher expectations and assignment objectives. Criteria charts/rubrics reflect CCSS and lesson goals. Students are able to understand and self-evaluate their own work and learning as they progress through the rigorous CCSS.
- **Direct Instruction-** Teachers provide carefully planned direct instruction to teach standards-based lessons. Teachers use a variety of modalities, techniques, and multimedia appropriate to the developmental needs of their students to teach these lessons.
- **Guided and Independent Practice-** Teachers provide students with appropriate time for students to demonstrate their understanding of the concepts or skills being taught. Students may use a variety of learning strategies and manipulatives in order to exhibit success.
- **Small Group Instruction-** Teachers organize small groups to target students' individual areas of strength and weakness through additional preview, review, and extensions.
- **Differentiated Instruction-** Teachers provide lessons and assignments within the core curriculum that allow students to perform at or beyond their academic level while maintaining or exceeding CCSS. Teachers employ a variety of teaching modalities to address individual student learning styles.
- **Small Group Intervention-** The Instructional Coach and classroom teachers group students based on data from assessments in order to maximize instruction for individual student needs. Students work in a small group setting with peers at their skill level in the Learning Academy or in one of their grade level classrooms.
- **Higher-Level Thinking-** Teachers design lessons with depth and complexity that develop critical thinking skills, which help students solve complex problems. Students are encouraged to utilize the highest stages of Bloom's Taxonomy such as synthesis, analysis, and evaluation. Teachers use Norman Webb's Depth of Knowledge and Sandra Kaplan's Depth and Complexity strategies to differentiate lessons for varied groups of learners.

Teachers can tailor the curriculum to challenge students based on their interests and abilities.

- **Integration of the Arts**-Teachers and curriculum specialists design lessons for music, theater, dance, and visual arts to enhance students' learning experiences.
- **Experiential Learning**- Teachers create opportunities for exploration of the major concepts through direct experiences. Students relate to the curriculum through play, field trips, labs, simulations, and experiments. It is through these personal involvements that students can process, analyze, and conceptualize the curriculum and provide the ability to create new ideas. Adhering to the proposed PDSA, and teaching methodologies ensures Knollwood Preparatory Academy's instructors can successfully meet the needs of all students which include these subgroups: GATE, "Twice-Exceptional," Education, English Learners, Under-Achieving/Non-Proficient, General Education, and Socio-Economically Disadvantaged.

## **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.

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

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

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

## **Language Arts**

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

circles, oral discussions, use of technology (i.e.google apps, online research, presentations), and collaboration with peers.

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

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

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

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

- Increase intensity of instruction for students not meeting grade level standards by providing instruction in small groups
- Target specific needs of students and allow the students to have more opportunities to respond and receive feedback
- Intervention instruction well-coordinated with the instruction the students are receiving in the classroom
- Those involved in the child's instruction will meet regularly to discuss student progress and to make adjustments such as shifting resources, increasing time, and/or reducing group size.
- Think Pair Share
- Thinking Maps
- Writing Process
- Scaffolding
- Building on prior knowledge
- Higher level questioning
- Teacher and peer modeling; I do, you do
- Use of realia
- Manipulatives to use during phonological and phonics instruction.
- Computer applications such as-

- Amira
- Sora
- UFLI deck of learning tools
- Heggerty online curriculum
- 95%
- iReady MyPath
- Rosetta Stone
- Amplify
- Read Works

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

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

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

### **Additional Instruction to the Core Curriculum Program**

#### **Kindergarten**



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

### **1st Grade**

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

### **2nd Grade**

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

### **3rd Grade**

- Students dramatize stories with small group re-enactments

- Improvisation exercises connect Language Arts curriculum to theater standards
- Students use art to illustrate vocabulary
- Students write letters to political leaders
- Students write and discuss current events
- Students create graphic organizers for vocabulary words and other key ideas to enhance retention and comprehension
- Teachers offer field trips that support journal writing
- Teachers integrate all subject areas using informational text
- Project based learning enhances Depth of Knowledge
- Students create a book with drawings to explain meanings of Latin and Greek root words
- Thinking Maps® are used to organize ideas, compare and contrast stories and text, for collaborative conversations
- Core literature to develop a deeper understanding of the standards
- Integrate ELA standards to develop understanding in the other core academic areas
- Reader's Theater promotes reading prosody, connection, and engagement.

#### **4th Grade**

- Students use Read Theory to enhance and motivate them to read more books and improve their comprehension
- Teachers enhance daily language and vocabulary
- Daily journals are used to enhance on the spot writing
- Students are engaged in writing activities through Write From the Beginning®
- Thinking Maps to organize information and thoughts
- Chromebooks are used to type writing assignments and Google Docs to peer edit and utilize editing tools on various devices and programs
- Core literature to develop a deeper understanding of the standards
- Use literature and informative text to enhance collaborative conversations developed through sentence frames
- Integrate ELA standards to develop understanding in the other core academic areas
- Project based learning and student-centered learning provides deeper, more meaningful experience
- Oral presentations develop speaking skills and engage students as listeners
- Discovery Ed provides resources like text and media
- Schoology Discussions promote evidence based discussions and feedback
- Reader's Theater promotes reading prosody, connection, and engagement.

#### **5th Grade**

- Students organize ideas using Thinking Maps®
- Students engage in writing activities through Write From The Beginning®
- Chromebooks are used to type writing assignments and Google Docs to peer edit and utilize editing tools on various devices and programs
- Students upload writing assignments to Google Classroom

- Project based learning and student centered learning provide deeper, more meaningful experience
- Students are provided with a deeper, more meaningful experience through project based learning.
- Integrate ELA standards to develop understanding in the other core academic areas
- Core literature to develop a deeper understanding of the standards
- Reader's Theater promotes reading prosody, connection, and engagement.
- Students create poetry books focusing on self identity and self-reflection which are bound and published
- Teacher integrates cultural background and holidays with writing activities

## **Mathematics**

Knollwood Preparatory Academy implements and embraces the Common Core State Standards for math. Individually and collaboratively, we have analyzed the different math programs available to us and have collectively determined which best meets the needs of our students. We at Knollwood strive to develop our students' problem-solving and abstract reasoning skills. We build a deep understanding of the CCSS math practices to embed lifelong problem-solving skills. Our students receive a rigorous curriculum that addresses the CCSS mathematics. While using the state adopted textbook, Eureka Math, teachers enhance mathematics by using supplemental materials, including Marcy Cook, Marilyn Burns, Touch Math, XTRA math, iReady, Great Minds resources, Hands On Equations, and various websites. All grades use manipulatives, games, and math tools to encourage a deeper understanding. Teachers develop mathematical proficiency in students by applying mathematical concepts and computational skills to a variety of mathematical processes and practices. Teachers develop student understanding of the concepts of computations, patterns, functions, algebraic expressions, geometry, statistics, and probability. Students apply math skills to daily problem-solving situations in collaborative groups and recognize relevant information and discern operations necessary to solve word problems. Students construct and strengthen their understanding with math manipulatives and digital media.

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

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

- Increase intensity of instruction for students not meeting grade level standards by providing instruction in small groups
- Target specific needs of students and allow the students to have more opportunities to respond and receive feedback

- Intervention instruction well-coordinated with the instruction the students are receiving in the classroom
- Those involved in the child's instruction will meet regularly to discuss student progress and to make adjustments such as shifting resources, increase time, and/or reducing group size.
- Teachers will provide small group and individualized instruction
- Think Pair Share to enhance conversational skills in math
- Thinking Maps to help organize ideas and procedures
- Scaffolding to meet the needs of all students
- Building on prior knowledge in math skills and procedures
- Higher level questioning to increase critical thinking and problem-solving skills.
- Teacher and student modeling
- Number talks to explain mathematical reasoning and processes.
- Collaborative groups to interactively problem solve.
- Computer resources such as Kahn Academy.
- Use of the 8 math practices:
  1. Make sense of problems and persevere in solving them.
  2. Reason abstractly and quantitatively.
  3. Construct viable arguments and critique the reasoning of others.
  4. Model with mathematics.
  5. Use appropriate tools strategically.
  6. Attend to precision.
  7. Look for and make use of structure.
  8. Look for and express regularity in repeated reasoning.

