KIT CARSON UNION SCHOOL DI

SPECIAL BOARD MEETING AGENDA

January 28, 2015; 8:00 am

Kit Carson Staff Room, 9895 Seventh Avenue, Hanford, California

1. Open session

- a. Call to order
- b. Members present
- c. Pledge to the flag

2. Public comments & public hearings

a. Public comment: In order to ensure that members of the public are provided a meaningful opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public input portion of the agenda, or at the time that matter's is taken up by the Board. Presentations are limited to 3-5 minutes per person, per topic.

3. Presentations, reports and communications

- a. None
- 4. Information items
 - a. None
- 5. Consent items
 - a. None
- 6. Action items
 - a. Consider approving the Charter School Application to the California Department of Education Charter School Division

7. Financial

a. None

8. Future Planning and Adjournment

- a. Next Regular Board meeting: February 18, 2015
- b. Future board agenda items:
- c. Adjourn meeting

Closed Session: Pursuant to Government Code Section 54956.9, trustees may wish to adjourn to Closed Session to discuss one or more of the items listed below. The items to be discussed shall be announced in accordance with Government Code 54954.5 and/or under Education Code provisions. Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District office located at 9895 7th Ave., Hanford, CA during normal business hours.



KIT CARSON UNION SCHOOL DISTRICT



Superintendent/Principal Todd Barlow 9895 7th Avenue – Hanford, CA 93230 -- (559) 582-2843 – Fax (559) 582-7565

Board of Trustees Andy Atsma Eliza Carlson Jasmine Costa Sheree Deniz Joe Oliveira

January 28, 2015

California Department of Education Charter Schools Division 1430 N Street, Suite 5401 Sacramento, CA 95814-5901

Kit Carson Union Elementary School District Charter Grant Application

Kit Carson Union Elementary School District serves a unique rural community of about 55,000 people in the Central San Joaquin Valley. It is a town where parents, teachers, administrators, and community members at large have committed themselves to high standards of education for their children. The District takes pride in meeting the needs of all students and as a result, enjoys the overwhelming support of its parents and teachers. The district serves students in transitional kindergarten through eighth grade, following a traditional calendar. At the beginning of the 2014-2015 school year, 406 students vere enrolled, including 7% in special education, 27% qualifying for English Language Learner support, and 75% qualifying for free or reduced price lunch.

Kit Carson Union Elementary School District joined the Charter world in 1995 when it sponsored Mid Valley Alternative Charter School. Mid Valley offers a home based school program for Kindergarten through Eighth grade students with the support of experienced and highly qualified master teachers. It was created in response to parents who were looking for high quality individualized options for their children and recognized that the traditional system does not meet the needs of all students. After witnessing the success of Mid Valley Alternative Charter School students, along with the positive power of the parent and staff collaboration, the district's Elementary School (K-8) chose to embrace the possibilities that charter status could afford. Charter status will empower the District to better meet the challenge of proactively aligning our education with College and Career Readiness while valuing and supporting the diverse needs of all students. Since there are just 2 schools in the district, we will become the Kit Carson Union Elementary School District Charter.

Section 47601 of the California *Education Code (EC)* establishes that the intent of the Legislature, in enacting charter school law, is to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning vperiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.

- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The District's vision encompasses the idea that the students come first. It is committed to preserving the traditional small-town atmosphere by promoting high expectations and nurturing success within a safe school environment. The District will continue to promote, through its Charter, both parent involvement with the education of their child and giving them classroom choices to allow parents to become active partners in their child's future. Research and common sense illustrate that this parent involvement will make a positive difference in student achievement. The areas of academics, behavior, social relationships, character development, and physical well-being will be the focus. It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, be able to utilize technology, and be socially responsible. The District's educational plan consists of a broad range of goals and objectives to meet the educational needs of all students.

Please accept this cover letter for Kit Carson Union Elementary School District Charter. Enclosed, please find our Charter District application for review by the State Superintendent of Public Instruction (SPI) and the State Board of Education. Please feel free to contact us at (559)582-2843 or at tbarlow@kitcarsonschool.com if you have any questions.

We appreciate your consideration.

