LOS ANGELES UNIFIED SCHOOL DISTRICT

CANYON CHARTER ELEMENTARY

SUBMITTED: APRIL 15, 2015

421 Entrada Drive
Santa Monica, CA 90402

TERM OF CHARTER
JULY 1, 2015 TO JUNE 30, 2020
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ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

GENERAL INFORMATION

- The contact person for Charter School is Nicole Sheard.
- The address of Charter School is 421 Entrada Dr., Santa Monica, CA 90402.
- The phone number of Charter School is (310) 454-7510.
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center West.
- The grade configuration of Charter School is Transitional Kindergarten - 5th Grade.
- The number of students in the first year of this charter will be approximately 410.
- The grade level(s) of the students in the first year will be Transitional K-5th Grade.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 432; for all District affiliated charter schools, the District determines each school's 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).
- The type of instructional calendar will be: Traditional Calendar
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Canyon has been a successful charter school serving grades K-5 since 1993, when we were granted one of the initial 100 charters in California under the Charter schools Act of 1992. Canyon Charter Elementary is an academic success as we are effectively raising student achievement. This is evidenced through Canyon’s success at increasing its already high API each year of the last charter above the state goal of 800, as well as meeting all AYP criteria, each and every year of the last 5 years of the charter.

Other achievements include the integration of technology in the classroom, improving community communication and the establishment of a Green Team and ecological awareness for the school and its community. We attribute our successes to a variety of factors, including but not limited to, the partnership between stakeholders and staff, the level of commitment of all stakeholders, the small size of the school, the ability to utilize a school- based governance model with opportunities to make curriculum, staffing, and budgetary decisions to best suit our school’s community.

Since its inception as an Affiliated Charter School within the Los Angeles Unified School District, Canyon has embraced the challenge to develop successful programs that reflect the leadership, skill and talent of our stakeholders, while meeting the unique needs of our

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1 Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.
diverse student body and educational community. Recognizing this truth and seeking to build on its previous successes, through this current Charter Renewal, Canyon will continue to be a school that combines the expertise and efficiencies of the large urban Los Angeles Unified School District with the accountability and responsiveness of a traditional local school community.

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

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

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

Another ongoing challenge at Canyon is meeting the needs of our academically diverse community. Our learners range from highly gifted to students with disabilities. In order to address this, we provide a differentiated curriculum in all of our classrooms. Teachers participate in professional development session geared towards meeting the needs of each level of learner. Technology has been integral in the process of differentiation as we have been able to utilize various programs that properly assess and are geared towards each individual child’s ability. Supports such as a Reading Specialist, instructional aides, software, flexible grouping within the classroom and leveled readers have allowed us to effectively meet the needs of all students.

As an Affiliated Charter School, Canyon seeks to provide the resources necessary to prepare our students for the demands of the 21st century. In collaboration with the District, Canyon has proved to be innovative in our instructional approaches in order to maintain a high level of instruction and consistently excelling student achievement. Our charter document has given us the opportunity to collaboratively construct our mission and vision,
define our goals and learn valuable lessons, which have enabled us to raise the bar in our own professional growth as well as the achievement of our students.

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

Canyon has been proactive in initiating innovative opportunities for our students in ways such as:

- supplemental curricular materials to enhance District materials through the use of different and innovative teaching methods
- strong accountability for student achievement through frequent monitoring and analysis of student assessment data
- teacher training and resources for the provisions of a differentiated and appropriate curriculum to meet the high achievement levels of our students as well as those identified as low achieving
- a variety of enrichment classes offered to enhance the instructional program
- implementation of research-based instructional practices and assessments to improve and drive continuous improvement that draws on the rich resources surrounding our school
- demonstration learning, such as, student-motivated projects that allow students to demonstrate in a wide variety of ways what they learned – allowing them to teach what they learned to their peers
- parent education opportunities and workshops for parents and community members
- a dedicated technology program and instructor which provides a curriculum geared to meet the school's technology vision and goals to support 21st century learning
- state of the art technology hardware and software (Smartboards, iPads, laptops) to enhance the integration of technology into the instructional program
- a dedicated science lab and science teacher provides for hands-on experiential learning using FOSS Kits and supplemental science materials
- a full time physical education coach to collaborate with classroom teachers to provide instruction in physical education skills
- after school and weekend community events
- a strong Governing Council made up of school stakeholders who share decision making about the school’s personnel, programs and operations
- committees dedicated to heighten awareness and maintain focus with the school’s vision in areas of curriculum, budget, technology, safety, community service, positive discipline and landscape and design
- systems in place for the identification of students experiencing difficulties in academics, behavior, social emotional states, attendance or other school related issues
- collaboration with other local schools to share best practices and opportunities for professional development
- a time banking schedule which has provided the staff with invaluable time for professional development and grade level collaboration
- opportunities to promote a historical, social, and multicultural perspective
- community partnerships, both with other Palisades Complex schools and with institutions such as local colleges, museums, and private organizations, to afford extended learning opportunities beyond the campus location

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Canyon has been effective in adhering to its charter. This success has been due to the Charter Accountability and Vision Committee who is responsible for overseeing this process to fulfill the goals and mission of the charter. Canyon’s most notable achievement is its academic success as evidenced by our consistently high API Scores, including the most recent score of 978. In addition to Canyon’s academic success, the ability of the staff and parent body to collaborate on a multitude of issues has been both a strength and an achievement. As a charter school, we have been able to develop a cohesive and comprehensive program that is particular to our school community.

The community has gained much that it did not have before Canyon’s Charter status. Students receive a variety of enrichment opportunities such as a dedicated science teacher, a hands-on science lab, visual and performing arts, music and a gardening program that are integrated with the core curriculum. We also have a devoted and involved parent community and committed staff who are vested in the success of the school’s Charter. In addition we have greater latitude regarding the selection of teachers to meet our vision of highly qualified teachers who will work beyond the traditional work-day to serve and participate in committees and programs. The flexibility of the time banked schedule provides great opportunities for collaboration between all stakeholders.

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

**STUDENT POPULATION TO BE SERVED**

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

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

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

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

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

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

Canyon’s 2014-2015 Student Population:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
<td>African American</td>
</tr>
<tr>
<td>9%</td>
<td>Asian</td>
</tr>
<tr>
<td>1%</td>
<td>Filipino</td>
</tr>
<tr>
<td>4%</td>
<td>Latino</td>
</tr>
<tr>
<td>0%</td>
<td>Native American</td>
</tr>
<tr>
<td>1%</td>
<td>Pacific Islander</td>
</tr>
<tr>
<td>78%</td>
<td>White</td>
</tr>
<tr>
<td>1%</td>
<td>English Learners</td>
</tr>
<tr>
<td>12%</td>
<td>Gifted And Talented Education</td>
</tr>
<tr>
<td>9%</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>3%</td>
<td>Students on free or reduced lunch</td>
</tr>
</tbody>
</table>
Canyon Charter’s Academic Performance Index (API) has increased steadily since 2010 starting with a score in the 950s and growing to almost 980. The following chart illustrates the growth that Canyon has made as evidenced by a current API of 978. We have consistently met all schoolwide and student growth targets since our last charter renewal. We proudly maintain a state rank of 10.

The following chart illustrates demographic data for schools surrounding Canyon:

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th>Enroll 2014-2015</th>
<th>% free &amp; red. lunch</th>
<th>% special educ.</th>
<th>% Eng. Learners</th>
<th>% majority or ethnicity #1</th>
<th>% majority or ethnicity #2</th>
<th>% majority or ethnicity #3</th>
<th>Year Growth API</th>
<th>School met growth target</th>
<th>Sub-Groups met growth target</th>
<th>Year span school-wide rank</th>
<th>Year span similar schools rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brentwood Science Mag.</td>
<td>1103</td>
<td>80</td>
<td>6</td>
<td>23</td>
<td>53</td>
<td>25</td>
<td>11</td>
<td>839</td>
<td>Yes</td>
<td>Yes</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Beethoven</td>
<td>350</td>
<td>61</td>
<td>7</td>
<td>24</td>
<td>58</td>
<td>34</td>
<td>4</td>
<td>800</td>
<td>Yes</td>
<td>Yes</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Braddock</td>
<td>408</td>
<td>75</td>
<td>5</td>
<td>30</td>
<td>72</td>
<td>10</td>
<td>9</td>
<td>859</td>
<td>Yes</td>
<td>Yes</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Coeur D’Alene</td>
<td>498</td>
<td>19.5</td>
<td>6</td>
<td>5</td>
<td>59</td>
<td>18</td>
<td>12</td>
<td>911</td>
<td>Yes</td>
<td>Yes</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Chamock</td>
<td>347</td>
<td>81</td>
<td>17</td>
<td>47</td>
<td>65</td>
<td>13.3</td>
<td>11.8</td>
<td>806</td>
<td>Yes</td>
<td>Yes</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Charter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
GOALS AND PHILOSOPHY

Mission and Vision

School Mission

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

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

School Vision

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

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

Twenty-first-century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of sources, experiences and learning tools. Our small school setting allows us to provide a rich and relevant curriculum where we recognize the potential promise of each individual. We believe that a curriculum that promotes the following six experiences enables students to acquire knowledge and tools for ongoing learning which will prepare them to be college prepared and career ready:

<table>
<thead>
<tr>
<th>Schools</th>
<th>585</th>
<th>9</th>
<th>12</th>
<th>2</th>
<th>80</th>
<th>12</th>
<th>9</th>
<th>929</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marquez</td>
<td>541</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>81</td>
<td>10</td>
<td>5</td>
<td>960</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Kenter</td>
<td>518</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>78</td>
<td>10</td>
<td>8</td>
<td>953</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Palisades</td>
<td>300</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>86</td>
<td>6</td>
<td>5</td>
<td>951</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Topanga</td>
<td>874</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>66</td>
<td>19</td>
<td>9</td>
<td>946</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

At Canyon, our goal is to foster a passion for knowledge as we cultivate self-directed, lifelong learners who possess the skills they need to succeed in tomorrow’s rapidly evolving world.

**How Learning Best Occurs**

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

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

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

Jerome Bruner and constructivist theory also provides the underpinnings of our instructional approach at Canyon Charter Elementary. According to Bruner, “The learner selects and transforms information, constructs hypotheses, and makes decisions relying on a cognitive structure to do so. Cognitive structures, such as a schema and a mental model, provide meaning and organization to experiences and allow the individual to go beyond the information given” (Toward a Theory of Instruction, 1966). At Canyon Charter Elementary students access prior knowledge when exploring a topic of study, share questions, ideas, observations and reflections before, during and after a unit of study.
The following are Canyon’s goals for each stakeholder group:

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

**Teachers**
- have high expectations for all students
- work collaboratively with other teachers, parents and administrators to provide high quality instruction
- use differentiated instruction to address each child’s needs and potential
- use formative and summative data to drive instruction
- support deep thinking and self-expression
- present challenges in the areas of problem solving and critical thinking
- identify students’ strengths and help students to optimize them
- instruct through multiple modalities to meet the needs of different types of learners
- structure units of study based on student interests in collaboration with Common Core Standards
- continue to grow through professional development, self-reflection, and remain lifelong learners

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

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

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

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

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

The instructional goals for the school are to:
• gain demonstrable knowledge in core disciplines as prescribed in the District and Common Core State Standards
• master the cognitive and learning skills that will enable students to apply their knowledge
• implement inquiry-based lessons and teach problem-solving strategies
• guide students in planning, goal-setting, reflection and evaluation of their work
• enable students to become self-directed learners, researchers and writers
• provide opportunities for students to engage in complex, open-ended and meaningful tasks
• participating in school-wide curriculum-based activities such as: Young Authors Fair, science, art, and social studies fairs, assembly presentations, and vocal and instrumental music performances
• teach students collaborative practices and provide opportunities for them to successfully collaborate with their peers
• internalize values that will enable them to be productive, sensitive, responsible and respectful citizens
• recognize and celebrate the cultural and ethnic diversity of the school, country and global communities
• help students develop communication and conflict-resolution skills

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

**Local Control Funding Formula (LCFF)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

<table>
<thead>
<tr>
<th>TEACHER ASSIGNMENTS AND CREDENTIALING</th>
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<tbody>
<tr>
<td><strong>STATE PRIORITY #1: BASIC SERVICES</strong></td>
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</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Method for Measuring: Annual Review*</td>
</tr>
<tr>
<td>All students will receive instruction from fully credentialed and qualified teachers, as required by law and charter.</td>
<td>The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</td>
<td>100%</td>
</tr>
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</table>

*The school will use the results of its annual review of school compliance with credentialing and assignment requirements to measure achievement of this goal.
## STATE PRIORITY #1: BASIC SERVICES

### ANNUAL GOALS
(identify schoolwide and subgroup goals as applicable)

### SPECIFIC ANNUAL ACTIONS

### MEASURABLE OUTCOMES
Method for Measuring: Annual Review*

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<tbody>
<tr>
<td>All students will have appropriate access to the instructional materials necessary to participate in the school's programs and services in order to master the state content standards and meet academic performance standards appropriate to their respective grade levels. *The school will use the results of the annual Williams instructional materials review and certification process to measure achievement of this goal.</td>
<td>The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### FACILITIES MAINTENANCE

### ANNUAL GOALS
(identify schoolwide and subgroup goals as applicable)

### SPECIFIC ANNUAL ACTIONS

### MEASURABLE OUTCOMES
Method for Measuring: Annual Review*

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<tbody>
<tr>
<td>All students will have a clean and safe school campus in good repair as a basic condition of learning, as reflected in law and charter. *The school will use internal and/or District annual review(s) of the state and condition of its facilities to determine achievement of this goal.</td>
<td>Canyon shall maintain ongoing maintenance and repair logs with monthly review by Principal and Plant Manager. Canyon will rely on LAUSD inspectors, consultants, contractors, or others when their expertise is required to inspect, evaluate, and/or correct health and safety conditions at the school. The School, through the</td>
<td>&quot;Good&quot; rating on annual review</td>
<td>&quot;Good&quot; rating on annual review</td>
<td>&quot;Good&quot; rating on annual review</td>
<td>&quot;Good&quot; rating on annual review</td>
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activities of its Safety/Emergency Preparedness Committee, shall enforce the practices and procedures of the LAUSD with respect to health, safety, and risk management policies.