## **Additional Instruction to the Core Curriculum Program**

### **Kindergarten**

- Students use the Math Practices to promote mathematical thinking.
- Themed math projects develop problem-solving and critical thinking skills
- Eureka and iReady interactive games are utilized by students to challenge and enhance math learning
- Students use iReady lessons to target learning of specific skills towards grade level standards
- 100th Day Activities promote number sense and place value
- Students use Thinking Maps® to find different ways to come up with a number
- Think pair share is used in lessons to develop understanding
- Students discuss and write their own math stories through journal writing
- Project based lessons enhance depth of knowledge
- Students use manipulatives to problem solve
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Students collaboratively work to discuss different strategies and explain their reasoning for high cognitive thinking
- Students model their thinking and strategies

- Students analyze and compare numbers
- Students use communication guides to structure academic conversations
- The 4-Step Problem-solving process enables students to deconstruct and solve multi-step problems
- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem-solving skills
- Teachers use 3 Act Tasks by Graham Fletcher to build problem-solving skills
- Performance tasks
- Teachers use the Building Fact Fluency System to promote math fluency
- Student utilize iReady lessons and math games geared to individual student level
- MathTalks promote academy discourse and sharing thinking skills
- Teachers utilize the Three Reads Protocol
- Students use Subitizing Cards to build counting fluency

## **1st Grade**

- Students use the Math Practices to promote mathematical thinking
- 100th Day activities promote understanding of place value in an engaging exciting manner
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Math Keys build fluency and enhance automaticity of math facts
- Project based problem-solving activities give students deeper understanding of mathematical concepts
- Themed math projects develop problem-solving and critical thinking skills
- Eureka and iReady interactive games are utilized by students to challenge and enhance math learning
- Students use iReady lessons to target learning of specific skills towards grade level standards.
- Use of Thinking Maps® reinforces academic vocabulary, patterns, and connections
- Think Pair Share is used in lessons to develop understanding Students model their thinking and strategies
- Students model their thinking and strategies
- Students analyze and compare numbers
- Students use communication guides to structure academic conversations
- The 4-Step Problem-solving process enables students to deconstruct and solve multi-step problems
- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem-solving skills

## **2nd Grade**

- Students utilize the math practices to promote mathematical thinking

- Students model their thinking and strategies
- Students apply problem-solving skills to real world scenarios
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Students measure physical objects on yard and classroom
- 100th Day activities promote understanding of place value in an engaging and exciting manner
- Project based problem-solving activities give students deeper understanding of mathematical concepts
- Themed math projects develop problem-solving and critical thinking skills
- Eureka and iReady interactive games are utilized by students to challenge and enhance math learning
- Students use iReady lessons to target learning of specific skills towards grade level standards.
- Use of Thinking Maps® reinforces academic vocabulary, patterns, and connections.
- Students use communication guides to structure academic conversations
- The 4-Step Problem-solving process enables students to deconstruct and solve multi-step problems
- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem-solving skills
- Zearn used for independent practice, review of concepts, and preview of upcoming lessons

### **3rd Grade**

- Students routinely make sense of and persevere in solving “Problem of the Day” to reinforce challenging real-world problem-solving skills
- Students model their thinking and strategies
- Using the Box method promotes problem-solving and math comprehension
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Multiplication challenge improves math facts
- Students measure physical objects on yard and classroom
- Themed math projects develop problem-solving and critical thinking skills
- Eureka and iReady interactive games are utilized by students to challenge and enhance math learning
- Students use iReady lessons to target learning of specific skills towards grade level standards.
- Students use manipulatives to foster understanding of math facts and geometry
- Teachers integrate the arts and create math based art projects
- Students use communication guides to structure academic conversations
- The 4-Step Problem-solving process enables students to deconstruct and solve multi-step problems

### **4th Grade**

- Students use the Math Practices to promote mathematical thinking.
- Students model their thinking and strategies

- Teachers use Eureka to teach math practices
- Students utilize iReady games to challenge and enhance math learning
- Students utilize iReady lessons to target learning of specific skills towards grade level standards
- Students work in cooperative groups to problem solve
- To strengthen place value understanding, students create and use place value charts and base ten blocks for math operations
- Students use fraction tiles and fraction circles to reinforce fraction concepts
- Teachers reinforce the standard algorithm of multiplication and division using area model, distributive property and other strategies
- Implementing strategies from other resources than those provided by the district
- Project based problem-solving activities give students deeper understanding of mathematical concepts
- Students use communication guides to structure academic conversations to construct viable arguments and critique the reasoning of others
- The 4-Step Problem-solving process enables students to deconstruct and solve multi-step problems
- Students routinely make sense of and persevere in solving “Problem of the Day” reinforce challenging real-world problem-solving skills
- Students routinely make sense of and persevere in solving problems during “Math Talk” to reinforce challenging real-world problem-solving skills by sharing individual strategies
- Students Integrate art with geometry and fractions to create geometric figures

### **5th Grade**

- Students use manipulatives to demonstrate their thinking while working in groups solving various mathematical equations and real-world word problems
- To strengthen place value understanding, students create and use place value charts and base ten blocks
- Themed math projects develop problem-solving and critical thinking skills
- Eureka and iReady interactive games are utilized by students to challenge and enhance math learning
- Students use iReady lessons to target learning of specific skills towards grade level standards.
- Teachers apply Cognitively Guided Instruction (CGI) strategies to enhance and challenge students' math skills and expand mathematical understanding.
- Students are in charge of leading fifth grade fundraising events and calculating costs and profits to ensure their culmination activities are successful
- The 4-Step Problem-solving process enables students to deconstruct and solve multi-step problems
- Project based problem-solving activities give students deeper understanding of mathematical concepts such as creating restaurants and menus as well as interdisciplinary lessons combining fraction study with pattern blocks to create art of MLK Jr.
- Students use communication guides to structure academic conversations to construct viable arguments and critique the reasoning of others
- Students routinely make sense of and persevere in solving “Problem of the Day”

- to reinforce challenging real-world problem-solving skills
- Teacher uses Hands on Equations to reinforce math concepts and algebraic thinking

## **Science**

Knollwood Preparatory Academy has prepared for the Next Generation Science Standards (NGSS) by attending multiple professional developments given by the district. We will continue to attend professional development to further our understanding and implementation of the standards. All students at Knollwood receive a rigorous curriculum that addresses the NGSS for science. Students acquire knowledge of life, earth, and physical science from a balanced curriculum that includes state adopted textbooks, Full Option Science System™ (FOSS), Mystery Science, and teacher created lessons. Teachers use the scientific method to create a testable hypothesis, construct an experiment, and evaluate the findings. Students do hands-on investigations in a lab format to further prove or disprove conjectures as they apply the scientific method. Students create new understanding of science concepts through hand-on activities and analysis of data collection. Teachers integrate science with other curricular areas as well as real world situations. Writing is incorporated by using academic language to “write like a scientist” through the use of science journal entries. Students hypothesize, test, analyze, and create theories while making connections to real world situations. Through these theories, students develop global awareness to make eco-friendly choices and life-changes to improve our local and world community. In support of Board Resolution (016-21/22), Knollwood teachers continue to develop climate literacy education across all curricula in grades UTK-5. The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels. Teachers support students’ learning and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness. We incorporate into instruction the eight STEM (Science Technology Engineering and Math) practices in grades K-5. These practices include; 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models, 3. Planning and carrying out investigations, 4. Analyzing and interpreting data, 5. Using mathematics and computational thinking, 6. Constructing explanations (for science) and designing solutions (for engineering), 7. Engaging in argument from evidence, and 8. Obtaining, evaluating, and communicating information. Focus is on STEM Practice 2, 6, and 7 which encourage students to ask questions, create models, and use arguments backed up with evidence. These are cross curricular common core skills that teachers use in their classrooms in Language Arts and Math. Our charter school continues to provide engineering opportunities for students to work in groups to build models and draw conclusions using the Engineering design Process (Ask, Imagine, Plan, Create, Improve).

Knollwood hosts a yearly STEAM night where Knollwood staff facilitate numerous science/engineering centers geared to all grade levels. Students and parents rotate through the stations to investigate science related hands-on activities. When available we offer after school programs provided by outside vendors in robotics engineering, and science experience classes.