Sincerely,

Mr. Todd Barlow Superintendent

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Kit Carson Union Elementary School District CDS Code: 16-63958 Charter Application 2015 - 2020

· Charter Application Approved
Kit Carson Union Elementary School District Board

January 28, 2015

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RATIONALE/FOUNDING GROUP

Kit Carson Union School District serves 406 students in a rural community, east of the city of Hanford in Kings County, California. The campus was built in 1952 on land donated by local dairy farmers, the Giacomazzi family. Since then, Kit Carson School has served as the hub of the community for multiple generations of families.

The district houses two schools which service students in transitional kindergarten through eighth grade. Kit Carson School currently has 388 students. Of those, 91 (23.5%) are inter-district transfers whose families choose Kit Carson over their school of residence. Mid Valley Alternative Charter School has 18 students enrolled, all from outside the district.

The student population is representative of the surrounding community. Our greatest significant subgroup is our socio-economically disadvantaged students with 75% of our students coming from economically disadvantaged families. 58% of our students are Hispanic, and 39% are white/non-Hispanic. 27% of our students are English Learners. A majority, 77%, of students' parents graduated from high school, and 18% of our students come from families where the parents have earned a college degree.

Surrounded by agricultural land and a small area of residential parcels, we only have one student who walks to the Kit Carson campus each day; all others are transported by school bus or parent drop-off and pick-up.

The District joined the Charter world during the 1994-1995 school year, when it sponsored a start-up school, Mid Valley Alternative Charter School. Mid Valley was created in response to parents who were looking for a high quality, individualized, home schooling option for their children, and teachers who recognized that the traditional system does not always meet the needs of all children.

With the success of Mid Valley Alternative Charter School students, along with the positive power of the parent/staff collaboration, the district's Elementary School (TK-8) has chosen to embrace the possibilities charter status will afford. Charter status will empower the District to better meet the challenge of proactively aligning our education with Common Core State Standards while valuing and supporting the diverse needs of all students. Since there are just 2 schools in the district, we will become an all-district charter.

Both Kit Carson and Mid Valley have always had a strong commitment to traditional curriculum: reading, language arts, mathematics, science, history and physical education. With the shift to the Common Core State Standards and the focus on college and career readiness, we have closely examined the needs of our local community. Considering the Governor's emphasis on local control, and the needs of our school population, we are extending our vision of what it means to educate students. Education in our community includes a focus on agriculture, technology, art, music, Spanish language, and community service.

There is power in being a district of choice. With this power, we choose a growth mindset of creative

flexibility, which includes not only flexible scheduling, but also creative staffing with both schools working interactively. We choose to create a culture where a collaborative spirit attracts students, parents, and community members who are all willing to innovate and work together, creatively, facing the challenge of providing the best education to our students.

We choose to share campus facilities (Library, Computer Lab and network, classrooms, etc.) and services to enrich the learning process. We choose to assess and balance student needs for success, parent desires for their child, and staff needs to make it all work. We choose to collect and demonstrate the evidence that Kit Carson Union Elementary School District Charter schools are a vital educational option.

The following charter petition proposal is a reflection of the support and combined efforts expressed by the district's employees, school board, parents and community.

ELEMENT I: EDUCATIONAL PHILOSOPHY AND PROGRAM

Core Beliefs

The Kit Carson Union Elementary School District, has a positive image, and is cherished as a place that students, staff and families are proud of and promote to others.

- Kit Carson Union Elementary School District Charter exists to promote student learning and achievement,
- A safe learning and working environment exists for students, staff, and families,
- Prudent management of school financial resources benefits our students,
- Competent, highly qualified staff is maintained to support student success,
- Effective communication creates a predictable environment where excellence thrives.

Kit Carson Union Elementary School District Charter is committed to a model of education, which promotes high levels of student achievement through a rigorous and relevant curriculum with high expectations and strong support.

Kit Carson Union Elementary School District Charter staff believes that an educated person in the 21st Century is a confident, self-motivated, life-long learner who can communicate successfully, think creatively, reason logically, manage resources effectively, and understand and capitalize on their own talents, strengths, and abilities.

Mission

The Kit Carson Union Elementary School District Charter educational philosophy flows from and supports the Vision Statement in its belief that *learning best occurs when*:

- Each child is provided a customized educational experience.
- Instructional activities are meaningful and integrated.
- Assessment is used as a diagnostic tool to guide instruction.
- Real-life, context-based learning is emphasized.
- Fruitful collaboration and respect exists between students, staff and parents.
- Expectations and accountability are high.
- Parents are involved in the educational process on a daily basis.
- Parents and community members are valued as a vital component in student success.
- Students are given opportunities to make responsible decisions.
- Student input is valued, promoted and acknowledged.
- Students feel safe and secure in their learning environment.
- There is enrichment through direct and effective access to technology, field trips, exposure to the arts, and extracurricular activities.