Canyon will continue to have monthly Safety Committee Meetings, annual Emergency Preparedness inventory, quarterly safety walks, and monthly safety drills.

### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

#### STATE PRIORITY #2

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent with the charter, the school will increase the number of students achieving proficiency level and above on the CAASPP SBAC English Language Arts tests by 1% annually over the benchmark scores established in the 2014-2015 CAASPP SBAC test administration schoolwide and, beginning in 2016-17, by 2% for foster youth, low income students, and all numerically significant subgroups. For English Learners, the school will increase by 1% annually the number of EL students achieving Basic (or equivalent measure</td>
<td>Ongoing review of Common Core State Standards-based curriculum and achievement data will result in high quality delivery for students, set internal achievement performance targets, and design and deliver appropriate professional development. CCSS Professional Development will</td>
<td>Baseline</td>
</tr>
<tr>
<td></td>
<td>Schoolwide CAASPP Benchmark Levels of Performance</td>
<td>&gt;=1% above benchmark proficiency levels</td>
</tr>
</tbody>
</table>
determining threshold for EL reclassification) and above on the CAASPP SBAC English Language Arts tests in 2014-2015.

Consistent with the charter, the school will increase the number of students achieving proficiency level and above on the CAASPP SBAC mathematics tests by 1% annually over the benchmark scores established in the 2014-2015 CAASPP SBAC test administration schoolwide and, beginning in 2016-17, by 2% for English Learners, foster youth, low income students, and all numerically significant subgroups.

*The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal.

address effective implementation of CCSS ELA and Math aligned to 21st Century skills will enhance student learning for ALL students.

PARENT INVOLVEMENT
STATE PRIORITY #3
MEASURABLE OUTCOMES
Method for Measuring: Annual School Experience Survey/School Report Card *

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<tbody>
<tr>
<td>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.</td>
<td>51.9%</td>
<td>52.9%</td>
<td>53.9%</td>
<td>54.9%</td>
<td>55.9%</td>
<td>56.9%</td>
</tr>
<tr>
<td>Parents are encouraged to attend parent workshops at the school and district level;</td>
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*The school will use the
parents and participation in monthly meetings, school site council and governing council meetings.

Parents are encouraged to participate in monthly committee meetings, school site council and governing council meetings.

**STATEWIDE ASSESSMENTS**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASSP*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Schoolwide : CAASSP Benchmark Levels of Performance</td>
<td>&gt;=1% above benchmark proficiency levels</td>
</tr>
<tr>
<td>2015-2016</td>
<td></td>
<td>2016-2017</td>
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<td>2016-2017</td>
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<td>2018-2020</td>
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<td>2019-2020</td>
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The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.

* During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., curriculum-based assessments, grade reports, projects, presentations, and subject-aligned periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents school-wide and for all numerically significant subgroups in order to measure progress towards and achievement of this goal.
The school will provide training opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.

**ACADEMIC PERFORMANCE INDEX (API)**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will meet or exceed its annual API growth targets (or locally determined equivalent targets while state is developing the new API) schoolwide, for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.</td>
<td>Canyon will provide a rigorous, Common Core State Standards-based curriculum. Achievement and data will result in high quality delivery for students. Instructional design will be based upon data and achievement results. Professional development will be planned to support the effective implementation of CCSS.</td>
<td><strong>Baseline</strong>&lt;br&gt;Meet or exceed API growth target(s) school-wide and for all numerically significant subgroups</td>
</tr>
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</table>

*During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., DIBELS, curriculum-based assessments, and periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents school wide and for all numerically significant subgroups in order to measure progress towards and achievement of this goal.

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<tbody>
<tr>
<td>Meet or exceed API growth target(s) school-wide and for all numerically significant subgroups</td>
<td>Meet or exceed API growth target(s) school-wide and for all numerically significant subgroups</td>
<td>Meet or exceed API growth target(s) school-wide and for all numerically significant subgroups</td>
<td>Meet or exceed API growth target(s) school-wide and for all numerically significant subgroups</td>
<td>Meet or exceed API growth target(s) school-wide and for all numerically significant subgroups</td>
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```

* * *
## ENGLISH LEARNER ADEQUATE PROGRESS RATE
### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CELDT*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will maintain the number of English Learners who make adequate yearly progress toward language proficiency. CELDT Proficiency: 2011/12: 67% 2011/12: 50% 2013/14: 100%</td>
<td>Teachers will provide instructional techniques for their EL students which include whole language instruction, sheltered English activities, cooperative learning groups, and experiential activities. Teachers will maintain ELD portfolios and utilize the Treasures Resources as well as teacher created activities for EL instruction. Primary language support will be provided by teachers, instructional aides, other students and bilingual parent volunteers.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
<tr>
<td>100% 100% 100% 100% 100%</td>
<td></td>
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</table>

### ENGLISH LEARNER RECLASSIFICATION RATE
### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CELDT*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will continue to increase the number of its English Learners who achieve English language proficiency each year.</td>
<td>Teachers will provide instructional techniques for their EL</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
<tr>
<td>Proficiency Rate of 83% Proficiency Rate of 85% Proficiency Rate of 86% Proficiency Rate of 87% Proficiency Rate of 88% Proficiency Rate of 89%</td>
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</tbody>
</table>
AMAO 2 – 2011/12 43%, 2012/13 30%, 2013/14 83%  
*The school will use reported reclassification data to measure progress towards and achievement of this goal.

### SCHOOL ATTENDANCE RATE

STATE PRIORITY #5: STUDENT ENGAGEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Attendance Rates*</th>
</tr>
</thead>
</table>
| In accordance with the charter document in order to ensure that every child receives the instructional hours necessary to meet the grade-level culmination requirements, it is imperative that he/she arrive to school on-time and prepared to learn. The school will achieve and maintain the highest levels of student attendance possible in order to support student learning.  
*The school will use student attendance rates to measure progress towards and achievement of this goal. | The school will increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher) by 1% annually school wide by 2% and for English Learners and low income students, and by 3% annually for students in Foster Homes, African American students, and students with disabilities.  
The school will continue to communicate the importance of regular attendance through newsletters, assemblies, emails and announcements. Students and staff will be recognized for | Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 |
| | | 60% 62% 64% 66% 68% 70% |
excellent attendance with monthly incentive tags, a trophy for the class with the highest percentage of perfect attendance, certificates, assemblies and notifications home.

**CHRONIC ABSENTEEISM RATE**

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>In accordance with the charter document and District Attendance Policies, the school will achieve and maintain the highest levels of student attendance possible in order to support student learning.</td>
<td>The school will decrease by 1% annually the number of students missing 16 days or more each school year (an attendance rate of 91% or lower) school wide and for low-income students.</td>
<td>Method for Measuring: Annual Review*</td>
</tr>
</tbody>
</table>

*The school will use student attendance rates to measure progress towards and achievement of this goal.

Canyon shall revise its School Attendance Plan annually to ensure that it maximizes both student learning and the revenues for LAUSD.

The school’s PSA Counselor and Administrator meet monthly to review implementation of the school’s attendance plan, plan incentives for improved and excellent attendance, and

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<tbody>
<tr>
<td>8.1%</td>
<td>7.1%</td>
<td>6.1%</td>
<td>5.1%</td>
<td>4.1%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>
works with parents to improve attendance for all students as it becomes necessary.

### STUDENT SUSPENSION RATE
**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on District goals and data analysis as well as school-level data analysis, the school will maintain the 0% of student out-of-school suspensions and maintain that same rate of suspensions for African American students, foster youth, and students with disabilities. <em>The school will use school suspension data to measure progress towards and achievement of this goal.</em></td>
<td>The school will maintain the 0% suspension incidents by through the use of alternative practices such as a schoolside positive discipline plan, Council sessions, counseling provided by school personnel, social groups, and Anti-bullying assemblies and activities. The school will use its Second Step Program, Character Education Program and Life Skills lessons to instill values that promote a healthy life style that eliminates the need for suspension for all students.</td>
<td>0%</td>
</tr>
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</table>

### BROAD COURSE OF STUDY
**STATE PRIORITY #7**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Technology Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will provide a</td>
<td>Technology in</td>
<td>100%</td>
</tr>
</tbody>
</table>
sufficiently broad course of study to all students in order to prepare them for college and career in the 21st Century, as reflected in applicable law and the charter.

Canyon will provide the latest technology hardware and software, and technology instruction for all students to support their achievement of the Common Core standards including the integration and enhancement of instruction via technology.

Canyon will provide a weekly technology class for all learners in grades TK-5.

Teachers and students will use the Internet and World Wide Web to develop activities that will enrich the conceptual learning aligned to CCSS as well as learn how to use electronic devices to enhance and expand learning opportunities.

The technology committee will develop a three year plan outlining the hardware and software required to meet the needs of the goals as defined in the school's technology plan.

<table>
<thead>
<tr>
<th>OTHER STUDENT OUTCOMES</th>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td></td>
<td><strong>STATE PRIORITY #8</strong></td>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Method for Measuring:</strong></td>
<td><strong>School Surveys</strong></td>
</tr>
<tr>
<td>Canyon students will make connections with each other in the Canyon community, as well as with local and global</td>
<td>Canyon will provide opportunities for diversity and</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
communities. Canyon Charter Elementary is a place where students learn from the past and celebrate and preserve our school’s natural and cultural heritage. It is a place where students are empowered in the present in order to become productive citizens in the future.

Community to be celebrated in school-wide activities that may include Fiesta (a celebration of the natural and cultural history of Santa Monica Canyon), field trips to the local La Senora Marquez family home, informational assemblies about our historic library schoolhouse, holiday musicals representing a variety of cultures, Sweet Heritage, and school-wide assemblies.

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

With the aim of helping others in our community, we encourage our students and their families to participate in local, national and global community service activities.

**INSTRUCTIONAL DESIGN**

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

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

As described in “how learning best occurs” we draw upon a variety of learning theories and concepts that drive our instructional practice. Various theories and models help guide our approach and enable us to provide a rigorous and comprehension curriculum. Canyon believes that the role of education is to give children experiences that are within their zones of proximal development, thereby encouraging and advancing their individual learning.

Canyon has set goals for developing students’ academic and social skills and for maximizing effectiveness in differentiating instruction to meet the needs of all learners, K-5. Classroom instruction addresses individual learning styles through cooperative and collaborative learning, direct instruction, and independent practice. An integrated, thematic approach to instruction enables Canyon’s teachers to address many curricular areas and demonstrate the interrelationship of different academic subject areas. The school supports the standards-based instructional program through ongoing staff development, active parent participation that promotes teamwork between school and home, and various itinerant programs used to enrich the learning experiences of all students, all of which are recognized as significant factors that promote student success.