## **Additional Instruction to the Core Curriculum Program**

### **Kindergarten**

- Students use garden boxes to plant and study plant growth



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

### **1st Grade**

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

### **2nd Grade**

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

### **3rd Grade**

- Field trips reinforce and enhance science curriculum
- Students use Thinking Maps® to compare and contrast ideas and brainstorm topics
- Science projects are created and research is presented in various modalities
- Students create and present apps using the engineering design process (include how it works, target audience, and cost)
- Students learn how different materials absorb and repel water as well as water flow on various surfaces and work in groups to redesign a school and playground with a focus on preventing flooding to the classrooms

### **4th Grade**

- Students have opportunities demonstrate understanding of concepts using Google Slides, Discussions, presentations, posters, products
- Students work in collaborative groups to foster self-discovery of new knowledge
- Routine reflective journal writing reinforces concepts learned throughout the lesson
- Field trips reinforce and enhance science curriculum
- Students use Thinking Maps® to compare and contrast ideas and brainstorm topics
- Students investigate types of “lava” to draw conclusions about rocks from different volcanoes to build understand of Earth Science concepts
- Students observe various types of soil and investigate erosion

- Students create food webs using one or more ecosystems to strengthen understanding of Life Science concepts
- Students use the engineering process to create a boat that can float with as much weight as possible
- Science projects are created and research is presented
- Parks Online Resources for Teachers and Students (PORTS) Webinars connect Life Science standards to real world observations of animals and environments at within California State Parks
- CKLA Units lend to hands-on activities in Engineering and Earth Science
- Science practice using CAASPP Interim Assessment Blocks
- Students use FOSS digital resources (virtual tutorials and investigations) to review and solidify science concepts

### **5th Grade**

- Field trips reinforce and enhance science curriculum
- Students study matter and energy and the principles of conservation of mass and energy culminating in a roller coaster project
- Students use Thinking Maps® to compare and contrast ideas and brainstorm topic
- Science projects are created and research is presented
- Routine reflective journal writing reinforces concepts learned throughout the lesson
- Students prepare life size models of the digestive and circulatory systems
- Teacher prepares investigations and experiments on air pressure for students which leads to study of atmosphere
- Student plant potatoes to study photosynthesis
- Science Interim Assessment Blocks CAASPP
- Blood in a Jar (show red blood cells, white blood cells, and plasma using candy and corn syrup)

### **History/Social Science**

A rigorous History/Social Studies curriculum is provided at Knollwood Preparatory Academy that exceeds the CCSS by utilizing state adopted textbooks, teacher created lessons, live interactive Webinars, Field Trip experiences, performances, and country reports/projects.

Teachers promote an understanding of our place in the world through studying communities, cities, states, and countries in terms of geographical settings and historical periods. Students have the opportunity to relate historical events using critical thinking to find parallels and patterns. They create an understanding of the cause and effect relationship to historical events using role-play and interactive units. Through first- hand experiences, students learn to think like a historian to build knowledge of civics, history, cultures, geography, and economics. Activities and lessons utilize the curriculum areas of language arts, science, math, music, art, dance, and technology. Multicultural events are recognized through many curricular activities such as artifact gallery walks, Lunar New Year Parade with student-made dragons, and an annual Multicultural Fair. These activities promote a positive multicultural attitude necessary to be a responsible citizen in the 21<sup>st</sup> Century.

We at Knollwood create connections between different cultures based on such aspects as geography, culture, or language. We also foster student connections between the past, the present, and the future.

It is important that we have a school culture where students' backgrounds and experiences are valued and welcomed. Our charter school hosts a multicultural event where students, families, and the community come together to share and appreciate each other's heritage. Staff members host games and craft tables from all different cultures around the world and our PTA partners sell food from around the world. Students are welcome to dress and bring in realia from home and display outfits from their culture. The fourth grade students create detailed displays describing countries that students are passionate about, including slide decks to present the results of their research.

### **Additional Instruction to the Core Curriculum Program**

#### **Kindergarten**

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

#### **1st Grade**

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

#### **2nd Grade**

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

#### **3rd Grade**

- Language arts is integrated throughout the social studies curriculum
- Field trips enhance the social studies curriculum
- Re-creation of Native American village and study their lifestyles and how they adapted to their environments.
- Students visit historical sites in the community
- Middle school dancers are invited to demonstrate cultural dances
- Students learn about multicultural holidays and events
- Students hands on exploration of working as an archaeologist
- Students create a video on Schoology presenting an impactful African American figure for Black History month
- Students explore artifacts and maps to understand how specific groups of Native Californians used natural resources in their environment to survive

#### **4th Grade**

- Language arts is integrated throughout the social studies curriculum
- Field trips enhance the social studies curriculum
- Students write historical informal letters and narrative historical stories integrating history with language arts curricula
- Students participate in the ITI ESports Level Up Competition creating short videos using Minecraft for climate literacy empowering students to become changemakers by fostering innovation, innovation, and creativity, and emphasizing project-based learning, community impact
- Students use historian cards, realia, and icons to help students think like a historian.
- Students are involved in Gallery Walks to introduce students to historical artifacts, and primary and secondary sources
- Students create collaborative presentations and projects to demonstrate understanding of concepts
- Middle school dance teams are invited to demonstrate cultural dances
- Students learn about multicultural holidays and events
- NEWSELA offers multiple media and textual resources
- The end of the year Integrated Project combines social studies, language arts, science, and math to create a real-life scenario which requires informed decision making and presentations
- Parks Online Resources for Teachers and Students (PORTS) Webinars connect History/Social Studies standards to real world history through live, interactive, enriching experiences at actual historical sites (Gold Rush, La Purisima Mission, Voices of the Past)

#### **5th Grade**

- Language arts is integrated throughout the social studies curriculum
- Middle school dancers are invited to demonstrate culture
- Students discuss and debate on the Presidential Election and the Electoral College
- Field trips enhance the social studies curriculum
- Teacher integrates cultural background and holidays with writing activities

## **Technology**

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

Each teacher has an iPad and/or laptops for use in lessons or for testing purposes. The iPads are mirrored to the teacher's desktop computer so that independent work can be projected and shared with the whole group. These devices create better mobility for teachers to roam the room and interact with students more freely while in the process of learning. The teachers have the ability to present student work immediately with feedback, take pictures and videos, as well as share and collaborate with colleagues. Students are all linked to google drive accounts with their LAUSD email and password. This creates an environment where students can share and comment on work with the teacher in real time.

For primary grades the teachers use the iPads for small and whole group differentiated instruction, intervention, and enrichment. In upper grades, the students use Chromebook in their classroom for whole group instruction, research, long and short term projects, publishing student writing, leveled on-going activities that align with our curriculum and incorporate online resources from instructional materials to teach the common core standards. One to one Chromebooks allow 3-5th grade students to take district assigned assessments and Smarter Balanced Interim assessments. The students develop familiarity taking assessments on electronic devices and begin to learn how a Chromebook is not just for games to play but an educational and career tool.

Upper Grade Students use a variety of tech materials. They work within Google Drive to upload and collaborate in small groups, pairs, and individually in Google Docs, Slides, and Classroom. A major platform used by grades second and up is Schoology, our LMS platform. With Schoology, students can access apps to support their learning needs: Rosetta Stone, Discovery Education, Amira, iReady, Virtual Tutoring, mClass, Amplify and McGraw Hill curricular materials, and Sora. Students also have access to additional apps through the Clever portal, including Great Minds, NewsELA, and Canva. Using this platform, students can also post to discussion boards, access digital materials at home, interact with the teacher in real time, and make posts that are

accommodated to their own personal needs (recorded, drawn, written, etc). In our lower grades, students have access to coding apps such as code.org and scratch Jr. When funding allows we have had Computerwise Kids to teach lower grades iPad literacy. In UTK, students work on the OSMO app where they use manipulatives with iPads to explore the creation of letters and understand letter sounds.

After school we have virtual tutoring. Students sign in through their LMS platform and engage with a live zoom in small groups for reading and math intervention. Students participate in this zoom three times per week for 30 minutes per day.

## **Arts**

Knollwood Preparatory Academy follows the California Content Standards in grades K-5, and we integrate with English-Language Arts, History/Social Science and Science standards. Students are exposed to the arts and learn to think creatively and solve problems by imagining various solutions and rejecting outdated rules and assumptions. We have extensive programs that include all students. Teachers work collaboratively with one another to promote the five areas of art education: dance, music, media arts, theatre, and visual arts. Teachers not only incorporate the arts for art's sake, but they also embed the arts into other areas of the curriculum in designing 21st century STEAM lessons. A few of our teachers are even on a STEAM collaborative for the district, which designs lessons and units that incorporate the arts into real world problem based learning.

Knollwood sets aside the budget every year for itinerant teachers in the realms of theater, visual arts, and music. **Media Arts** is integrated in all our classrooms as students have one to one devices. Students use platforms such as Google Slides and Canva to make digital presentations. **Visual Arts education** enhances the study of history and its people. Students have the opportunity to contribute their experiences and opinions through the creation, expression, analysis, and processing of ideas. Knollwood guides instruction in alignment to the academic content standards for visual arts in grades Kindergarten through fifth as adopted by the California State Board of Education. We have consistently received a visual arts itinerant teacher who administers instruction to all Knollwood Classrooms periodically. Our Arts teacher is constantly innovating, updating, and centering his lessons around the needs of our students. We recently have even used CAP funding to design a field trip that brings visual arts to students with special needs in a sensory environment. Our K-2 special day classes will be attending Caytons Children Museum for a sensory visual arts program with their families using this funding. **Music** training supports the brain's ability to process sights and sounds, it may help support emergent literacy skills for all students. Although we budget for a music itinerant teacher, we do not always receive one. Music is also based on mathematical principles and proportions. When young children sing even the simplest songs, they absorb elements of math, measuring patterns of tones, rhythms, and words without realizing it. Our charter school is dedicated to having music within all areas of the curriculum and knows the importance of whole school performances to foster community connections. So even when we do not receive a music teacher, a Knollwood staff member will take the lead and coordinate all grade levels in a winter show. Dance teaches students rhythm, coordination, communication, and discipline. We purchased a silent sound system to be more inclusive to our students of varying needs. This way when we have school or class dances, students can choose how much sensory they receive during the process. **Theater education** allows students to create imaginary characters, stories and worlds while learning about the history

of civilization. Knollwood guides instruction in alignment to the academic content standards for theater in grades Kindergarten through fifth as adopted by the California State Board of Education.