EDUCATIONAL PROGRAM

Students Served

Kit Carson Union Elementary School District Charter will offer options to students and families choosing a highly accountable, strongly supportive educational program. The district is dedicated to serving all TK-8 students who desire a rigorous and relevant educational option that meets student needs through individualized instruction, intervention, enrichment, and positive school climate. Kit Carson Union Elementary School District Charter is nonsectarian and nondiscriminatory by gender, ethnicity, religion, national origin, ability, disability, or place of residence. Approximately 500 students will initially be served in the district. Kit Carson Union Elementary School District Charter will serve

students of Kings and adjacent counties.

Curriculum and Instructional Design

Kit Carson Union Elementary School District Charter, in an effort to provide all students with an effective customized education, makes available a variety of learning environments. Common Core State Standards and 21st Century Skills are the foundation for curriculum and instruction (Attachment A).

Kit Carson Elementary School

Kit Carson Elementary School is comprised of students in transitional kindergarten through grade eight. This high-quality, standards-based school employs highly qualified teachers who use thoughtfully calibrated lessons and assessments based on the California Common Core State Standards. Rigorous, teacher created local assessment systems set the bar and drive instruction. Staff is committed to all students achieving grade-level standards or beyond in the areas of Language Arts, Mathematics, History/Social Studies, Science, Technology, and Agricultural Education. On-going staff collaboration is the cornerstone in finding ways to meet each student's needs.

Kit Carson Elementary School staff understands that being a charter means that we will offer "choice." Students and families may attend our school by conscious choice and may often drive great distances to be part of our campus environment. For this reason, we are committed to providing the best educational program possible. Extended families and community members, many of whom do not have students at the school, will play an integral role in the school success as they will serve as classroom volunteers, fund-raising boosters, and supporters of our students.

Lessons delivered in the classrooms are based on the Common Core State Standards. Teachers utilize a wide array of curriculum to design lessons that are rigorous in nature and provide students with authentic, real-life, and relevant opportunities to apply, analyze, synthesize, and evaluate content learned. Teachers are currently adapting our existing curriculum aligning content and level of rigor required for CCSS and CAASP. High-quality instruction is executed through a combination of strategies such as direct instruction, brain-based learning, and opportunities that tap into students' multiple intelligences. Additionally, teachers encourage collaborative conversations, consistent use of academic language, and integration of subject areas. The use of these approaches provides increased differentiation in all content areas and multiple opportunities to engage the diverse learners in our classrooms. Teachers continue to explore and develop methodology to deliver differentiated instruction, with the focus and intent on training students to be critical thinkers, problem solvers, and life-long learners.

Interventions offered to our students are varied and are based on the students' greatest needs. Classroom teachers examine both formal and informal assessments on a regular basis to determine which students would benefit from day-to-day intervention. Each teacher (TK-5) has a paraprofessional who works with individuals and small groups of students at a designated time each day on skills and concepts determined by the classroom teacher (Response to Intervention). In addition to our instructional aides, our resource specialist works in partnership with the classroom teachers to identify and remediate students who demonstrate on-going deficits in reading and math. Our intervention program, being a part of the daily classroom schedule, ensures that the interventions are linked to the core classroom curriculum. Before/After-school intervention in the area of intense reading and/or mathematics instruction is delivered on early release days and throughout the school week. As classroom teachers monitor student performance data, they may also make referrals to the Student Study Team, which provides a forum for the teachers, the parents, the administrators, the resource specialist, the school nurse, and/or the school psychologist to identify and set up support services including referrals to outside agencies for a student in need.

Kit Carson Elementary School's goal for our English Language Learners is to provide intensive English language instruction to aid those students in acquiring English. We recognize that English language acquisition is a different process from teaching students English. We provide developmentally appropriate English language instruction for TK-8 students with CELDT levels one through three by using a research-based curriculum.