Instructional Approach

As an affiliated Charter school, Canyon will have flexibility in instructional programs and choice of curricular materials as permitted by contract. Curriculum will continue to be implemented through the use of a variety of materials, including state or District adopted and staff selected textbooks and core selections. These materials are aligned with the state frameworks and Common Core State Standards as well as supplementary materials.

Pursuant to BUL-5439.0, Affiliated Charter Schools, issued March 11, 2011, affiliated charter schools shall determine their development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Affiliated charter schools may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District. Should any subsequent updates, revisions, or changes occur to BUL-5439.0, Affiliated Charter Schools, Canyon will adhere accordingly to the requirements.
Canyon recognizes that learning best occurs when students actively participate in the process of learning, and can engage in experimentation, exploration, and discovery. When students can see the connections between what they learn and what happens in the real world, they are encouraged to go beyond the standard curriculum and delve more deeply into various subjects. When students are challenged to use critical thinking and problem-solving skills, their education becomes a means to inspiring them to reach their full potential.

As a Professional Learning Communities (PLC) and with support from the Instructional Leadership Team (ILT), teachers at Canyon use the following cycle:

- **Plan:** Teachers work collaboratively to plan rigorous Common Core aligned lessons and activities.
- **Deliver:** Teachers implement the Common Core units around big ideas and essential understandings.
- **Reflect:** Teachers work collaboratively to examine the implementation of lessons. They analyze student work and determine the success or challenges of implemented strategies and lessons.
- **Revise:** Teachers use information from their reflections to refine and improve the implementation in future Common Core lessons.

Canyon employs a model of departmentalization when funding is available. This model is different from a traditional elementary classroom with one teacher for all subjects and instead strives to attain a departmentalized structure similar to middle and high school. This structure of teaching is offered throughout the entire school year for PE, Science and Digital Learning. During PE teachers take their students out and co-teach with a full time PE teacher. For Science, students rove to a dedicated science lab where a dedicated science teacher give instruction. For Digital Learning a dedicated technology teacher roves to each classroom with the necessary technologies. Art, music and dance are taught on a block schedule where teachers rotate through which lasts several months. Students rove to the auditorium where a dedicated teacher gives instruction for dance and music, while art is done in the classroom with an art teacher.

This model provides a unique learning environment by having a specialized teacher in select content areas such as Science, Physical Education, Technology, and the Arts. This allows students to receive a deeper level of understanding because a teacher can focus on a particular content area.

Canyon teachers and the curriculum committees collaborate regularly to review current research and student data to make informed decisions regarding best teaching methodologies. Common methodologies employed include:

- **Modeling:** Teachers model thinking processes and strategies as they guide student learning. Their modeling includes discrete skills and general behaviors that effective citizens in a democratic society must demonstrate.
- **Academic Rigor:** Teachers at each grade level collaborate and design lessons that help students gain a deep conceptual understanding of topics or concepts, and maintain a high level of engagement throughout the learning process.
• **Criteria Charts and Rubrics:** Students help develop criteria charts that are displayed in their classroom. Developing criteria charts enables students to articulate what is expected as they work towards mastery of the standards.

• **Collaborative Groups:** When teachers divide students into smaller groups, students benefit from immediate feedback from peers and guided practice, which allows them to explore their own ideas in the context of their peers. Collaborative grouping fosters diverse perspectives and greater interpersonal and teamwork skills.

• **Purposeful and immediate Feedback:** Teachers employ immediate feedback to assist students in recognizing successful learning behaviors with encouragement to repeat them.

• **Accountable Talk:** Teachers employ “accountable talk” when students talk with other students in a manner that drives the learning process forward by what they hear from their peers.

• **Close Reading:** Close reading is a careful and purposeful rereading of a text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us. Teachers give students questions; text dependent questions that require that they go back into the text and search for answers. These aren’t simply recall questions, just the facts of the text, but rather questions that allow students to think about the text, and the author’s purpose, the structure, and the flow of the text

• **Instructional Conversations:** Teachers employ instructional conversations as a strategy that promotes the use of a students’ own vocabulary and allows them to practice the art of listening as well as speaking. The technique helps English Learners to demonstrate their acquisition of language effectively.

• **Questioning Techniques:** Teachers employ questioning techniques that allow students to extend their thinking processes and deepen their understanding of concepts.

• **Differentiated Instruction:** Teachers design lessons and assignments that have multiple entry and performance points, thus allowing all students to have access to the core curriculum.

• **Higher-Level Thinking:** Teachers design lessons that provide students the opportunity to develop critical reasoning skills that help them to think flexibly and solve complex problems. Students are encouraged to move beyond the rudimentary knowledge level of Bloom’s taxonomy to more sophisticated levels such as synthesis and evaluation.

• **Depth of Knowledge Levels:** Webb’s Depth of Knowledge (DoK) categorizes tasks according to the complexity of thinking required to successfully complete them. Level 1: Recall and Reproduction; Level 2: Skills & Concepts; Level 3: Strategic Thinking; Level 4: Extended Thinking.

• **Integration of the Arts:** Teaches use drama, dance, music, and visual art to enhance their students’ learning experience.

• **Thinking Maps:** Students in K-5 use thinking maps as a visual representation of eight different thinking processes: define, describe, classify, sequence, compare/contrast, cause/effect, identify part-to-whole and whole-to-part relationships, and define analogies. The thinking maps are used in all core curricular areas.

• **Experimental Learning:** Hands-on learning is emphasized by all teachers. Students are more apt to gain mastery of the concept if they can solve problems on their own,
and use reference materials to seek solutions, use learning aids to help gain an understanding of a concept independently.

**Curriculum and Instruction**

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

**Language Arts**

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

Students are instructed in listening, speaking, reading comprehension, vocabulary and writing skills and in their application. For example, at the lower grades (K-2) students are explicitly instructed in phonemic awareness, phonics, decoding, word attack skills, spelling, vocabulary, and comprehension skills. Language arts instruction in upper grades (3-5) includes an added emphasis on higher-level comprehension skills and reading strategies.

Teachers may deliver language arts instruction in a variety of ways including to a whole class, a small group, or to an individual child. Teachers use flexible groupings based on skill-level needs, interest area, or mini-lessons with supporting literature. Teachers may also collaborate and share in the creation of instructional materials.

While practicing listening skills, students may be read aloud to, participate in Council and school-wide assemblies, listen to student council elections, or participate in the listening component of the state adopted reading program. Upper grade students may also practice note-taking skills.

Students may participate in the Power Speaking curriculum, student council speeches, classroom oral presentations, sharing, drama, or classroom inquiry through question and answer sessions to meet grade level standards. Students learn word structure, context clues, apposition, and dictionary skills. Teachers may base spelling instruction on children’s development levels, and students may generate their own personal lists. Spelling pattern instruction comes from the District mandated Treasures reading program, as well as based on assessment of student writing.
During reading comprehension lessons, students make connections, visualize, close read, predict, make inferences, ask questions, and summarize. The reading instruction may include guided reading, shared reading, partner reading, oral reading, choral reading, independent reading, literature circles, and read-alouds. There is also an emphasis on decoding and reading fluency. Students learn questioning techniques using Bloom’s Taxonomy and Depth of Knowledge. This is achieved through a variety of core literature and literature circles. According to the CCSS, students are instructed, using both narrative and expository texts that are tied to the content areas.

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

Canyon Charter Elementary may supplement the District mandated Language Arts Program, Treasures, with Write from the Beginning. This program is a developmental writing program for students in kindergarten through fifth grade. The focus of the program is on early training in those criteria that are necessary for successful writing achievement beyond the primary years. Write from the Beginning implements rubrics and focused mini-lessons.

Based on this Language Arts program, students will:

- develop language arts skills in all subject areas and practice reading, writing, and speaking throughout their day
- establish reading fluency and comprehension skills through a balanced reading program which may include phonics, word study, read-alouds, choral reading, shared reading, guided reading and self-selected reading
- be familiar with the terminology and concepts related to effective writing
- be able to self-assess their writing performance and articulate a plan for improvement
- use Thinking Maps cooperatively and independently to organize and plan for writing
- acquire writing fluency and the ability to write for a variety of purposes and audiences, through the writing process and direct instruction in writing traits and skills
- showcase their writing skills in events such as Poetry Fest, Canyon Times, and in the Canyon Cricket Anthology
- follow good practices of language mechanics and usage
- use standard spelling and vocabulary to express ideas with clarity and accuracy
- develop active listening skills and demonstrate the ability to respond orally and in writing
- use various resources (such as literary works, expository texts, journals, charts, schedules, periodicals) to gather, organize, and interpret data and to communicate ideas and information
• exhibit the ability to use a wide range of critical thinking skills as they read, discuss and write about the ideas and meanings they discover in various genres
• participate in investigative experiences that promote the development of research skills, inquiry and self-directed learning

Grade level activities may include:

K - Thanksgiving play, Dr. Seuss Day, student-created stories, journal writing
1 - original games, book reports, ancestor report, journal writing
2 - field trip to LACMA, African-American history presentations, book reports, interview of ancestry, journal writing
3 - book reports, journal writing, poetry books, class plays, readers theatre, poetry memorization/recitation
4 - mission reports, oral history reports, journal writing
5 - journal writing, Readers Workshop reports

Math

Canyon is committed to differentiated instruction in mathematics. Teachers provide specific ways for each individual to learn as deeply as possible without assuming one student’s road map for learning is identical to anyone else’s. Teachers differentiate through content (leveled curriculum, flexible groupings, pre-assessments), process (interest surveys, pre-assessments, flexible groupings) and product. In addition to utilizing the District mandated math curriculum, enVision, Canyon Charter Elementary supplements with programs such as: ST Math, Fast Math, Star Voyager, Arithmetic Developed Daily, Marilyn Burns activities, Marcy Cook curriculum, Dale Seymour and Kathy Richardson, and Engage NY.

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

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

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

Science

Our science program is an example of how departmentalization occurs at Canyon Charter Elementary. With available funding under this model a dedicated science teacher provides science instruction to grades K-5 incorporating the Next Generation Science Standards (NGSS) using the California FOSS (Full Option Science System) curriculum. Students and teacher delve deeper into the curriculum with hands-on, discovery and inquiry based learning in a science laboratory setting.

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

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

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

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

Health

A positive, health-oriented school climate at Canyon recognizes that health is intimately linked to learning. The health curriculum encompasses the physical, social and emotional health of all students. Teachers integrate health concepts through District mandated and school adopted programs such as Second Step (a conflict resolution program), Too Good for Drugs (a drug education program) or the Council program.

Research confirms that school and family are the two most important social and emotional learning environments for children. The curriculum teaches students several skills central to healthy social and emotional development: empathy (Halberstadt, Denham and Dunsmore); impulse control and problem solving (Crick and Dodge); and anger management (Eisenberg, Fabes and Losoya). Students participate in instruction on topics such as, nutrition, exercise, social and emotional well being and making responsible choices.

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

Based on this program, students will:
• learn and apply good physical, social and emotional health concepts, including nutrition and substance abuse awareness
• participate in Red Ribbon Week (a drug awareness program), Jump Rope for Heart, emergency preparedness drills, and Olympics Day (which may include motivational speakers relating to sports and health)
• participate in literacy activities such as reading articles from publications such as Schoastic News, taking lessons from authentic literature and reading supplemental materials provided with the health curriculum, Second Step

**History/Social Science**

The social science curriculum at Canyon has a scope and sequence based upon the History/Social Science Framework and the California History/Social Science Content Standards. Canyon Charter Elementary uses the District-adopted History-Social Science for California program, Scott Foresman, along with supplemental instructional materials.

Teachers use thematic instruction, drama, and curricular integration within a school-wide theme of Community, thus allowing students to understand how people, cultures, ideas, and events interact. According to a study conducted by Levsitk and Barton (2001), “effective history/social studies instruction clearly demonstrates that students learn best when they are active, not passive; when they are creative, not merely receptive; and when they are regularly put in positions to exercise their powers of critical judgment, rather than merely required to memorize masses of factual information.” Students are encouraged to investigate, explore, and internalize concepts they have studied.