Our highest need has been theater in our school so we have used our CAP funding to solve this need. We have after school classes offered by lottery for students in the areas of Theater. We expanded this need into field trips as we explore a variety of shows and our fifth grade goes to a Medieval Times Show each year and now we are partnering with 24th Street Theater company for more. We also actively seek out assemblies to bring live shows to our students. We have had Improv and Acting, Circus Inclusion, and Playwriting and Performing. We also noticed a desire to learn more about visual arts so for our younger students we have offered visual arts field trips after school hours.

### **Field Trips**

Field trips are an integral part of the classroom curriculum. They give students the opportunity to engage in real-world simulations and experience the curriculum visually and hands on. Each grade level seeks out field trips based on the grade level standards, curriculum, and developmental appropriateness for the grade. TK brings the classroom to life by having a week of activities at the school site. K-2 goes on regular class day trips rooted in CCSS. Grade 3-4 go on similar day trips and furthers the learning to 9 hour days using our Cultural Arts Passport Funding (CAP) so students can go to places further away from the school site. Our 5th graders continue this trend and fundraise all year to give students an enriching three-day overnight trip themed around the Next Generation Science Standards. Most field trips are funded by a grassroots effort of dedicated teachers who research available grade appropriate trips that include bus funding at no cost to the school. Also, our school PTA provides one bus per grade level to alleviate the cost for the grade level to fund raise.

### **Physical Education**

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

It is important to us at Knollwood that students are educated about having a healthy and active lifestyle. In order to learn or work most effectively students must have a healthy attitude and a healthy mind. Teachers provide our students with the required 200 minutes every 10 days of grade level standardized skills which build upon each grade level. Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. Standard 3: Students assess and maintain a level of physical fitness to improve health and performance. Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of

physical activity. During this time, teachers show students how to play outdoor games, activities, and sports. Students apply specific locomotor skills, such as walking, jumping, running, sliding and galloping. Students learn to accurately throw or kick a ball, and participate in activities that are enjoyable and challenging.

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

In addition, we empower our students to educate others on the importance of physical movement. Our student council organizes and hosts an annual color walk for our students. Students walk, run, jog, skip, gallop or move in a way that suits them together as a school in a celebration of movement and health.

### **Interventions**

#### **ELD Lab-**

Our ELL's receive an additional ELD lab where we hire a day to day substitute to administer additional language time with the supervision of our TSP coordinator. We use school funds for this program as we know it is essential for students. The program prioritizes oral language practice for all students in order to better develop their Cognitive Academic Language Proficiency (CALP) and focuses on meeting the individual student at their language level specifically (For example some newcomers may need more oral language than students who have been in the country for many years). Our charter school English Language Progress Indicator (ELPI) has shown that about 90% of our ELLs are consistently making progress towards reaching benchmark language goals and making progress towards reclassifying.

#### **Learning Academy –**

The goal of the Learning Academy is to provide focused intervention for students K-2, so they become proficient readers by the time they finish second grade. If students need even more after second grade, the learning academy additionally provides intensive intervention for grades 3-5. By providing explicit phonological awareness and phonics instruction based on the Science of Reading, students will build the foundational reading skills needed to be fluent and accurate readers, which builds the foundational skills for reading fluency, comprehension, and writing.

The Learning Academy time provides targeted tier II and III intervention for grades K-5, coordinated by our Instructional Coach and funded through Title I funds and TSP funds. Knollwood believes that all students will be enriched by this plan. Students who require tier III intervention attend the Learning Academy at least twice a week for 30-45 minutes per day, who are identified to receive targeted tier I or II intervention work in class in small groups on individual learning goals. Students are grouped according to their needs as determined by assessments and data. The Instructional Coach, classroom teachers, instructional aides, and school funded day to day substitute (has been rigorously trained in how to support students in the Learning Academy) provide targeted skill instruction to promote literacy and comprehension rooted in the science of reading practices for all students. Working in groups of four to eight, students receive direct



instruction in the form of skill specific mini lessons. In order to reinforce and practice targeted reading skills, students work at centers to practice and reinforce the direct instruction.

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

### **Daily Classroom Intervention -**

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

### **Before/After School Short Term Intervention Program -**

Knollwood uses school funding and invites districted funded intensive afterschool small group interventions for our students performing below grade level. Classroom teachers provide intervention in both language arts and math areas for students achieving below grade level. This intervention goes for four to 6 weeks, three times a week, for one hour based on the school budget. Pre-tests and post-tests are administered to monitor progress. These results are analyzed at the end of each intervention session. Afterschool intervention targets specific skills based on the needs of each grade level group of students. Students are selected based on the assessments listed prior and teachers utilize research based practices and programs when teaching students. Parent engagement is key as some district sponsored programs paid for incentives for families to regularly come to classes to learn reading and comprehension strategies with their students.

These interventions have been successful in increasing student performance in the targeted areas for each intervention. Students are able to increase their reading fluency, math facts fluency, reading comprehension, or CAASPP test taking skills.

After school we have virtual tutoring. Students sign in through the LMS platform and engage with a live zoom in small groups for reading and math intervention. Students participate in this zoom three times per week for 30 minutes per day.

### **Transitional Kindergarten**

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

This program provides children with a well-planned classroom program focusing heavily on all aspects of the whole child. We have multiple classrooms. One classroom is a UTK-CC (Universal

Transitional Kindergarten- Collaborative Classroom) and the others are UTK (Universal Transitional Kindergarten). The UTK-CC is a fully inclusive classroom with both special education and general education, but all rooms plan and work as a team for instruction. Instruction is designed to build necessary social and academic skills for success throughout their school careers. The Creative Curriculum is based on the Preschool Learning Foundations with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement. The daily schedule includes play-based whole group instruction, small group instruction, and “hands-on” learning. The Universal Transitional Kindergartners enjoy lunch and recess with their peers and students participate in whole school music, art, and performance based activities.

### **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.

<b>DAILY SCHOOL - WIDE SCHEDULE</b>	
Gates Open.....	7:30am
Warning Bell.....	7:55am
<p>UTK/CC/Kinder Instructional Day....7:50am-2:18pm  <b>Tuesday Dismissal.....1:14pm</b></p> <p>Grades 1-5 Instructional Day.....8:00am-2:28pm  <b>Tuesday Dismissal.....1:24pm</b></p> <p>State PS.....7:50am-2:18am  <b>Tuesday Dismissal.....1:14pm</b></p> <p>PALS.....8:00am-12:30pm</p>	
<p><b><u>UTK/CC/KINDER RECESS SCHEDULE</u></b></p> <p>Rooms 10 &amp; 18.....9:40am-10:00am  Rooms 8 &amp; 9.... 10:00am-10:20am  Room 11 &amp; 12..... 10:20am-10:40am</p> <p><b><u>UTK/CC/KINDER LUNCH SCHEDULE</u></b></p> <p>Rooms 8, 10 &amp; 18.....11:30am-12:15pm  Room 9, 11 &amp; 12.....12:15pm-1:00pm</p>	

<b><u>Room 8</u></b> 11:30-11:50 Eat 11:55-12:15 Play	<b><u>Rooms 10 &amp; 18</u></b> 11:30-11:50 Play 11:55-12:15 Eat
<b><u>GRADEs 1–5 &amp; SDC RECESS SCHEDULE</u></b> Grades 1, 3 & 5.....9:40am-10:00am Grades 2, 4 & SDC.....10:00am-10:20am  <b><u>GRADEs 1–5 &amp; SDC LUNCH SCHEDULE</u></b> Lunch.....12:15am-1:00pm	
<b><u>Grades 1, 3 &amp; 5</u></b> 12:15-12:35 Eat 12:35-1:00 Play	<b><u>Grades 2, 4 &amp; SDC</u></b> 12:15-12:35 Play 12:35-1:00 Eat
<b><u>MINIMUM DAY SCHEDULE</u></b>  Staff Hours.....No Change Recess.....No Change Minimum Day Dismissal.....12:38pm Kindergarten Dismissal.....12:28pm	
<b><u>SHORTENED DAY SCHEDULE</u></b>  Staff Hours.....No Change Recess.....No Change Lunch.....No Change Shortened Day Dismissal.....1:38pm Kindergarten Dismissal.....1:28pm	