To ensure the development of the whole child, Kit Carson Elementary School recognizes the importance of focusing on the emotional well-being and safety of each child. We concentrate on character traits that help our students develop a growth mindset, as well as become productive community members. We employ a full time Student Specialist to oversee character building among our students. Our Comprehensive School Safety Plan emphasizes procedures which are in place to secure a safe school environment. Our school also promotes healthy choices and physical activity through the development of our Physical Education teacher, Pee Wee Track Meet, extracurricular sports program and development of a school garden in a coordinated effort with the school cafeteria (with hopes of developing the garden enough to sale fruits and vegetables to the public).

Mid Valley Alternative Charter School

Mid Valley Alternative Charter School opened on August 1, 1995 as one of the earliest charters in the state of California. It was authorized by the District with the objective of serving home schooling students in grades Kindergarten through eighth grade in Kings County and adjoining counties in the Central Valley. Mid Valley Alternative Charter School provides an independent study/home school option for students whose academic needs are not being met in the classroom setting. The school's charter has been renewed in 2000, 2005, and 2010.

Mid Valley Alternative Charter School's instructional model combines site classes, parent-led study at home, and technology enhanced instruction. A credentialed Master Teacher, working in partnership with the teaching parent, customizes the home-based instruction through regular meetings, goal setting, coaching, oversight and access to resources to provide excellent instruction. A wide variety of standards-based materials and textbooks are drawn from to match the child's learning styles. The relationship between parents and Master Teachers is a foundational core strength of our program.

The new Common Core State Standards (CCSS) provide opportunities to evaluate existing curriculum and implement new curriculum aligned to the CCSS to address individual student needs and promote academic progress. Technology and Internet resources will be major components of new curriculum delivery along with promoting the depth of thinking and problem solving inherent in the CCSS. We embrace the ongoing challenge of meeting the individual needs of all students.

Academic classes and course sessions, taught by credentialed instructors, are offered in all subjects to support and complement the study at home. These classes are a supportive element of the students' education plan. Our ELA, Mathematics, Social Science, Science, intervention, and enrichment offerings are carefully designed to enhance and broaden the academic learning that is taking place at home. A wide variety of teaching strategies are implemented to ensure the fullest application of learning modalities.

Challenges inherent to this model revolve around ongoing and effective communication with families. Since families take on the additional role of formal educator, it is imperative that we train them to do so. Mid Valley Alternative Charter School provides several opportunities for parents to learn how to be effective in this role including: monthly collaboration days, school field trips, and, ongoing consultation with Master Teacher's. Our current challenge revolves around training parents how to make the shifts necessary to effectively teach to the Common Core Standards. We welcome the opportunity to rise to this challenge.

Mid Valley Alternative Charter School is committed to exploring, evaluating, and implementing emerging educational technology to provide students with opportunities and tools for creative and collaborative work. Technology-enhanced instruction will include web-based instruction and electronic curriculum support. Technology also plays a major role in classroom instruction delivery, assessment, and communication. Presently we are exploring implementing "1:1" computing devices for grades 3 through 8 along with Google Apps for Education as an online space for communication and collaboration for staff and students.

Plan for Students Who Are Academically Low Achieving

Kit Carson Union Elementary School District Charter meets the educational needs of academically low achieving students through student support programs and a variety of instructional strategies (Attachment B). Students who are in need of these interventions are identified by the Student Study Team (SST) process (Attachment C) through one or more of the following methods: standardized test scores, local assessment scores, teacher observation, academic grades, and other school-approved screening criteria.

At Kit Carson Elementary School, intervention programs are implemented under the immediate supervision and direction of a fully credentialed teacher. Low achieving students may receive focused instruction in small groups, or even one-on-one, with teachers or paraprofessional educators. Other intervention programs may include before/after-school tutoring, small group differentiated learning within the classroom, and or instruction from the resource specialist teacher.

At Mid Valley Alternative Charter School, parents work closely with a credentialed teacher to provide differentiated instruction in all core academic areas in a home-school setting. Parents meet with Mid Valley teachers at least once per week. Parents contact the teachers via phone or e-mail as often as needed.

Plan for English Learners

Identification of Students

Students who have a primary language other than English are properly identified, assessed, and reported. English comprehension and speaking proficiency are assessed by using the California English Language Development Test (CELDT) in listening, speaking, reading, and writing within 30 days. The district also uses the Spanish version of the LAS to assess primary language proficiency for EL, including comprehension, speaking, reading, and writing within 90 days. For those students whose primary language is other than Spanish, a more informal assessment procedure is utilized including parent and student interview. Parents are notified in writing of their child's English and primary language proficiency assessment result.