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

Technology

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

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

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

Computer instruction is based on the standards of the International Society for Technology in Education (ISTE), which include:
• Creativity and Innovation
• Communication and Collaboration
• Research and Information Fluency
• Critical Thinking, Problem Solving, and Decision Making

These goals will support the effective use of technology to improve student academic achievement and prepare them for the 21st century. A variety of software such as ST Math, IStation, Fastt Math and online media is used to teach these skills and at the same time promote abstract and logical thinking, computation, collaboration and problem solving strategies. The overall goals of computer instruction are to support and extend the regular classroom curriculum, to help all students to achieve computer literacy, and encourage students to demonstrate their learning through a variety of media.
The technology program will continue to be developed in order to provide items such as:

- differentiated math and language arts instruction for grades K-5 through the use of programs such as ST Math and i-Station
- age-appropriate, school-wide internet access for research, collaboration and presentations
- access to multimedia devices such as iPads, iPods, and SmartBoards for school activities and projects
- staff and student training in the use of presentation software
- ongoing implementation of new technology, guided by the Digital Learning Committee, consisting of the computer instructor, school administrator, teachers and parents
- technical support to maintain equipment and maximize functionality
- an increase in hardware with the ultimate goal of having a 2-1 ratio campus wide
- the integration of computer instruction with classroom curriculum spearheaded by the technology coordinator working in collaboration with the teachers

**Visual and Performing Arts**

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

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

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

**Dance**

The elementary dance program at Canyon is a foundational program that provides standards-based instruction in dance in grades K through 5 in accordance with LAUSD’s Elementary Art Instructional Guide. The students are given the opportunity to experience dance as art in an educational setting, performing, creating, responding and connecting
their dance learning to their own experiences. Dance and movement education encourages students to respond to sound through movement, strengthen motor efficiency and control, communicate ideas through movement, acknowledge multicultural heritage, and develop an appreciation for its aesthetic value.

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

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

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

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

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

By participating in our physical education program, Canyon students will:
- understand human growth and development and how these relate to an individual's own physical fitness
- understand the role of exercise in promoting a healthy lifestyle
- demonstrate mastery of developmental skills appropriate for their age level
- practice good sportsmanship and follow established game rules in the classroom and on the playground.
- learn the rules and regulations associated with various sports
- learn to work collaboratively to achieve a common goal
- develop strong sportsmanship skills and an understanding of healthy competition
- train and participate in the Presidential 5th grade Physical Fitness Test

School wide events such as Jump Rope for Heart and Olympics Day allow our students to demonstrate the skills that they have obtained through our physical education program. During Olympics Day, students recognize the spirit of the Olympic games. Famous athletes representing all sports provide inspirational support to Canyon students.

Physical education is an integral part of the instructional program for all students. Canyon teachers collaborate with one another to plan a physical education curriculum, which incorporates the state standards for this discipline. With the current emphasis on health-related fitness and its link to academic achievement, Canyon's physical education program is in compliance with Federal and State mandates as well as District policy governing physical education.

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

**Character Education**

According to Wolfgang Althof and Marvin W. Berkowitz in their article in the Journal of Moral Education, "Any democratic society must concern itself with the socialization of its citizens. This begins in childhood, and schools are critical to this process." Canyon, as an inclusive community, fosters independence of thought, intellectual integrity, personal
responsibility, and social morality. Open dialogue is encouraged among all stakeholders, which enhances the understanding and appreciation of differences and promotes personal and social development. By fostering both positive social values and personal growth, the learning environment has a beneficial effect on the community at large. This empowers the children to be proactive agents of change, embracing the scope of human diversity. Since the character education program has been implemented, there has been a significant improvement in behavior through use of programs such as Council, Friendly Fifth Graders, Student Council, Cross Age Buddies and Monthly Assemblies. In-class character education activities include emphasizing the pillars of character: friendship, honesty, trustworthiness, respect, responsibility, caring, fairness, citizenship, and sportsmanship. Collaborative classroom activities serve to strengthen the students’ internal value systems and make them respectful, responsible citizens.

**Council Program**
Council, a schoolwide program, teaches children how to effectively communicate with others and builds community. The core of the Council practice involves empowering students to become good storytellers and good listeners. As stories are shared, students develop deeper and more meaningful connections with one another, increasing their capacity for empathy and for holding multiple perspectives. Also, through Council, students connect their personal experiences and perceptions with the content in many areas of the curriculum.

**Friendly Fifth Graders**
Friendly Fifth Graders (FFG) is a program designed to help our school become a more healthy, positive, and safe learning environment by empowering students to manage conflict, transform relationships, and enhance school climate. This program is limited to 5th grade students. Students who express interest in participating are automatically accepted and take place in the training program prior to being delegated responsibilities. Program objectives may include: creating a stronger sense of community by supporting students with finding friends to eat with during lunch, encouraging students to join games during recess, and supporting them to work through problems on the yard.

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

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

Monthly Assemblies
Each month the entire school meets in front of Canyon’s historical library, using its steps as a stage area. Classes present songs and skits to support character education and our academic curriculum. Parents are encouraged to attend these assemblies.

Celebrating Cultural Diversity
Diversity is celebrated in school-wide activities that may include Fiesta (a celebration of the natural and cultural history of Santa Monica Canyon), holiday musicals representing a variety of cultures, an annual African-American Living Museum, Sweet Heritage, and school-wide assemblies. In the classroom, teachers use cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective. The students engage in active reasoning about important concepts supported by culturally relevant instructional materials and resources. Classroom activities may include studies of self-image, diversity of family types, ancestry, and global communities are a regular part of the curriculum.

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

With the aim of helping others in our community, we encourage our students and their families to participate in local, national and global community service activities through programs such as:
- recycling programs (batteries, classroom recycling)
- carpooling and walk to school
- OneSight (collection of gently used prescription eyewear and sunglasses)
- School on Wheels (school supplies and backpacks for homeless children)
- Westside Food Bank (canned and nonperishable food collection)
- LAFD Spark of Love Toy Drive
- American Heart Association Jump Rope for Heart
- Magic Shoe Foundation (gently used shoe collection)
- Trick or Treat for Unicef

The affective/social goals of Canyon include:
- providing a comfortable, integrated social climate for all students and their families.
- providing an opportunity for students with special needs to be included with their typical peers.
- teaching skills for developing positive interpersonal behavior (such as cooperation, conflict resolution, peer mediation, anger management, decision-making, and problem-solving) and having students participate in social skills groups across
grade levels. Students included in social skills groups are determined by teachers and/or parents. Social skills groups are led by the school psychologist.

- promoting learning in social and community ethics and values, which takes place in all classrooms through both formal and informal instruction. This includes a combination of approaches such as direct instruction, large group and small group discussion, role playing and journal-writing. Programs such as Second Step and Council help to promote these goals.
- encouraging each child to feel an integral part of his/her school and community by developing a strong recognition of the valuable role that he/she, as an individual, plays.
- fostering healthy self-esteem through encouraging students to think positively about themselves, to accept differences in others, to think independently, and to develop an understanding of who they are as individuals.
- helping every child learn to celebrate his/her uniqueness and to recognize his/her strengths.
- participation in a school-wide positive behavior reinforcement program emphasizing the three “B’s” (Be Safe, Be Respectful, Be Responsible).

**Transitional Kindergarten** (for elementary schools only)

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.

**Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

Canyon will follow the calendar for single-track schools as adopted by the Los Angeles Unified School District’s Board of Education. The school year calendar begins in August and ends in June. The school provides 5,060 instructional minutes annually, which exceeds the Ed. Code requirements. Instructional minutes are provided for a total of 180 school days.

**Master Calendar 2015-2016**

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<td>Charter Lottery Opens</td>
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<tr>
<td>September 23</td>
<td>Unassigned Day – No School</td>
</tr>
<tr>
<td>September 25</td>
<td>Fall Picture Day</td>
</tr>
</tbody>
</table>

| OCTOBER | | MARCH | |
| October 8 | Committee Meetings | March 3 | Committee Meetings |
| October 9 | Party Book Event | March 4 (? | End of 2nd Reporting Period |
| October 15 | Governing Board Meeting | March 7-11 | Book Fair Week |
| October 19-23 | Pumpkin Patch | March 14 | Lottery Applications Due |
| October 23 | Monthly Assembly | March 17 | Governing Council Meeting |
| October 28 (?) | Great American Shake Drill | March 18 | Monthly Assembly, Lottery Drawing |
| October 23 | Governing Council Meeting | March 28 | Spring Recess |
| TBD | Student Council Campaign Week | March 31 | Spring Portraits |
| October 31 | Halloween | | |

| NOVEMBER | | APRIL | |
| November 2-13 | Food Drive | April 10 | Canyon Fiesta |
| November 5 | Committee Meetings | April 20 | 5th Grade Panoramic |
| November 11 | Veterans’ Day – No School | April 21 | Committee Meetings |
| November 12 | Governing Council Meeting | April 25 | SBAC Starts: Week 1 |
| November 13 (?) | End of First Reporting Period | April 28 | Governing Council Meeting |
| November 16-20 | Conference Week | April 29 | Monthly Assembly |
| November 20 | Monthly Assembly | | |
| November 23-27 | Thanksgiving Holiday Week | | |

| DECEMBER | | MAY/JUNE | |
| December 7-18 | Toy Drive | May 2 | SBAC Week 2 |
| December 10 | Committee Meetings | TBD | Staff Appreciation Week |
| December 17 | Governing Council Meeting | TBD | Olympics Day Rall |
| December 18 | Sparks of Love Assembly | May 9-11 | 5th to Astrocamp |
| December 18 | Minimum Day/12:45 Dismissal | May 12 | Open House |
| December 21-Jan. 8 | Winter Recess | May 13 | Olympics Day |
| | | May 19 | Committee Meetings |
| | | May 26 | Governing Board Meeting |
| | | May 27 | Monthly Assembly |
| | | May 27 | Volunteer Appreciation Breakfast |
| | | May 30 | Memorial Day – No School |
| | | June 9 | Kindergarten Celebration |
| | | June 10 | 5th Grade Culmination |
| | | TBD | Last Day of Instruction |
| | | June 13 | End of Year Picnic |
| | | | Pupil Free Day |

**School Hours:**
Office: 7:30am - 4:30pm
Playground Gates Open: 7:45am
Breakfast: 7:45am - 8:05am
Lunch: 12:10pm - 12:50pm
After School Supervision: Dismissal - 6:00pm

Canyon has and will continue to follow the traditional school LAUSD calendar and adhere to state and district requirements for instructional minutes as set forth in E.C. 47612.5.
Pursuant to BUL-5439.0, Affiliated Charter Schools, issued March 11, 2011, provided the minimum requirements for instructional minutes, day and calendar year and in accordance with applicable collective bargaining agreements are met, affiliated charter schools shall have flexibility in creating its bell schedule. Any costs associated with changes to instructional and/or work calendars, such as salaries, personnel costs, transportation costs, cafeteria costs, maintenance and operations costs, etc. will be borne by the affiliated charter schools. Should any subsequent updates, revisions, or changes occur to BUL-5439.0, Affiliated Charter Schools, Canyon will adhere accordingly to the requirements.

Canyon favors a time-banking system of instructional time keeping. The present bell schedule for regular, minimum, shorted and professional development banked days have provided the required number of instructional minutes as required by state law which includes two professional development banked days a week. Professional Development days allow for 275 instructional minutes, minimum days allow for 250 instructional minutes and shortened days allow for 285 instructional minutes.

This time-banking has provided the staff with invaluable time to meet as a group to discuss all pertinent educational issues and participate in professional development. It also provides time to meet at grade level to address formative data, interventions, and ongoing lesson unit coordination. Furthermore, it has allowed the time necessary for Canyon’s Governing Council and committees to meet regularly, to ensure full stakeholder participation in school policy-making. Bell schedules and reporting forms have been and will continue to be submitted to the District each year.