#### Regular Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	07:50 AM	09:40 AM	10:00 AM	11:30 AM	11:55 AM	11:55 AM	12:15 PM	02:18 PM	323	323	0
Grades 1,2,3,4,5	08:00 AM	10:00 AM	10:20 AM	12:15 PM	12:40 PM	12:40 PM	01:00 PM	02:28 PM	323	323	0

#### Professional Development Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	07:50 AM	09:40 AM	10:00 AM	11:30 AM	11:50 AM	11:50 AM	12:10 PM	01:14 PM	264	263	1
Grades 1,2,3,4,5	08:00 AM	10:00 AM	10:20 AM	12:15 PM	12:35 PM	12:35 PM	12:55 PM	01:24 PM	264	263	1

#### Minimum Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	07:50 AM	09:45 AM	10:00 AM	10:00 AM	10:20 AM			12:38 PM	253	253	0
Grades 1,2,3,4,5	08:00 AM	10:20 AM	10:35 AM	10:35 AM	10:55 AM			12:48 PM	253	253	0

#### Shortened Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	07:50 AM	09:40 AM	10:00 AM	11:30 AM	11:50 AM	11:50 AM	12:00 PM	01:28 PM	288	288	0
Grades 1,2,3,4,5	08:00 AM	10:00 AM	10:20 AM	12:15 PM	12:35 PM	12:35 PM	12:45 PM	01:38 PM	288	288	0

#### Other Schedule 1

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	07:50 AM	09:40 AM	10:00 AM					12:23 PM	253	323	-70
Grades 1,2,3,4,5	08:00 AM	10:00 AM	10:20 AM					12:33 PM	253	323	-70

As an LAUSD affiliated charter school, Knollwood Preparatory Academy follows LAUSD's academic calendar.

#### 2024-2025 SCHOOL YEAR CALENDAR

All dates are subject to change.

August	
Wednesday, 8/07	Back to School Orientations  Grades UTK/CC and Kinder @ 9:00am-10:30am Grades 1 & 2 @ 11:00am-12:30pm Grades 3, 4 & 5 @ 1:00pm-2:30pm
Friday, 8/09	<b>Optional Employee Preparation Day</b>
Monday, 8/12	<b>First Day of School</b>
Monday, 8/12- Friday, 9/06	PTA Membership Drive
Wednesday, 8/28	<b>BACK TO SCHOOL NIGHT 6-7 pm</b>
Thursday, 8/29	<b>Minimum Day (1)</b>
Friday, 8/30	<b>NO SCHOOL – Admission Day</b>
<b>September</b>	
Monday, 9/02	<b>NO SCHOOL-Labor Day</b>
<b>October</b>	
Thursday, 10/03	<b>NO SCHOOL-Unassigned Day</b>
Thursday, 10/17	<b>Great CA Shake-out EARTHQUAKE DRILL @ 9:00AM</b>

Thursday, 10/24	MISIS Opens: begin entering student scores
Thursday, 10/31	Trunk or Treat/Fall Festival @ 1:00PM
<b>November</b>	
Sunday, 11/03	Daylight Savings Time Ends- FALL BACK
Tuesday, 11/05	Election Day
Monday, 11/11	<b>NO SCHOOL- Veteran's Day</b>
Tuesday, 11/12 to Friday, 11/15	Parent Teacher Conferences – Report Cards Given at Conferences <b>11/13 Minimum Day (2); 11/14 Minimum Day (3); 11/15 Minimum Day (4) Dismissal @12:23pm (UTK/K) / 12:33pm (Gr. 1-5)</b>
Friday, 11/15	MISIS Closes
Monday, 11/25 to Friday, 11/29	<b>NO SCHOOL- Thanksgiving Holiday</b>
<b>December</b>	
Friday, 12/13	<b>Minimum Day (5).....Dismissal @12:19 (TK/K) / 12:29 (Gr.1-5)</b>
Monday, 12/16- Wednesday, 12/18	<b>Optional Winter Recess Academy – Optional for C Basis and Students</b>
Monday, 12/16- Friday, 1/03	<b>NO SCHOOL- Winter Break</b>
<b>January</b>	
Monday, 1/06	Instruction Resumes
Monday, 1/20	NO SCHOOL- Dr. King, Jr. Birthday
Friday, 1/31	<b>100<sup>th</sup> Day of School</b>
<b>February</b>	
Thursday, 2/13	MISIS Opens: Begin entering student scores
Monday, 2/17	NO SCHOOL- President's Day
<b>March</b>	
Monday, 3/03- Friday, 3/07	<b>Optional</b> Parent Teacher Conferences- Report Cards Given at Conferences <b>3/03 Shortened Day (1); 3/05 Shortened Day (2); and 3/06 Shortened Day (3); 3/7 Shortened Day (4) - Dismissal @1:28 (UTK/K) / 1:38 (Gr. 1-5)</b>  <b>Dr. Seuss Week</b>
Friday, 3/07	MISIS Closes
Sunday, 3/09	Daylight Savings Time Begins – SPRING FORWARD
Monday, 3/31	<b>NO SCHOOL – Cesar E. Chavez Birthday Observed</b>
<b>April</b>	
Friday, 4/11	<b>Minimum Day (6).....Dismissal @12:23 (UTK/K) / 12:33 (Gr.1-5)</b>
Monday, 4/14- Friday, 4/18	<b>NO SCHOOL - Spring Recess</b>

Wednesday, 4/23	<b>Open House @ 6-7pm</b>
Thursday, 4/24	<b>NO SCHOOL-Armenian Genocide Remembrance Day</b>
<b>May</b>	
Monday, 5/05 – Friday, 5/09	--- <b>TEACHER APPRECIATION WEEK</b> ---
Monday, 5/19	MISIS Opens: begin entering student scores
Monday, 5/26	<b>NO SCHOOL- Memorial Day</b>
<b>June</b>	
Monday, 6/02	<b>5<sup>th</sup> Grade Softball Game</b>
Tuesday, 6/03	<b>Volunteer Tea</b>
Friday, 6/06	<b>Minimum Day (7).....Dismissal @12:23 (UTK/K) / 12:33 (Gr.1-5)</b>  <b>5<sup>th</sup> Grade Culmination @ 9:00 am</b>
Monday, 6/09	<b>Minimum Day (8).....Dismissal @12:23 (UTK/K) / 12:33 (Gr.1-5)</b>
Tuesday, 6/10	<b>Last Day of Instruction</b>  MISIS Closes  <b>Step-Up</b>
Wednesday, 6/11	<b>Optional Employee Preparation Day</b>

### **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, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

Not Applicable

### **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.

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

Weekly grade level meetings, in addition to Professional Development, provide staff with the opportunity to analyze periodic assessments and collaborate on how to best meet the needs of students at each grade level. Grade level teams use the Plan-Do-Study-Act (PDSA) cycle to explore strategies over time to help guide instruction, decide upon teaching methodologies, and select curriculum materials in order to improve student learning.

In addition to schoolwide PD, staff at Knollwood have independently sought to increase their understanding of best teaching practices by participating in PDs on topics including but not limited to: Orton Gillingham / LETRS training on the Science of Reading, Climbing the Ladder of Reading and Writing, Integrating Technology for Differentiated Teaching, language comprehension with Text at the Center, and Add+Vantage Math Recovery.

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

## **MEETING THE NEEDS OF ALL STUDENTS**

### **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

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

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

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

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

Our target is to improve teaching practices through providing professional development on the science of reading (95% group, Heggerty, Orton Gillingham, Language Essentials of Teachers of Reading and Spelling). We will target instructional delivery, planning, and implementation in order to increase student achievement and close the achievement gap for our ELD students. Our Goal is to raise reclassification rates and ELPAC scores by hosting school wide and grade level data dialogues as well as sharing best teaching practices to help our ELD students while following the targeted cycle of instruction. We are increasing professional development for teachers to support them in delivering ELD instruction.

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

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



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

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

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

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

### **Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall 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.

Knollwood Preparatory Academy is dedicated to identifying our gifted and talented and high achieving population. The Principal and the GATE Coordinator monitor the progress of our gifted and talented students. Knollwood identifies these students by administering the Otis Lennon Scholastic Aptitude Test (OLSAT) to all second graders. We have a system in place for teacher or parent referral for those students to be considered in all other areas of gifted, as well as those students who may qualify in the intellectual category. Our GATE population is not solely a high-achieving population and is inclusive of diverse students with individual strengths. 92% of our

GATE population met or exceeded the ELA standards on SBAC 2023-2024, and 92% of our GATE population met or exceeded the Math standards. Both ELA and Math scores show that Knollwood is maintaining high expectations.