**Bell Schedules**

**Kindergarten**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10-10:00</td>
<td>Instructional Time (English Language Arts/ELD)</td>
</tr>
<tr>
<td>10:00-10:20</td>
<td>Recess</td>
</tr>
<tr>
<td>10:25-11:40</td>
<td>Instructional Time (Math)</td>
</tr>
<tr>
<td>11:40-12:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>Instructional Time (Science, Health, Social Studies, Council, Enrichments)</td>
</tr>
<tr>
<td>1:30</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

**Grades 1-5**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10-10:00</td>
<td>Instructional Time (English Language Arts/ELD)</td>
</tr>
<tr>
<td>9:45-10:05</td>
<td>Recess (Grades 1-3)</td>
</tr>
<tr>
<td>10:05-10:25</td>
<td>Recess (Grades 4-5)</td>
</tr>
<tr>
<td>10:00/10:25-12:10</td>
<td>Instructional Time (Math)</td>
</tr>
<tr>
<td>12:10-12:50</td>
<td>Grades 1-3 Lunch/Grades 4-5 Recess</td>
</tr>
<tr>
<td>12:30-12:50</td>
<td>Grades 4-5 Lunch/Grades 1-3 Recess</td>
</tr>
<tr>
<td>12:50-2:55</td>
<td>Instructional Time Resumes (Science, Health, Social Studies, Council)</td>
</tr>
<tr>
<td>1:45 Tues/Thurs.</td>
<td>Dismissal</td>
</tr>
<tr>
<td>2:55 M/W/F</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
## Sample Enrichment Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard – Computer 8:15-9:00</td>
<td>Riddle – Computer 8:15-9:00</td>
<td>Gorman – Computer 8:15-9:00</td>
<td>Harris – Computer 8:15-9:00</td>
<td>Lamb – Computer 8:15-9:00</td>
</tr>
<tr>
<td>Cook – PE 8:15-9:00</td>
<td>Howard – PE 8:15-8:45</td>
<td>Davis – PE 8:15-9:00</td>
<td>Howard – PE 8:15-8:45</td>
<td>Lim – PE 8:15-9:00</td>
</tr>
<tr>
<td></td>
<td>Gorman – Music 8:15-8:45</td>
<td></td>
<td>Lamb – Science 8:15-9:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Howard - Music 8:45-9:15</td>
<td></td>
<td>Butts – Music 9:00-9:45</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Davis – Music 9:00-9:45</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Gorman – Drama 8:25-8:55</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Howard - Drama 9:00-9:30</td>
<td></td>
</tr>
<tr>
<td>Harris – PE 9:00-9:45</td>
<td>Harris – Science 9:00-9:45</td>
<td>Harris – Science 9:10-9:55</td>
<td>3rd Grade – PE 9:00-9:45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watson – Science 9:15-10:05</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Lim – Computer 11:25-12:05</td>
<td>Butts – PE 11:20-12:10</td>
<td>Davis – Library 11:15-12:00</td>
<td>TerVeer – Library 11:15-12:00</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Watson – Music 11:20-12:05</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Goldstein – Music 11:20-12:05</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TerVeer – Computer 1:00-1:45</td>
<td>Lamb – Computer 1:00-1:45</td>
<td>Stoll – Computer 1:00-1:45</td>
<td>Pfau – Computer 1:00-1:45</td>
<td>Goldstein – Computer 1:00-1:45</td>
</tr>
<tr>
<td>Riddle – PE 1:00-1:50</td>
<td>Lim – PE 1:25-1:45</td>
<td>Ikebe – PE 1:00-1:50</td>
<td>Harris – PE 12:55-1:45</td>
<td>TerVeer – PE 1:00-1:50</td>
</tr>
<tr>
<td>Lamb – Library 1:00-1:45</td>
<td>Stoll – Library 1:00-1:45</td>
<td>Goldstein – Library 1:00-1:45</td>
<td>Lim – Library 1:00-1:45</td>
<td></td>
</tr>
<tr>
<td>Cook – Science 1:00-1:50</td>
<td></td>
<td>Butts – Science 12:50-1:45</td>
<td>Butts – Science 12:50-1:45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cook – Science 1:00-1:50</td>
<td>Huizar – Music 1:00-1:45</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Cook – Science 1:00-1:45</td>
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<td></td>
</tr>
<tr>
<td>Huizar – Computer 2:00-2:45</td>
<td>Butts – Computer 2:00-2:45</td>
<td>Pfau – Computer 2:00-2:45</td>
<td>Davis – Computer 2:00-2:45</td>
<td></td>
</tr>
<tr>
<td>Pfau – PE 2:00-2:50</td>
<td>Lamb – PE 2:00-2:50</td>
<td>Cook – Library 2:00-2:45</td>
<td>Goldstein – PE 2:00-2:50</td>
<td></td>
</tr>
<tr>
<td>Watson – Library 2:00-2:45</td>
<td>Cook – Library 2:00-2:45</td>
<td>TerVeer – Science 2:00-2:50</td>
<td>Huizar – Library 2:00-2:45</td>
<td></td>
</tr>
<tr>
<td>TerVeer – Science 2:00-2:50</td>
<td></td>
<td></td>
<td>TerVeer– Science 2:00-2:50</td>
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</tbody>
</table>
PROFESSIONAL DEVELOPMENT

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

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

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

Canyon also has an Instructional Leadership Team (ILT) comprised of the principal, one teacher per grade level and a special education representative. Our ILT is a powerful tool for improving student achievement by providing teachers with “real-time professional learning.” The team members help to ensure that teachers not only understand the Common Core State Standards, but facilitate adjustments in instructional practice that will result in increased student achievement. Canyon’s ILT targets their time on meaningful instructional issues such as reviewing data, providing relevant professional development, facilitating structured discussions about instructional practice and creating opportunities for observation of best practices. The members of the ILT support teacher collaboration with a focus on implementation of the Common Core State Standards and the key instructional shifts they require.

Our professional development focus changes based on the current needs of the school. Our recent focus has been on strategies for the successful transition to the Common Core State Standards, primarily for English Language Arts and Mathematics. Workshops have been held in the areas of Cognitively Guided Instruction, Strategies for reading Informational Text, English Language Development Instruction, Differentiated Instruction and the use of Thinking Maps.

Canyon’s professional development sessions are scheduled on banked time days that LAUSD currently provides on Tuesday afternoons. In addition, Canyon has adjusted the school schedule to provide an additional banked time day on Thursday afternoons. This provides for even more time dedicated to grade level collaboration, vertical team meetings and extensions of previously introduced professional development workshops.
Grade level meetings are held at least two times per month for all teachers. This allows for the successful planning and implementation of previously presented topics. Teachers are able to work together to analyze student data, provide timely interventions for students and to guide the instructional planning process. Teachers are able to explore the curriculum and seek out practices that will have positive effect on student achievement. Teachers share student work samples and develop rubrics and common levels of expectation for student progress. Teachers need ample opportunities to assess student learning, design rigorous lessons, observe one another and refine instruction based on their collaborative work with one another. This time for reflection is crucial to the refinement of instructional practice.

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

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

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

Professional Development Topics for 2015-2016 may include:
- Depth of Knowledge/Differentiation of Instruction
- In depth workshops related to elements of the Teaching & Learning Framework
- The Art of Questioning
- Common Core aligned Lesson Development
- Using student work samples and assessments to drive instruction
- Thinking Maps
- ELD Master Plan
- Developing Authentic Assessments
- Effective Integration of Technology
- Professional literature review/discussion
- Cross grade level/vertical articulation
- Emergency preparedness
- District Administrative Certification mandates
MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Canyon is committed to providing opportunities for English Learners to obtain primary language support in core subjects and instruction in English as a Second Language (ESL) through Specifically Designed Academic Instruction in English (SDAIE) methods and English Language Development based on ELD state standards. Canyon complies with all applicable Federal and State laws, and District policies and procedures related to the implementation of the English Learner Master Plan.

The identification process English Learners will be determined through:
- Home Language Survey
- CELDT (California English Language Development Test) results

Canyon strives to meet the needs of English Learners by implementing instructional practices that are proven to be effective. To meet the District’s content and performance standards for English Learners, Canyon uses the District adopted ELD curriculum and adheres to the daily-designated English Language Development instructional time.

Classroom teachers assigned to EL students provide services and supports for English Language Development and access to Core and engagement that include implementation of the following:
- 60 minutes of daily English Language Development instruction for EL levels 1-3
- 45 minutes of daily English Language Development instruction for EL levels 4-5
- Specially Designed Academic Instruction in English (SDAIE) techniques
- Culturally & Linguistically Responsive Pedagogy (CLR)
- Visual supports/Thinking Maps
- Total Physical Response (TPR) techniques
- Oral and Written Language Portfolio Opportunities

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

ELD curriculum will be differentiated to meet our EL’s needs and will incorporate many strategies that support EL students in mastering the ELD standards. Students will journal, write informational reports, research topics and recount their findings, respond to literature, create stories or poetry, and engage in dramatic readings through activities such as readers' theater. Instruction will incorporate the use SDAIE techniques to enhance
learning for our EL students. Instruction will also be enhanced through small group activities, opportunities for peer talk, modeling, re-teaching if/when necessary, Thinking Maps, and the use of visuals, realia, and technology. Instruction will incorporate the use of complex texts and require students to respond to questions using text as evidence.

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

English Learners are monitored and assessed using an ELD portfolio based on their ELD level. Throughout the year, teachers collect work samples that demonstrate progress towards ELD standards. Work samples are reviewed by the teacher and EL Coordinator and placed in student portfolios as evidence of progress or mastery of standards. A positive relationship is developed with the parents of English Learners to keep them informed of their child’s progress and to assist with providing support at home.

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

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

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

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

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

Meetings between the designee, student and parents should be viewed as an opportunity to engage students in identifying strengths and to motivate students to work towards identifiable measures of academic success.
**Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School will continue to use LAUSD’s GATE identification process, adhere to District policy regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

Canyon is committed to addressing the needs of gifted and talented students. The current GATE population represents 34 percent of 4th and 5th grade students at Canyon. According to District guidelines, students are identified as gifted through the GATE screening committee made up of teachers, the site administrator and the school psychologist. GATE recommendation is based on teacher evaluations, progress reports, and standardized test scores that demonstrate consistent, high academic achievement and fall within District requirements. In addition, all 2nd grade students are administered the OLSAT test each spring. This helps with early identification of students who are eligible for GATE. Each year a Gifted Coordinator is identified to help with the process and monitoring of our identified gifted students. Canyon will continue to use LAUSD’s GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis.

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

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

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

Teachers and the administrator meet regularly to discuss and monitor the enrichment activities and students’ success. Monitoring is typically conducted by the GATE Coordinator and individual teachers by reviewing student data. This may include the
analysis of classroom tests or assignments, District assessments, student-initiated projects, work samples or writing assignments. Teachers are able to informally assess students by providing many opportunities to study the core curriculum with increased depth and complexity. They look for students to incorporate strategies that emphasize higher level thinking skills as denoted on the Depth of Knowledge Chart. Open ended assignments and activities allow and encourage individualized extensions of the curriculum, creative problem solving activities, and acceleration of the curriculum when appropriate.

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

**Students Achieving Below Grade Level**

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

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

**Instructional Assistants**

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

**The Learning Lab**

The Learning Lab is a reading intervention program run by a reading specialist and services all children kindergarten through fifth grade who have been identified as not meeting grade level benchmarks, as identified by DIBELS, in English Language Arts. The reading specialist works with individuals and small groups of students to provide intensive intervention and skills practice several days a week. The reading specialist collaborates with the teacher to determine skills to work on and the best time that students can be pulled from their class into the Learning Lab. The Learning Lab uses data analysis and progress monitoring to identify students at-risk and determines services in consultation with the classroom teacher.
In its history to date, Learning Lab has been able to service all students needing support. Our population is such that there have never been 35 students needing support at the same time. Services are flexible and tailored-to-need both in frequency (1-5x per week) and duration (15-30 mins). This allows maximum scheduling as well. Following best practices, groups of students do not exceed 3.

In the one instance (several years ago) when a large number of k-1 students needed support, groups rotated (Group A got 6 weeks, then Group B, then whomever continued to need it, etc.) and collaboration with classroom teachers was ongoing.

Although a student in any grade is eligible for Learning Lab support, the emphasis of the program is on early intervention. The program uses an Rti (Response to Intervention) model to deliver services. Reading skills (phonemic awareness, decoding, fluency) are monitored every two weeks using DIBELS. Every 6 weeks, progress is evaluated to determine whether intervention needs to be intensified or altered to achieve benchmark goals. Spelling and Reading Comprehension are evaluated using curriculum-based measurement in the student's regular classroom. Students exiting Learning Lab continue to be monitored to ensure that gains are maintained.

Benchmarks for reading are based on DIBELS benchmark cut scores. Benchmarks for Spelling and Reading Comprehension are based on proficiency scores for classroom assessment. There is flexible grouping within this program meaning if a child has met his/her grade level benchmarks, that child is rotated out of the program and a new child needing services is rotated in. About 10% of The Learning Lab students ultimately qualify for Special Education services, and the documentation of these students’ response to intervention compiled while attending The Learning Lab is an important component in determining their eligibility. The Learning Lab students have shown quantifiable gains in academic skills and attitudes towards learning. Quantifiable gains were previously based on CST scores, DIBELS, and report cards. Currently, we have only DIBELS and report cards. Teacher and parent observation inform the "attitudes toward learning” improvements.

**Student Success Team**

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

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

Resource Specialist Program
The Resource Specialist Teacher works closely with general education teachers to support the academic, social, and behavioral needs of students with disabilities. If a student is eligible, an Individualized Education Plan (IEP) is developed based on the student’s areas of need. Regular collaboration between the Resource Specialist Teacher (RST), general education teacher, program support staff and other Designated Instruction Service providers are essential to each student’s academic success and sense of belonging. This collaboration takes many forms which may include consultation, co-teaching, observations, and modeling of specific academic and behavioral strategies. Services may be delivered one-on-one or in small groups. The RST may also “push in” to the general education setting to meet the needs of all students. The RST uses components of programs such as McGrawHill Treasures Intervention Reading, TouchMath, Burst Reading, DIBELS and Handwriting without Tears to support students in the special education program. The programs may include research-based intervention materials or LAUSD provided materials.

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

Technology
At Canyon, technology is used to meet the needs of those children performing substantially below grade level. Programs such as ST Math, Fast Math and iStation provide an individualized pacing program for each child. ST Math is a computer program that incorporates all grade level standards for math for each grade level. Students work at their own pace to master the standards for their grade level. It is recommended that students use ST Math 2 times a week for 45 minute sessions. iStation is a computer program that instructs children in English language arts skills that include: phonics, reading comprehension, decoding, spelling and vocabulary. iStation recommended usage varies depending on the tier level at which the student is assessed: Tier 1 - Students performing at grade level (Usage suggestion- 45min per week), Tier 2 - Students performing moderately below grade level and in need of intervention (Usage suggestion-90 min per week), Tier 3 - Students performing seriously below grade level and in need of intensive intervention (Usage suggestion-120 min per week). Fast Math is a program that is used to help students in grade 2 and up with their math fluency. Currently this program is only used in grades 2nd and 3rd. This program is suggested that it should be done for a minimum of 3 times per week for 10 minutes per session.

These programs provide students with opportunities to revisit skills in core content areas to deepen their understanding and provide additional time for practice. These programs also provide teachers with valuable data on students’ progress in order to inform classroom
instruction. The programs also provide activities and materials for the teacher, in order to help with remediation.

Socio-Economically Disadvantaged Students

Only one percent of Canyon’s student population is identified as being socioeconomically disadvantaged. Students are identified based on the responses indicated on the Student Residency Questionnaire that is included in the enrollment packet. Students from such backgrounds often come to school with less academic and social preparedness. Furthermore, students from socioeconomically disadvantaged families may have less access to enrichment activities outside of school hours that can support academic achievement.

Canyon provides supports to meet the needs of low socioeconomic status students through development of technology skills for 21st century learning and through a variety of enrichment opportunities. We ensure that all the basic educational needs of all students are met. We ensure that all students have the appropriate supplies and materials. Our instructional program strategies concentrate on a student’s opportunity to learn, restructuring classroom organization and human relations to support culturally relevant education, and the use of authentic and varied assessment and data to inform instruction.

The social-emotional and academic progress of socioeconomically disadvantaged students is monitored by the teachers throughout the school year. Academic progress is monitored though informal and formal assessments, District Interim tests, student work samples and anecdotal notes. Social emotional status is monitored informally in the classrooms and on the playgrounds and through programs such as council and student conferences.

Students who are identified as needing additional supports will be provided with support from the appropriate personnel. This could include academic support in the school’s Learning Lab or social emotional support with the school psychologist and/or Resource Specialist.

Canyon Charter Elementary provides the following free activities for all families as a way for all students, including socio-economic disadvantaged students, to be involved in their child’s learning:

- Back to School Picnic
- “Glow” Party
- Back to School Night
- Open House
- Parent Volunteer Program
- Theme Nights (art, science)
- Parent Education Workshops
- Olympics Day
- Fiesta
- Campus Beautification
- Jumprope for Heart
- Parent Teacher Conferences
Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

   a. General Requirements

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

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

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

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

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.
The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

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

b. Transferring Students

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

c. Assessments

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

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

d. **Alternative Placements**

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

e. **Least Restrictive Environment**

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

f. **Staffing Requirements**

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

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

g. **Student Discipline/Inclusion**

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program
As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

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

*Modified Consent Decree Requirements*

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

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

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

Schools that are currently on MiSiS can disregard the above data requests.

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

**Students in Other Subgroups**

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

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

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

"**A Typical Day**"

**A Day in the Life of a Canyon Charter Elementary Student**

8:00am
Hudson and his mother walk through the recently renovated native plant garden as they enter the breezeway. There they meet Hudson’s classmates and their parents and have a chance to connect with them before another exciting day at Canyon Charter Elementary begins. There is a buzz as parents discuss the upcoming Fiesta community event and students talk excitedly about what rides and games they want to participate in. When the bell rings, Hudson joins his classmates in the assembly area, centrally located on the beautifully landscaped and clean playground, and is enthusiastically greeted by his 3rd grade teacher.

8:15am - Morning Warm Up & Classroom Environment
Hudson enters his classroom excited to see his work from last week hanging on the classroom walls. He feels like this is his second home, a comfortable and safe place to take risks and grow academically. Hudson checks the SmartBoard for the daily agenda. He grabs his Star Voyager notebook (a spiraling math curriculum teaching Common Core
math standards throughout the year) and completes the problems for the day. As Hudson’s teacher circulates through the classroom offering help and assistance as needed, she notices that Hudson has solved one of the problems in a unique way. She asks Hudson if he would be willing to share his strategy with the class. Hudson swells with pride and happily takes his journal to the front of the class, placing it under the document camera to share his thinking with his peers. Later, other students share the various strategies they used to solve the problem. The students in Hudson’s class feel that their thinking is valued.

8:30am-9:45 Math
Hudson actively listens and participates as his teacher discusses and reviews the concepts of area and perimeter. He is anxious to get back to his farm project where he gets to design his own farm with his math group. The group works collaboratively to complete their project. While one student researches the types of agriculture that can be found on a farm using her iPad, two other students discuss how much space will be needed for each plot and another student works to label the area and perimeter of the already drawn out crops. The teacher and instructional aide circulate as students are eagerly engaged in their learning to ensure that students have a clear understanding of the criteria charts and rubrics that they have created with their teacher. Towards the end of the work period, several groups are asked to share their farms and discuss how they have incorporated the concepts of area and perimeter. Students comment on each others’ work and ask questions about both the process that was used and the product.

9:45am-10:05am - Recess
Hudson travels with a group of friends to the school playground which provides a variety of options to maximize physical activity. He decides to join with a group of students who are working on soccer skills with the coach on the green grassy field. With the assistance of the coach and the Friendly Fifth Graders, Hudson and his friends are able to engage in a structured and fair game of soccer.

10:05am-11:30 Language Arts
During his Language Arts block, Hudson is very excited to dive back into the world of Charlotte’s Web, by E.B. White. Small groups work with teacher created materials to discuss the assigned chapter. The group discusses new vocabulary words, the events of the chapter and answer and pose questions in their Charlotte’s Web Literacy Journal. Hudson’s group makes notes on their chapter citing any questions, connections or exciting parts they have noticed and share their observations with each other. The group also fills out a Thinking Map comparing and contrasting two characters from the story. Later, the students are given time to work on individual project they have self-selected from a list provided by the teacher. Hudson has chosen to do a KeyNote presentation on spiders and how they differ from insects. He grabs his laptop from the cart, opens his digital portfolio and adds a few more detailed slides that he will later animate and provide narration for his future presentation.

11:30am-12:10 PE
Hudson is looking forward to P.E. The coach starts today’s session with a series of stretches and warm-up exercises. Next, Hudson and his classmates run for several minutes to start the process of building stamina for our annual Olympic’s Day event. The second half of today’s session includes the teacher and dedicated P.E. coach working with
the students on basketball skills. The coach assigns each student to one of the three skill building groups, which for today include dribbling, passing and a sprint activity.

12:10-12:50 Lunch
Upon arrival to the cafeteria, Hudson checks the menu board which is updated daily by the cafeteria manager and students. He is also reminded of The 3 Bs (Be Respectful, Be Responsible, Be Safe) of the cafeteria area, as they are posted with the menu and other nutritional information. He joins his classmates at their assigned lunch table where they discuss their excitement about tomorrow’s field trip to the Santa Monica Mountains Conservancy. Being tired out from soccer at recess and PE, Hudson decides he wants to spend part of his day in the beautiful school library. As he enters the doors of this original schoolhouse from 1894, he is warmly greeted by the librarian. She knows Hudson well and has already pulled out a few books on spiders, which she knows is a great interest of his.

12:50-1:45 Science
When Hudson enters the science lab, he is greeted by the science lab teacher and then joins his team who have been collaborating throughout the year. For today, Hudson and his group are to design an experiment to answer a question about lima beans. They decide on the question, “How much water can 5 lima beans soak up?” Following the scientific method, each of them come up with their own hypothesis as to how much water the 5 lima beans will soak up. They write this in their science journals, which they have been using throughout the year. They then take turns sharing their hypothesizes with each other. Hudson and his group now come up with a list of materials they will need to do the experiment. They decide on using a balance, gram weights, 5 lima beans, 2 cups and water. They spend the next 10 minutes deciding on a procedure for their experiment that will lead them to an answer. They decide to weigh the 5 lima beans first and record their data in their science journals. They then will soak the lima beans in water for 3 day and when they come back they will weigh the beans again, and use subtraction to determine the difference. It dawns on Hudson and his team that math and science often work together. They will then write their conclusion and share their results with the class.

While Hudson is so diligently working with his group, two of the other four groups are in the outdoor learning area with the three volunteer “garden dads” who provide weekly instruction and hands-on activities in the school’s edible garden. After a lesson and demonstration on growing tomatoes and healthy eating, the students become actively involved in making a cucumber and tomato salad with items grown by the students in the school garden. The parent volunteers assist them in adding other ingredients and distribute a recipe for students to take home to try again with their families.

1:45-2:30 Arts
Today is the day that Hudson’s class has visual art instruction. He prefers this over the drama or music that is provided on other days. The art teacher starts the lesson by sharing the biographical background of artist Georgia O’Keeffe. She shares numerous examples of the artist’s work throughout her career and explains the process the students will follow to create their own Georgia O’Keeffe inspired masterpieces. With music correlated to the artist’s life and time playing in the background, students create large watercolor flowers with the assistance of the art teacher, classroom teacher and parent volunteer.

2:30-2:55 Wrap Up/Council
At the end of the day, the teacher calls Hudson and his classmates to the carpet for their closing Council. The children form a circle on the outside of the carpet. The center of the circle is laid out with a tablecloth, a small bowl of water, some flowers and a bag of colorful rocks. The teacher asks Hudson to facilitate the council on this day. Hudson asks if anyone has any dedications to make. One at a time, several students put a rock into the water and dedicate this council time to their parents, pets or friends. Dedications are thoughts, spoken or offered in silence that can involve a wish for a sick friend or relative, the “bringing in” of an awareness of a situation in the school, the community, or the world, or simple offering such as, “I dedicate this council to a good council” or “I hope everyone does well on the Math test next period!”

Hudson recommends playing telephone as a way to start council. Next, the teacher conferences with Hudson regarding what he would like the prompt to be today. Hudson has some concerns about being car sick on the bus to the Santa Monica mountains. Hudson’s teacher realizes this is fear based and offers a suggestion of “Tell about a time when you were anxious or worried about something.” After one round of personal stories, Hudson’s teacher asks the students to share things that might have helped them through an anxious time. Finally, Hudson recommends a closing of clapping hands all at the same time and the council comes to a close.

3:00 After School Enrichment Classes
Even after a long day, Hudson makes his way through the Shady Habitat Garden to his weekly journalism class. He is greeted by the two parent volunteers who run the program throughout the school year. Hudson pulls out his laptop and returns to his piece on student recycling efforts at Canyon Charter Elementary, which will be published in the school newspaper *The Canyon Times*. 
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

Measurable Goals of the Educational Program


Charter School will work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter.

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

“Student outcomes” means to the extent to which all students at Canyon demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s education program and LCFF chart within Element 1 in accordance with Education Code § 47605(b)(5)(A)(ii).

Measuring Pupil Outcomes:
Summative Assessment Performance Targets

Canyon has used API reports as part of its Accountability Progress Reporting (APR) system as part of its means of determining student success. Canyon’s growth in API since 2010 confirms a steady increase in our already high performance targets. API scores in 2010 start in the mid 950s and by 2013 climb to nearly 980. Throughout recent years, Canyon remained at a State Rank of 10.