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

An integral part of Knollwood Preparatory Academy's instructional program is a dedication to providing additional enrichment programs. Knollwood's teaching staff, together with a professional expert in each one of the designated arts (music, theater, and visual arts), infuses excitement, motivation, and high interest into the learning experiences of each and every child at school. In addition, Knollwood offers diverse after-school enrichment classes throughout the school year. Our ELOP funds have brought Circus Inclusion classes directed at special needs students, Asian American Arts Classes, a Fairytale Art class, Playwriting and performing art classes for our students at no cost to the individual family. Knollwood also hosts an annual Multicultural Event to welcome all families and backgrounds where students play games, craft, and watch a live performance from our feeder schools related to the cultural arts. Regardless of a child's learning profile at Knollwood, the Arts play an enormous role in the success of the targeted population. We are committed to engaging in comprehensive strategies for all students enrolled at Knollwood Preparatory Academy.

### **Students Achieving Below Grade Level**

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Knollwood Preparatory Academy utilizes standardized summative and formative assessments which include, but are not limited to: Preschool Learning Foundations based anecdotal notes for grade UTK, California Assessment of Student Performance and Progress (CAASPP) for grades 3rd-5th (yearly), ELPAC (yearly), DIBELS for grades UTK-5th, iReady for grades K-5, CKLA Assessments, Eureka Math Assessments, and District and SBAC Interim Assessments for ELA and Math throughout the year. Data from these different assessments is collected and studied by

teachers independently and at weekly grade level collaborative meetings. Additionally, the administration, Instructional Coach, TSP Coordinator, along with teachers, examine and hold data chats to plan strategies to utilize in the classroom. For students identified for progress monitoring, the Student Support and Progress Team meet to set goals and set strategies for support. These meetings are a minimum of every 6 weeks throughout the year. Once identified, students not achieving grade level standards are referred for intervention and are closely monitored using the above assessments at least three times a year as needed in addition to progress monitoring. Knollwood provides these students with several interventions and small group learning throughout the year, based on assessment data and teacher recommendation.

The following five items are ways that the school will meet the needs of students achieving below grade level.

### **Learning Academy –**

The goal of the Learning Academy is to provide focused intervention for students K-2, so they become proficient readers by the time they finish second grade. If students need even more after second grade, the learning academy additionally provides intensive intervention for grades 3-5. By providing explicit phonological awareness and phonics instruction based on the Science of Reading, students will build the foundational reading skills needed to be fluent and accurate readers, which builds the foundational skills for reading fluency, comprehension, and writing.

The Learning Academy time provides targeted tier II and III intervention for grades K-5, coordinated by our Instructional Coach and funded through Title I funds and TSP funds. Knollwood believes that all students will be enriched by this plan. Students who require tier III intervention attend the Learning Academy at least twice a week for 30-45 minutes per day, who are identified to receive targeted tier I or II intervention work in class in small groups on individual learning goals. Students are grouped according to their needs as determined by assessments and data. The Instructional Coach, classroom teachers, instructional aides, and school funded day to day substitute (has been rigorously trained in how to support students in the Learning Academy) provide targeted skill instruction to promote literacy and comprehension rooted in the science of reading practices for all students. Working in groups of four to eight, students receive direct instruction in the form of skill specific mini lessons. In order to reinforce and practice targeted reading skills, students work at centers to practice and reinforce the direct instruction.

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

### **Daily Intervention -**

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

### **Before/After School Short Term Intervention Program -**

Knollwood uses school funding and invites district funded intensive afterschool small group interventions for our students performing below grade level. Classroom teachers provide intervention in both language arts and math areas for students achieving below grade level. This intervention takes place for four to 6 weeks, three times a week, for one hour based on the school budget. Pre-tests and post-tests are administered to monitor progress. These results are analyzed at the end of each intervention session. After School intervention targets specific skills based on the needs of each grade level group of students. Students are selected based on the assessments listed prior and teachers utilize research based practices and programs when teaching students. Parent engagement is key as some district sponsored programs paid for incentives for families to regularly come to classes to learn reading and comprehension strategies with their students.

These interventions have been successful in supporting student performance. Based on iReady assessment data comparing beginning of year to middle of year from the 24-25 school year, Knollwood students at or above grade level has increased 10% in math and 21% in ELA.

After school we have virtual tutoring. Students sign in through their Schoology, the Learning Management System (LMS) platform, and engage with a live zoom in small groups for reading and math intervention. Students participate in this zoom three times per week for 30 minutes per day.

### **Class Size Reduction Teacher -**

Through our Block Grant funding, we purchase one additional classroom teacher. Smaller class size allows for more individual attention and differentiated learning.

### **Parent Workshops –**

Knollwood welcomes all families and hosts many parent workshops centered around academic needs of students. These workshops equip parents with the tools they need to support their children if they fall below grade level, bring students up to grade level, and to prevent students from falling below. A positive school culture where families feel heard and teachers feel connected fosters student academic success. Based on collaborations we have meetings including but not limited to: DIBELS, Special Ed, A-G grad requirements, English language program options, understanding assessment data, supporting basic reading skills at home, and how to support common core math practices.

### **Socioeconomically Disadvantaged**

Knollwood's goal is to provide all students with the tools necessary for an equal opportunity to achieve academic success. The principal, Instructional Coach, and TSP Coordinator monitor the progress of these students. Our current student population includes 59% identified as

Socioeconomically Disadvantaged. Out of the Knollwood students who took the SBAC (3<sup>rd</sup> - 5<sup>th</sup> grade) in 2023-2024, 60% were socioeconomically disadvantaged.

Socioeconomically Disadvantaged Students performing below grade level at Knollwood receive additional services such as an Instructional Coach, TSP Coordinator and teacher assistants to provide additional intervention support for socioeconomically disadvantaged students who are not making adequate progress in all core content areas. The PTA coordinates with the parent center to purchase additional home supplies and offer funding assistance for families. These additional services and supports for our socioeconomically disadvantaged students are tools necessary for the rigorous demands of our academic program. Our teachers have received training in restorative justice practices and provide SEL lessons to students regularly to create classroom cultures that are welcoming to all families and a safe, comfortable environment especially for Socioeconomically Disadvantaged Students at Knollwood. We know at Knollwood that when students feel emotionally and socially safe, the academics will be more likely to flourish.

Knollwood provides enrichment opportunities to broaden the experience for the Socioeconomically Disadvantaged Students through exposure to the arts, field trips, and afterschool programs. Fifth grade fundraisers ensure that all students have access to 5<sup>th</sup> grade culminating field trips and other activities. Our families in need are provided Thanksgiving baskets through the parent center as well as backpacks, school supplies, and additional art after school programs through district programs, such as ELOP funding. For those students that have limited or no access to computers or other devices for research at home, the District and school has provided one to one devices and Knollwood encourages use of classroom chromebooks and tablets at home. We are committed to ensuring that all students are equipped with academic support and they need to learn.

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of students with disabilities 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, California special education laws and regulations, and District policies and procedures for special education 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, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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. All 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. 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**

Unless circumstances indicate otherwise, 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 teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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. Inclusion**

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. 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.

**g. Staffing Requirements**

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

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

**h. Student Discipline**

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 as 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.

**2. Procedural Safeguards/Due Process Hearings**

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine 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, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

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 Student Groups**

At enrollment and annually in the beginning of the school year, The Student Residency Questionnaire is sent home with all students. Once returned all homeless students are documented in MISIS and the forms are retained in a confidential binder in the main office. Students in other subgroups (homeless youth) are identified by the Department of Child and Family Services and assigned a Licensed Clinical Social Worker by the district. This LCSW student support specialist carefully monitors student progress and holds monthly check-ins with school administrators. As needed, he/she will link families with needed services (food banks, family housing, etc.) and work with DCFS workers to obtain needed referrals for mental health issues. In

addition, the LCSW conducts a yearly Profession Development session that provides valuable information to all Beckford staff. This information helps to support the student's social, emotional, and academic needs. During this Staff Development session, staff members gain clarity as to how to best support these students.

On a day-to-day basis, homeless youth would be supported in the same way as socioeconomically disadvantaged students (as mentioned above) based on their educational and social-emotional needs in order to promote academic success and student achievement. The school administration and staff works in collaboration with the school assigned district LCSW to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at Knollwood (e.g. counseling and school supplies). Charter school administration is responsible for implementation of the Homeless Education Program which helps to serve these families in transition by providing advocacy and referral services as needed.

### **“A TYPICAL DAY”**

A student's day at Knollwood Preparatory Academy starts with being greeted. When students walk into the school, they are welcomed by a member of the staff.

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

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

Similarly, arts and culture are alive at Knollwood. Our charter school sets aside a budget each year for itinerant teachers of the arts, including visual arts, music, dance, and theater. We also have a yearly Multicultural Fair where our students' diversity is celebrated with food, music, dance, and games from the different cultures represented in our population. In addition to our Multicultural Fair, students' cultures are woven into our curriculum in order to represent diversity in our literature, art projects, and music.