With an API increase of between 3 and 17 points each year since 2005, Canyon’s focus on academic achievement is evident. API scores have been utilized to see how well students have done each year and to track progress over time. Canyon will continue to employ the use of District and state measures to provide information about student achievement and set goals and determine strategies for individual student success. Canyon will continue to set a goal of increasing from the previous year’s score by at least one point each year or its equivalent measure in the new state testing system.

As evidenced in the chart below, Canyon students have performed exceedingly well on State Assessments. CST Trends from 2008-09 through 2012-13 show an increase for all

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2 Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.
students in English Language Arts from 230 to 265 or a percentage of proficiently from 89.6% to 95.5%.

All Subgroups measured demonstrated significant increases over these years:

- African American Students 86.7% to 92.3%
- Asian 90% to 100%
- Latino 74.1% to 94.4%
- White 92.8% to 95.7%
- English Learner n/a
- Socio- Economically Disadvantaged 70.6% to 83.3% in 2011-12

Students with Disabilities showed a decline from 76.9% to 72%

For Mathematics, CST Trends from 2008-09 through 2012-13 increased from 89.2% to 95.5%

All Subgroups measured demonstrated a significant increases over these years:

- African American Students 80% to 92.9%
- Asian 96.7% to 100%
- Latino 77.8% to 89.5%
- White 90.3% to 95.5%
- English Learner n/a
- Students with Disabilities 57.1% to 73.1%
- Socio- Economically Disadvantaged showed a decline from 88.9% to 80% in 2011-12

For Science, CST and CMA results in 2013-14 for 5th grade students increased by 2.5%

100% of Canyon’s Students with Disabilities participate in the general education program at least 80% of the school day.

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<th>2011 Growth API</th>
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<td>33</td>
<td>849</td>
<td>821</td>
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</table>
Canyon will determine whether students are meeting the Common Core State Standards by the percentage of students performing at proficient and advanced proficient on the new state testing system as well as formal and informal classroom assessments. Canyon will continue to increase levels of proficiency and advanced proficiency in each academic area by at least one percent each year. Students who do not participate in the state testing system will be monitored by other measures including formal and informal class tests, District assessments, DIBELS, and work samples.

Currently Canyon has three English Learners. Although a numerically insignificant subgroup, CELDT performance trends indicate that Canyon Charter English Learners are making adequate annual progress and that the school is meeting all AMAO accountabilities and on the CELDT as indicated below.

Canyon English Learners showed great academic success in CST scores in both English Language Arts and Math, exceeding the states target percentage of students proficient or advanced proficient. At this time, all subgroups at Canyon are meeting the AYP target percentages in all areas.

The Canyon staff will continue to focus on the numerically non-significant populations, such as English Learners, that may be at risk of not meeting proficiency through a variety of strategies and programs such as Learning Lab, differentiation (through content, process and product) and RTI (Response to Intervention).

Attendance at Canyon has been consistently high. The school has a schoolwide attendance recognition program with monthly acknowledgment of children who have maintained a perfect attendance record. The school will add incentives to the recognition program in order to increase attendance rates, such as 'lunch with the principal' for those children with perfect attendance. Canyon communicates with parents through its weekly newsletter, phone/email notification system and school wide assemblies to raise awareness of the critical part good attendance plays both in academic achievement and in
the overall success of the school. Canyon has and will continue to follow LAUSD attendance recording policies.

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

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

At Canyon we know that assessment is an ongoing process that allows teachers to make adjustments in their planning and teaching to meet the needs of all of our students.

Teachers and the school leader have assessed student progress and learning goals by using a variety of assessments in addition to District and state standardized tools. These tools effectively provide data as to student progress towards meeting the Common Core State Standard benchmarks. These include, but are not limited to the following:

- rubric-based student portfolios (ongoing throughout the school year)
- pre and post unit assessments
- language arts and mathematics interim assessments (3 times per year)
- authentic assessments (ongoing throughout the school year)
- DIBELS (3 times per year)
- teacher-designed tests and standardized testing tools (ongoing throughout the school year)
- student-led conferences (1-2 times per year)
- teacher observations (ongoing throughout the school year)
- anecdotal notes/records (ongoing throughout the school year)
- student self-evaluations (ongoing throughout the school year)
- diagnostic assessments (beginning of school year)
- student work samples (ongoing throughout the school year)
- journals (ongoing throughout the school year)
- teacher checklists (ongoing throughout the school year)
- daily work samples

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

**DATA ANALYSIS AND REPORTING**
Over the past ten years Canyon has continued its implementation of a rigorous, standards-based and data-driven instructional program. Teachers and the school leader have collected and evaluated performance data in a variety of ways. Data has been disaggregated from many sources and trends have been studied to guide instruction. Sources include core assessments, Treasures assessments, District and alternative math assessments, student portfolios, standardized tests, and teacher-generated assessments and observations. Information is analyzed and all data is used to drive planning and delivery of instruction.

Each school year Canyon staff analyzes assessment scores from the previous school year. Teachers look for student levels of proficiency and determine if there are trends in data from year to year for each grade level and for individual or subgroups of students. Teachers utilize a variety of assessment measures including but not limited to LAUSD district quarterly mathematics assessments and English Language Arts assessments. Other assessments that teachers employ will utilize both standardized criteria and informal measures. Canyon will utilize multiple diagnostic tools for language arts: DIBELS, San Diego Quick, Scholastic Reading Inventory, McCleod Reading Comprehension, Fluency and CORE Phonics. Canyon will decide on the degree and extent of implementation of new assessments in meeting the needs of our students.

Canyon teachers can readily identify students who may not meet statewide performance standards. Teachers meet in grade levels, staff meetings, and professional development sessions to utilize the data to monitor and improve Canyon’s educational program. Teachers use data to meet the needs of all students including, At Risk, English Learners, Students with Disabilities and Gifted and Talented. Both the Curriculum (comprised of all stakeholders) and Professional Development Committees meet with the administrator on a regular basis throughout the school year to review data and surveys to determine any possible modifications to the grade level programs and/or overall program for the school.

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

Canyon teachers, staff and administration have access and utilize the District’s web-based tool (Misis) of student data for LAUSD educators that includes state test scores, student grades, attendance, periodic assessments, English Language Learner data, and more. This tool aides Canyon teachers and staff in ensuring that student outcomes are consistent with the charter’s instructional program thus improve teaching and learning. This access to a wealth of student and school data allows Canyon’s teachers and staff the ability to make decisions regarding instruction and ensures that the staff is meeting the specific learning needs of each student.
Canyon maintains high expectations for all students. All stakeholders are knowledgeable about the expectations which are communicated regularly. Benchmark goals are posted on classroom walls and there is ongoing and regular communication between home and school.

Parents have been informed of student progress on STAR testing each year by the state. Canyon also, when requested, provides parents a copy of their child’s progress on the CST. Parents of English Language Learners are provided a copy of their child’s CELDT results on an annual basis. Regular communication takes place between the parent(s), English Language Coordinator and teacher.

Parents are formally informed about their child’s progress in meeting the Common Core Standards three times per year. In order to inform students’ parents of their children’s ongoing progress, Canyon currently uses the LAUSD Elementary Online Progress Report Card System, as well as parent-teacher conferences, rubrics, assessments, and additional means as necessary.

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

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

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.
ELEMENT 4 – GOVERNANCE

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 petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance 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, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils).

Charter School shall comply with the Brown Act and the Public Records Act.

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, Affiliated Charter Schools, as they may be changed from time to time.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

As an affiliated charter school of the Los Angeles Unified School District, does not, through this Charter, establish a separate nonprofit public benefit corporation led by a board of

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3 The composition of the governance council and election process are subject to an approved waiver from the UTLA collective bargaining agreement. Absent a waiver, the governance council’s composition and election process must abide by Article XXVII of the Collective Bargaining Agreement.
Canyon Charter Governing Council

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

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

Governing Council responsibilities include, but are not limited to, the following:
- facilitating communication and collaboration among members of the school community and between the school and the community at large
- allocating resources aligned with the school’s vision and goals
- setting policies and procedures to achieve program goals
- facilitating innovation, consensus, and problem-solving
- developing and implementing schedules, policies and procedures
- establishing and maintaining fiscally sound budget practices for the Categorical Block Grant as permitted by contract.
- interviewing and selecting personnel within rules established through collective bargaining agreements, the District, and the Personnel Commission
- developing school curriculum, programs and appropriate assessments
- evaluating the effectiveness of school curriculum, programs and assessments
- implementation of all District policies and procedures related to student discipline and behavior
- coordinating maintenance and operation needs in a manner consistent with District policy
- establishing and maintaining the effectiveness of committees developing and implementing site safety procedures
- proposing amendments and revisions of the Charter and submitting these to the Charter Schools Division in a timely manner
- facilitating site level professional development

Canyon’s Governing Council consists of the following:

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

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

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

**Parents/Community**
In accordance to the Bylaws, parents elect by ballot three parent/community members. Elections occur annually. The ballots are counted in the presence of an ad hoc Election Committee established by the Governing Council. No parent/community representative running for office shall be a member of the Election Committee. No parent/community representative shall hold office for more than two consecutive terms.
Alternates
Teachers appoint two alternates annually. The teachers who receive votes just below the newly elected board members will serve as alternates.

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

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

Council Meetings
The Governing Council meets regularly, on a monthly basis, throughout the course of the school year. This translates to ten monthly meetings throughout the year, September through June. Additional regular meetings may be held at time and date to encourage greater parent and community attendance. In accordance with the Brown Act, all Governing Council meetings are open to all and attendance is encouraged. Special meetings, in addition to regular monthly meetings, may be called by the Co-Chairpersons or by a majority vote of the Governing Council. Closed session may only be held where explicitly allowed by the Brown Act.

Notices, Agendas, Meeting Minutes
Participation in Governing Council and committees provides direct parent/community and teacher involvement in reviewing and achieving the unique and changing needs of Canyon’s students and the school community. To encourage the involvement of all stakeholders, procedures have been established to facilitate communication:

Regular Meeting Notices
Regular meetings for the Governing Council for the entire school year are scheduled in advance of the first day of school and included in the Master Calendar available on the school’s web site. In accordance with the Brown Act, descriptive Governing Council Agendas will be posted 72 hours in advance of the meeting date. Postings will occur outside the Canyon office and on the school’s web page. In addition, meeting dates and times for the upcoming month are announced through the weekly school-wide emails and classroom emails and newsletters.

Special Meeting Notices
Agendas for special meetings, other than regularly scheduled meetings, must be posted at Canyon and on the school’s web page no later than 24 hours prior to the meeting time and date.
Closed Sessions Notices
Agendas for closed session, like regular meetings, must be posted 72 hours in advance. Prior to going into closed session, Co-Chairpersons announce the start of closed session. At the end of the closed session, the regular meeting reconvenes and the Co-Chairpersons report on any actions taken.

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

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

The current list of Standing Committees is as follows:
- Behavior - ensures the safety of all students in a variety of settings, both on the playground and in the classroom
- Community Service - develops projects that seek to foster an understanding and positive connection between Canyon students and the local and global community
- Curriculum - oversees curriculum recommended texts and professional development
- Landscape and Design - oversees projects intended to improved the physical school campus and its grounds
- Safety - promotes safety throughout the campus and facilitates preparedness in the event of an emergency
- Digital Learning - shapes acquisition and use of technology on campus

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

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

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

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

School Site Council

The School Site Council (SSC) at Canyon has two primary functions. The first is to review the Single Plan for Student Achievement (SPSA) and the second is to review relevant data and to confirm that we are aligning our categorical funds to the plan. Parents are encouraged to participate in the SSC each year.

During the fall, we hold an orientation meeting where those interested can learn more about the purpose of the SSC and the responsibilities of membership. Notices about this informational meeting are posted and accessible to all stakeholders at least 72 hours before the meeting takes place. Following the orientation meeting, an election takes place. The facilitator reviews the ground rules and gives a brief overview of committees. Ballots are distributed and membership is determined, first for parents/community members and then school staff. The composition of the SSC consists of 50% school staff and 50% parents/guardians or community members. All members are elected by their peers, except the principal who is the only automatic member.
Throughout the school year, the SSC meets monthly with the purpose of determining that all federal, state and District parental involvement mandates are met. Three times during the year the categorical budgets are reviewed to ensure that money is being allocated in a way consistent with our needs and the SPSA. The SSC is instrumental in the development of the SPSA and the monitoring of our categorical funds.