On a typical day, you will see students learning in whole group situations, small group situations, and individually in targeted instruction with the classroom teacher. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction and promoting learning on a daily basis. A visitor might see students engaging in discourse in any number of flexible student groupings throughout the school day. Students in 4th and 5th grades work with teaching teams. The teachers in both grades departmentalize their instruction in order to support the depth and complexity of each subject. Students transition from one classroom to another when switching between subjects. This gives students not only an opportunity to experience more than one

teacher, it builds in a movement break into their school day and prepares them for middle school life.

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

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

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in 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) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

### **Our Vision for Student Outcomes**

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

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

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

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

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

### **Desired Outcomes of the School's Instructional Program**

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

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

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

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

Technology: Students will understand the use of current technology and its real world applications starting in Kindergarten. Grades K-5 have access 1:1 student devices. Students in grades 1-3 will have keyboarding instruction in addition to other technology lessons, with students being proficient

by 3rd grade for SBAC testing. Students will learn to navigate and effectively utilize platforms for word processing, building slide decks, and LMS such as Schoology. Students will also receive instruction in finding reputable sources online for research and learning, and upstanding digital citizenship skills.

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

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

### **MEASURABLE PUPIL OUTCOMES:** **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

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

Students at our charter school are expected to consistently show growth in their performance year over year. Our students come from a variety of backgrounds with different pools of knowledge and perspective that they bring to the table. Staff at Knollwood take into consideration where each student is starting from, and build their skills and knowledge with a focus on bringing all students to not just meeting grade level standard, but also continuing to grow beyond. This means that high achieving and gifted students who are already meeting or exceeding standards are expected to continue learning and growing, and not sit stagnant. Staff also look at the whole child – not just one facet of performance. Students set personal goals and work towards them through the school year, with the goal of being a well-rounded scholar.



## ATTACHMENT B

### LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

#### 2024-2025 ELEMENTARY SCHOOL DISTRICT ASSESSMENT CALENDAR

English Assessments: BOY: August 12 - September 13, 2024

Spanish Assessments: BOY: August 12 - September 20, 2024

DIBELS Testing Windows

MOY: November 18, 2024 - January 31, 2025

MOY: November 18, 2024 - January 31, 2025

EOY: May 12 - June 6, 2025

EOY: May 5 - June 6, 2025

English Assessments: BOY: August 12 - September 6, 2024

Spanish Assessments: BOY: August 12 - September 13, 2024

\*BOY also extended until September 20 for all EL students

i-Ready Testing Windows

MOY: November 18, 2024 - December 13, 2024\*\*

MOY: November 18, 2024 - January 31, 2025

\*Schools may seek Region approval to extend MOY until January 24, 2025

\*\*MOY extended to January 31 for all EL students

EOY: May 19 - June 6, 2025\*\*

EOY: May 12 - June 6, 2025

\*EOY is optional for grades 3-5/6 except EL students

GRADE LEVELS*	DIBELS			mClass Lectura <i>Spanish DLE &amp; Int'l Newcomers</i>			i-Ready Reading Diagnostic			i-Ready Assessment of Spanish Reading (ASR) <i>Spanish DLE</i>			i-Ready Math Diagnostic			OLSAT-8	LAS Links <i>Standard English Learners at AEMP Schools Only</i>	
	BOY	MOY**	***EOY	BOY	MOY	***EOY	BOY	MOY**	EOY	BOY	MOY	EOY	BOY	MOY	EOY	3/5-6/25 3/19-20/25	BOY	MOY
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gr. 2 Only	<input type="checkbox"/>	<input type="checkbox"/>
3-5/6							<input type="checkbox"/>	<input type="checkbox"/>	Optional+	<input type="checkbox"/>	<input type="checkbox"/>	Optional+	<input type="checkbox"/>	<input type="checkbox"/>	Optional+		<input type="checkbox"/>	<input type="checkbox"/>

\*Schools requesting approval for an i-Ready MOY window extension must complete the [i-Ready Adjustment of MOY form](#) by October 18, 2024, and must assign assessments to their students

\*\* MOY i-Ready Reading Diagnostic window is open until January 31, 2025, for ELs who need additional instructional time to reclassify.

\*\*\*Student groups are assessed as indicated above by grade level with exemptions indicated below

STUDENT GROUPS	DIBELS			mClass Lectura			i-Ready Reading Diagnostic			i-Ready ASR			i-Ready Math Diagnostic			OLSAT-8	LAS Links	
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	3/5-6/25 3/19-20/25	BOY	MOY
English Learners	No Exemptions						No Exemptions						No Exemptions					
Spanish Dual Language	Exemption: Kinder in 90/10 TWI, 90/10 WLI & 70/30 OWI Spanish programs			No Exemptions			No Exemptions			May take EITHER English OR Spanish			No Exemptions					
International Newcomers	No Exemptions			Exemption: Only once for non-DLE students			No Exemptions			Exemption: Only once for Spanish speaking newcomers			Exemption: Newcomers in the U.S. 12 months or less may take the Spanish assessment			No Exemptions		
Standard English Learners	No Exemptions						No Exemptions						No Exemptions			No Exemptions		
Students with Disabilities	Exemption: If an IEP team determines assessment is not appropriate, IEP team must identify an appropriate assessment for use instead and document on IEP. Students who take the California Alternate Assessments (CAA) or are on an alternative curriculum are exempt from OLSAT-8.															No Exemptions		

MEM-6500.7

### Summative Assessments

Knollwood Preparatory Academy utilizes standardized summative assessments which include, but are not limited to:

- California Assessment of Student Performance and Progress (CAASPP) for Grades 3-5 (annual)
- iReady Math Diagnostic Grades K-5 (3x/year)
- iReady Reading Diagnostic Grades 3-5 (3x/year)
- DIBELS Grades K-2 (3x/year)
- ELPAC (annual)
- Science CAST (5th Grade only – annual)

These assessments give teachers a common measure of student performance as well as an indication of what instructional targets may need review.

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

LCFF Tables in Element 1 delineates the performance targets for the goals of Knollwood Preparatory Academy. In addition to these metrics, we strive for the following by 2030:

**Measurable Goals (CAASPP and Science CAST):**

- Students scoring Proficient or Advanced on the Science CAST will meet or exceed performance each year of the Charter term based on the levels of performance in the 2025-2026 school year.
- English Learners acquiring English Proficiency will meet or exceed performance each year of the Charter term.

\*Refer to LCFF tables in Element 1

**MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

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

- DIBELS and iReady Reading Assessments (beginning, middle, and end of year)
- CKLA Assessments (weekly and per unit)
- Eureka Math Assessments (per chapter and per unit)
- Interim Assessments Blocks for ELA (Grades 3 – 5, every 6-8 weeks)
- Interim Assessment Blocks for math (grades 3 – 5, every 6-8 weeks)
- iReady Math Diagnostics (Grades k-5, beginning, middle, and end of year)

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

Formative assessments are a comprehensive representation of student achievement to guide teachers to assist students to reach their proficiency level. These assessments are ongoing and afford teachers



an opportunity to develop lessons that ensure student progress towards mastery of state standards. Data from these different assessments is collected and analyzed by teachers independently and at weekly PDSA grade level collaboration meetings to guide small group, skill-based instruction. Additionally, administration examines and discusses data to plan school wide progression and staff development. Formative assessments , including the iReady diagnostics and DIBELS assessments, are conducted three times a year. Teacher developed assessments and curricular assessments are administered at the end of each unit of study as appropriate. Below is a chart of expectations and assessments for each curricular area, based on the common core practices and standards.

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

	participating in a leveled individualized reading program	<ul style="list-style-type: none"> <li>• Project-based learning inquiry Projects</li> <li>• Accelerated Reader</li> <li>• Oral Presentations and Project exhibits</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Apply and practice acquired skills in daily math problem-solving</li> <li>• Discern operations necessary to solve word problems</li> <li>• Persevere in solving problems, including multi-step/multiple strategy problems</li> <li>• Explain/show math strategies and justify solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-developed assignments, tests, and activities</li> <li>• Publishers' classwork, homework, activities, and tests</li> <li>• Manipulative-based math activities</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Develop theories and test them in experiments utilizing scientific inquiry process</li> <li>• Report on findings in oral or written presentation; conduct further inquiry</li> <li>• Persevere in solving problems, including multi-step problems</li> <li>• Incorporate STEM curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-developed assignments, tests, and activities</li> <li>• Field studies</li> <li>• Interactive units and simulations</li> <li>• Lab-based experiments and STEM activities (FOSS Kit materials)</li> <li>• Science note-taking and reflective journals</li> <li>• Exhibits and presentations</li> <li>• 5th Grade CST</li> </ul>
History and Social Studies	<ul style="list-style-type: none"> <li>• Understand cause and effect connections of the making of civilizations</li> <li>• Relate and connect over time patterns in events</li> <li>• Finding parallels in historical events</li> <li>• Read content area information to critique events and policies of the past</li> <li>• Interpret information to draw conclusions and make predictions</li> <li>• Use role play</li> <li>• State/National icons/landmarks</li> <li>• Famous figures of History</li> <li>• Multi-cultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-developed assignments, tests, and activities</li> <li>• Field studies</li> <li>• Interactive units and simulations</li> <li>• Portfolios of significant achievement</li> <li>• Exhibits and oral presentations</li> <li>• Integration of the Arts</li> </ul>

Technology (Computer Lab/iPads)	<ul style="list-style-type: none"> <li>• Use Internet for research and learn to evaluate relevant versus irrelevant information</li> <li>• Use word processing applications to create documents</li> <li>• Create spreadsheets to analyze data</li> <li>• Use artistic applications to create original and novel products</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-developed activities</li> <li>• Portfolios of significant achievement</li> <li>• Presentations and inquiry-based projects</li> </ul>
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Method by Which Pupil Progress Toward Outcomes Will Be Measured:

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

Standardized Assessments:

- Common Core State Assessment (SBAC) for Grades 3-5 (Yearly)
- English Language Proficiency Assessments for California (ELPAC) for EL students (Yearly)
- Interim Assessment Blocks for Math for Grades 3-5 (Monthly)
- DIBELS Reading Assessment for Grades K-2 (Per Grading Period)
- iReady Reading Diagnostic for Grades 3-5 (Per Grading Period)
- California Science Test (CAST) for 5th Grade only (Yearly)
- iReady Math Diagnostic for Grades K-5 (Per Grading Period)

Additional Grade Level Assessments: CKLA assessments, Eureka Math assessments Spelling, Vocabulary, Fluency and Writing Tests, Science Investigations and Assessments, Health Assessments

## DATA ANALYSIS AND REPORTING

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

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

The instructional leads and grade levels have data chats as well as sharing best teaching strategies to support our students following the targeted cycle of instruction.

The Instructional Coach and TSP Coordinator are an integral part of the data chats and planning with teachers. Professional development is designed and planned by the Principal, Instructional Coach, and TSP Coordinator based on school wide needs.

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

In addition to Academies, teachers are involved in the PDSA cycle, where teachers identify challenges and desired outcomes, plan methods to measure progress, carry out the plan to test the proposed changes, examine the data collected to assess progress, and make changes to the next iteration of the plan and start the cycle again. This practice systematizes the flexibility and adaptability that our teachers need to be responsive to student needs as they deliver instruction.

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

#### How Students' Progress is Reported to Families

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

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

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

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening, and speaking; Mathematics; History and Social Science; Science; Health Education; Physical Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

## ELEMENT 4 – GOVERNANCE

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(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 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 [SCHOOL GOVERNANCE is a representation from all stakeholder groups including administration, faculty, staff, parents, and community members. We have teams and councils composed of various stakeholders that function in a leadership role and work together to support student learning. Knollwood Preparatory Academy maintains a Governance Council that will be the chief site-based decision-making body for the Charter school under the authority of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Knollwood Preparatory Academy, which can be revised as approved by LAUSD.]

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 local 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**

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

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

Involvement in the Governance Council and its various Standing and Ad Hoc Committees will provide direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. We empower our parents to play an active role in shaping their child's educational experience. We provide our parents with a voice in budget decision, curriculum, and attendance to help make a positive impact on our community, regularly reviewing how well the school is working with parents, identifying areas for improvement. Currently, there are no waivers or exemptions in place related to council composition, voting authority, or stakeholder participation.

Parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet given to each student at the start of each school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Room Parent Orientations, Back-to-School Night, Open House, parent education meetings for Common Core State Standards in English Language Arts, Math, Science and Smarter Balanced Assessment Consortium Updates, Parent/Teacher/Student Surveys, Parent Teacher Conferences, parent participation in the classroom, campus beautification, monthly newsletter and community building events such Math Night, Literacy Night, and Multicultural Fair. Knollwood Preparatory Academy announces these opportunities through weekly Connect Ed blasts, as well as through the charter school's website, and hard copy flyers to each classroom. Included in the Welcome Packet is the Student-Parent-Teacher Handbook, which outlines the responsibilities of all three parties in providing the best education possible for each student. Also, each fall the Governance Council reviews the Four Way School/Parent Compact for effectiveness. Each year parents, students, the principal and teachers review and sign this compact. It is essential for all stakeholders to have positive relationships and open communication as well as to work together for all students to be successful.

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

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

In developing the LCAP for Knollwood Preparatory Academy, the principal takes several steps to communicate the purpose of the LCFF to the charter school community. The principal presents introductory information about the LCFF during our Governance/School Site Council Meetings to provide an overview of the LCFF, the eight state priorities and other LCAP requirements, and the process for local development and District approval of the LCAP. At these meetings, school leadership also explains that the charter school would be aligning the LCAP to the school's charter as well as its recently updated Single Plan for Student Achievement (SPSA), which together already identify many of the charter school's goals, needs and corresponding plans to meet those needs through various expenditures. The LCAP and the annual updates are also developed in consultation with stakeholders. For parents, communication regarding the meeting dates and agenda is provided through emails, voicemails, and the school website and school calendar. At the meetings, the parents view the charter school's progress as measured by the LCAP and provide feedback on the goals for the new LCAP. This information is also shared at a PTA Meeting. Teachers are engaged in this process at the faculty meeting. The Governance Council then completes the LCAP for submission to the District. In addition to having a voice on the Governance Council, all parents are given the opportunity to participate and be involved in their child's education.



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

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

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

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

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

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

## **TITLE IX, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), 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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian

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 in accordance with all applicable legal and District requirements. 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. 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 Region 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 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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 local 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.*, as well as applicable District policy, 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, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS 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(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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

Knollwood Preparatory Academy operates within the boundaries of Local District North of the Los Angeles Unified School District. It is open to all students who wish to apply. Admission preference will be given to pupils who reside within the former attendance area of Knollwood Preparatory Academy. The majority of families at Knollwood Preparatory Academy come from Armenia and Mexico and add to the richness and diversity of our charter school community. Also, due to the stability of the attendance area, the charter school’s population does not increase nor decrease much from year to year. However, for the seats that become available, in order to recruit students

to add to the charter school's diversity in ethnicity, socio-economic status, and IWEN, Knollwood Preparatory Academy participates in Region events to showcase the charter school and its innovative programs. Knollwood Preparatory Academy is part of the Kennedy/NAHS/VAAS Community of Schools and collaborate with the neighboring schools, and in particular sharing parent training between the schools. Parent training sessions' topics at the nearby schools are shared among schools so that parents can attend the trainings of interest and become aware of Knollwood Preparatory Academy. In order to inform the public about the charter school, Knollwood Preparatory Academy will conduct a minimum of three prospective parent tours per school year from October to April. These tours are scheduled on various week days (for instance, not all on Wednesdays) to allow for the schedules of prospective families.

## **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 area (boundaries<sup>1</sup>) 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 Choices 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 Choices 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. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

## **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**

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<sup>1</sup> For all District Affiliated Charter Schools, which are conversion charter schools, the term "former attendance area (boundaries)" includes those sending areas designated under the District's Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

- Siblings

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

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades [UTK-4] 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.

- Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth 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 the Choices Program, 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 (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the auditorium or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. 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 school administrator and a representative from Knollwood Preparatory Academy Local School Leadership Council will conduct the lottery. The date and time are advertised on our website. Anyone is invited to the random public lottery. The lottery will be held in-person and a zoom meeting will show the progress. Using a digital randomizer such as excel randomizer or website, applicant id's will be displayed then randomized. Families are notified through the Apply Portal whether they are accepted or waitlisted. Families will contact the school for their rank on the waitlist. The information from the lottery form shall be kept confidential and will be maintained at Knollwood Preparatory Academy accessible to the office staff and the administration. The waitlist generated by the random lottery will be posted on our website using the Apply Portal ID. If, at the beginning of or during the school year, space becomes available, Knollwood Preparatory Academy administration shall offer enrollment to students in order from the waitlist. An administration representative will contact these prospective students' families by phone or email and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians 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. Parent/guardians 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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

### **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/guardians 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/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 (i.e., District application portal) 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)(l).)*

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 alternative 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, if appropriate, 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 Section 504 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 SCHOOL ZONE ACT**

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.



## 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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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 Region and the Charter Schools Division in accordance with the procedures set forth below:

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

To Charter School:

Knollwood Preparatory Academy  
c/o School Principal  
11822 Gerald Ave.  
Granada Hills, CA 91344

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 5:00 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.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.



## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

### CLOSURE ACTION

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

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

### REVOCATION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Education Code section 47607(g) 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 District Affiliated Charter School at the time of reversion, who reside outside of resident school area (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 Region 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).)