**Stakeholder Involvement**

At Canyon, we listen to the ideas and concerns of each stakeholder, and have true collaboration between parents, staff, and administration so that we are able to provide the best education possible for all students. Our collaboration is often illustrated as a triangle, with the principal, teachers and parents at the vertices and all three working towards supporting the students in the center of the triangle.

Parents at Canyon have a strong voice. Any parent may bring new business to the attention of the principal, a member of the Governing Council, or the relevant committee. All standing committees have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Canyon. Our small enrollment means that each child and family is valued, and in turn each is asked to participate, as they are able. This increased involvement and local community interest has enabled Canyon to enrich its curriculum and its place in the community.

The following are examples of opportunities for parent involvement:

**Parent Initiated Programs**

Teachers, principal, parents and the community initiate and implement a variety of programs that occur during and after school. These initiatives consist of programs such as music, theatre, visual art, journalism, gardening, science and technology.
Governance
Any new business relevant to the business of the Governing Council will be presented at a Governing Council meeting. It may then be approved if properly agendized, postponed for approval until the next Governing Council meeting, sent to committee for further exploration or development, redirected to the appropriate forum, or dismissed.

Home School Connection
At Canyon a successful academic program requires an active partnership between home and school. From the outset of each academic year, teachers make presentations to parents, send home progress reports, newsletters, informational flyers, and homework that supports and expands in-class learning. Parents stay informed and ensure that their child completes assignments on time. Room Parents are selected by each classroom teacher to organize parent participation and special classroom activities, and communicate directly with parents through emails. Parents are offered the opportunity to volunteer in-class and chaperone field trips providing them with an invaluable view of their child’s learning environment. Most importantly, parents have formal opportunities during the school year to meet with their child’s teacher to discuss their child’s progress, ask questions and discuss concerns.

Community-Building Events
School community-building events occur throughout the year. These allow members of our school community to make meaningful and lasting connections. Events include: periodic parent education sessions, outreach tours for new families, opening day orientation, kindergarten play date, back to school and end of year picnics, open house, grade level parent potluck parties, party book, pumpkin patch, book fair, bake sales, talent show, Olympics Day, spirit days, teacher appreciation day, Fiesta, Auction, Canyon Gear, and periodically a Jammin’ in the Canyon Concert. All food sales are aligned with District food sharing regulations.

Parent Survey
Annual parent surveys cover a range of topics from curriculum, homework, school culture, school facilities, enrichment programs, communication, support services, and general parent feedback. These surveys help us to inform future decisions regarding school programming, operations, events, personnel and parent participation.

Communication
Information about school events, programs and offerings, reaches parents via The Canyon Chronicle (a weekly digital newsletter), the school’s dynamic and frequently updated website, the District automated phone/email notification system, printed flyers and handouts, the school-wide community online forum (Google Group), and the student-run newspaper.

Support for Non-English Speaking Parents
Parents for whom English is a second language, are offered translation services by a qualified office assistant or a bilingual community member or teacher. Families are accommodated, in order that every parent may understand and participate fully in their child’s school experience.
Canyon achieves the excellence that is its legacy, due in part to its partnership with parents. Parents are essential in making the school a vital part of the community and in fostering the diversity and excellence of Canyon Charter Elementary’s educational program.

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

**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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting 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 Educational Service Center 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 Educational Service Center 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, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

**STUDENT RECORDS**

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintainance, 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.

**ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**STAFFING**

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

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

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

**Certificated Personnel**

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. 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 Human Resources. 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 where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

**Classified Personnel**
Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

**Professional Development**

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, 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 employee–to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis 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 pupils as a condition of attendance and screening for vision, hearing, and scoliosis.
SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

**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. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

As a District affiliated charter school, Charter School shall continue to support the District’s commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

**FEDERAL PROGRAM COMPLIANCE**

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.
ELEMENT 8 – ADMISSION REQUIREMENTS

**GENERAL PROVISIONS**

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

Students who participate in the lottery but are not selected will be placed on a waitlist. 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.

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school’s former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area 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, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

Canyon Charter Elementary’s school demographic goal is to establish and maintain a stable student population that is racially and ethnically diverse.

Following the terms set for California schools, Canyon has designated the prioritized requirements as:
**Priority 1:** Students who reside within the attendance boundaries of Canyon Charter Elementary as identified by LAUSD are exempt from the lottery.

If the number of pupils who wish to attend Canyon exceeds the school’s capacity, attendance shall be determined by a public random drawing. The continuing students and those living within the Canyon attendance boundaries are exempt from the lottery. Preference in the lottery is given to students who reside within LAUSD boundaries.

The process for applying for enrollment through the lottery is as follows:

1. Lottery applications are available in mid-January and must be picked up and returned in person.

2. Lottery applications will be accepted no later than mid-March.

3. The Public Random drawing (lottery) will take place in the school library on Friday, one week after the lottery has closed. The lottery drawing is open to the public to attend. On the designated drawing date, a committee of three persons, designated by the Governing Council will select the names from the boxes by chance until all names have been drawn. A designated school employee shall record the names in the order drawn. (A wait list will be created and applicants will be notified based on available space as described below.)

The lottery and its rules are communicated to all interested parties through the school’s website, newspaper, email blasts, in our main office and through school tours. Canyon conducts several tours per year open to all parents and families interested in learning about the school and its programs.

Lottery applications will be made available and need to be returned within the determined deadline. The location, date and time of lottery will be printed on a cover letter attached to the lottery application and will take place at a time that will ensure that interested parties are able to attend. To ensure that the lottery procedures are fairly executed, there is a committee of three persons designated by Canyon’s Governing Council. The committee will select names from the application box by chance. A designated school employee shall record the names in the order drawn. A waiting list will be created, based on the District Fall enrollment projections provided by LAUSD District offices. Parents of lottery applicants will be notified of their standing as either admitted or placed on a waiting list. One week after the lottery takes place, parents are notified via US mail regarding their placement status. Parents have approximately three weeks to respond to the notice either by phone, email, fax, US mail or in person to indicate whether or not they would like to remain on the waitlist. As seats become available, parents are notified by phone and have 24 hours to accept or decline admission. The waiting list will prioritize candidates according to the order in which they were drawn during the random drawing. The wait list is only for the academic year to which it applies and does not carry over to the next school year.

Once enrolled, existing lottery pupils are exempt from the lottery and have a right to remain enrolled in the school regardless of any change in residence or enrollment capacity constraints.
Canyon Charter Elementary will keep on file all lottery applications and documentation of the fair execution of the lottery procedures.

**SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers a SAS Program, it shall not consider any student’s interest in the program in determining admission to the 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 admission guidelines.

**MAGNET PROGRAM**

Indicate below whether Charter School offers a Magnet Program.
No, Charter School does not offer a Magnet Program.

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

**McKINNEY-VENTO HOMELESS ASSISTANCE ACT**

Charter School shall adhere to the provisions of the 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.

**NON-DISCRIMINATION**

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

GENERAL PROVISIONS

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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.

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 comply with and implement the District’s Discipline Foundation Policy and/or current equivalent policy.

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

Charter School knows and 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 due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

**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 the school.

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

Employees of 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, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, 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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All Charter School employees will 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

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 Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

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

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

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

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

The Los Angeles Unified School District is the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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 Superintendent or his/her designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.
REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

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. 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 District traditional 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 how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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 CSD.

This Element 16 shall survive the revocation, expiration, termination, 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 will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.
ADDENDUM

ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

GENERAL INFORMATION

- The contact person for Charter School is Nicole Sheard.
- The address of Charter School is 421 Entrada Dr., Santa Monica, CA 90402.
- The phone number of Charter School is (310) 454-7510.
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center West.
- The grade configuration of Charter School is Transitional Kindergarten - 5th Grade.
- The number of students in the first year of this charter will be approximately 410.
- The grade level(s) of the students in the first year will be Transitional K-5th Grade.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 432; for all District affiliated charter schools, the District determines each school’s 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).
- The type of instructional calendar will be: Traditional Calendar
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

Local Control Funding Formula (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

INSTRUCTIONAL DESIGN

Curriculum and Instruction

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

Transitional Kindergarten (for elementary schools only)

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.
**WASC Accreditation**

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

**Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

**MEETING THE NEEDS OF ALL STUDENTS**

**English Learners**

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

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

Charter School will continue to use LAUSD’s GATE identification process, adhere to District policy regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

**Students with Disabilities**

**Special Education**

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

**Conversion Affiliated Charter**

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

   a. **General Requirements**

   The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.
The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

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

d. Alternative Placements

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

f. **Least Restrictive Environment**

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

h. **Staffing Requirements**

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

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

i. **Student Discipline/Inclusion**

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.
The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

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

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

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

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

*Modified Consent Decree Requirements

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

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

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
Schools that are currently on MiSiS can disregard the above data requests.

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

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

**Measurable Goals of the Educational Program**

Charter School will work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter.
Charter School shall comply with all applicable laws, regulations, and District policies related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Measuring Pupil Progress Toward Outcomes: Formative Assessment**

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

**Grading, Progress Reporting, and Promotion/Retention**

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

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

**ELEMENT 4 – GOVERNANCE**

**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 petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance 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, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils).

Charter School shall comply with the Brown Act and the Public Records Act. All employees and representatives of Charter School, including members of Charter School’s local governing council, members of school committees, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest. Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Local School Leadership Council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

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

**LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, *Affiliated Charter Schools*, as they may be changed from time to time.

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the District’s Uniform Complaint Procedures.
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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting 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 Educational Service Center 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 Educational Service Center 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, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

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.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

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

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

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

**Certificated Personnel**

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. 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 Human Resources, 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 where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

**Classified Personnel**

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act).

**Professional Development**

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.

**ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, 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 employee–to-student sexual abuse.

**HEALTH, SAFETY AND EMERGENCY PLAN**
As a District affiliated charter school, Charter School shall comply with and implement all
District policies and procedures related to health, safety, and emergencies, including but
not limited to the creation, maintenance, and implementation of a Safe School Plan.
Charter School shall ensure that its staff receives annual training on Charter School’s
health, safety, and emergency procedures, and shall maintain a calendar for, and conduct,
emergency response drills for students and staff in accordance with District policies and
procedures.
Charter School shall periodically review, and modify as necessary, its Health, Safety and
Emergency Plan, and keep it readily available for use and review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**
Charter School, including its administrators, other employees, and representatives, shall
comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**
As a District affiliated charter school, in order to guarantee the health and safety of pupils
and staff, Charter School shall ensure that all employees and volunteers adhere to the
policies and procedures of the District related to fingerprinting and criminal background
checks.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**
As a District affiliated charter school, in order to guarantee the health and safety of pupils
and staff, Charter School shall ensure that all employees and volunteers adhere to the
policies and procedures of the District related to tuberculosis 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 pupils as a condition of attendance and screening for vision, hearing, and
scoliosis.

**SAFE PLACE TO LEARN ACT**
Charter School shall comply with all applicable requirements of the Safe Place to Learn

**ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

**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. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

**NO CHILD LEFT BEHIND - PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

As a District affiliated charter school, Charter School shall continue to support the District’s commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

**FEDERAL PROGRAM COMPLIANCE**

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

**ELEMENT 8 – ADMISSION REQUIREMENTS**

**GENERAL PROVISIONS**

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

Students who participate in the lottery but are not selected will be placed on a waitlist. 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.

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school’s former attendance boundaries who wishes to attend.
If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area 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, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

**SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers a SAS Program, it shall not consider any student’s interest in the program in determining admission to the 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 admission guidelines.

**MAGNET PROGRAM**

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

**MCKinney-Vento HOMELESS ASSISTANCE ACT**

Charter School shall adhere to the provisions of the 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.

**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter. Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

GENERAL PROVISIONS

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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.

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 comply with and implement the District’s Discipline Foundation Policy and/or current equivalent policy.
Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.
Charter School knows and 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 due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

**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 the school.

**GUN FREE SCHOOLS ACT**

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

**ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

Employees of 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, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, 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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All Charter School employees will 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

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 Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

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

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

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

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

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

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Los Angeles Unified School District is the exclusive public school employer of the
employees of Charter School for the purposes of the Educational Employee Relations Act
(EERA).

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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 Superintendent or his/her designee approves Charter
School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise,
Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

**REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

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

**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. 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 District traditional 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 how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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 CSD.

This Element 16 shall survive the revocation, expiration, termination, 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 will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.