Placement of Students

All EL students are placed in English language programs unless a parental waiver has been granted for an alternative program. English learners with less than reasonable fluency are placed in structured English immersion for a period not normally to exceed one year. If a child has not achieved a reasonable level of fluency at the end of the year, the student may re-enroll, with parent permission.

English learners with reasonable fluency in English have been placed in an English language mainstream classroom. On an ongoing basis, English Learners will be monitored by the administrator, classroom teacher and support personnel utilizing such instruments as the C.O.R.E. and SOLOM, reassessment of the CELDT instrument, achievement of the state adopted EL standards, and other relevant information.

Redesignation Criteria and Assessment (Castaneda v. Pickard, Gomez v. Illinois)

Students who are limited-English proficient shall be redesignated as fluent-English proficient when they have demonstrated English language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program.

Kit Carson Union Elementary School District Charter will administer the new California English Language Development Test (CELDT) to all ELLs in kindergarten through grade 8. Within the

CELDT, there are five proficiency levels of English language development that correlate with the ELD standards developmental levels: Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. The purpose of the CELDT is threefold:

- To identify students as ELLs, thereby ensuring English Language Development and access to the core curriculum through appropriate services;
- To monitor the annual progress of ELL students in acquiring English proficiency; and
- To be used as one of the criteria in the reclassification of students from ELL to fluent English proficient.

When the classroom teacher, administrator, parent, or support personnel believe that a student may be as a level of proficiency to be redesignated, that student will be "evaluated" utilizing the criteria listed before. Once all the information has been gathered, the redesignated team will make a decision regarding the appropriateness of redesignation.

Instructional Program

The district provides services to English Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits, which may have been incurred in other areas of the core curriculum. Kit Carson Union School District offers two possible programs to meet the needs of students designated as English Learners. These programs are in accordance with federal laws. Parents have the opportunity to select a program for their child.

A. Structured English Immersion Program (multi-graded if necessary and may be multi-year) The Structured English Immersion Program provides a language acquisition process for children in which classroom instruction is in English but the curriculum and presentation of content is designed for children learning English as a second language.

The goal of structured immersion is to make curriculum content accessible to students acquiring English and to ensure achievement in academic subjects commensurate with student's academic ability and grade level. Content is introduced in a way that can be understood by the students.

Effective immersion is characterized by high levels of comprehensibility, law anxiety and supportive environment, content appropriate to student's developmental level, a primary focus on meaning as opposed to only grammatical correctness, lessons that reflect students' needs, interests, and prior experiences.

The Structured English Immersion Program provides instruction in English while providing support in the child's native language. Subject areas are taught using the Specially Designed Academic Instruction in English (SDAIE) approach.

Students are exited from the Structured English Immersion Program once a reasonable level of English Language proficiency as measured by district criteria.

B. English Language Mainstream Program

The English Language Mainstream program is an educational approach intended to develop English literacy and academic skills at grade level. It is designed for students that are either native English speakers or have already acquired a reasonable fluency in English. The program uses District adopted materials in English and all subjects are taught in English. The district provides services to English Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits, which may have been incurred in other areas of the core curriculum.

The process to monitor and identify academic deficits is as follows: As with all students in the district, academic progress will be monitored by the administrator, classroom teacher, and any appropriate support personnel. The monitoring will include ongoing analysis of student, work grades, achievement of content standards, and achievement on district adopted multiple measures in the specific areas if language arts and mathematics. If appropriate, a regular education student study team (SST) meeting will be convened to discuss possible modifications, accommodations, and possible participation in compensatory education programs. As in all aspects of the EL program, parent participation is imperative.

English Language Development Standards/Guidelines are used to ensure that students are meeting appropriate English language fluency expectations. At this time the district has not comprehensively addressed the newly adopted English Language Development Standards (2012). Two major areas of English language development are language skills in social settings and language skills in academic contexts.

Plan for Special Education

Kit Carson Union Elementary School District Charter recognizes the important obligation of providing effective educational opportunities to all of its students, regardless of special needs. To meet this obligation, each of our schools coordinate special education services with the district as specified in this charter and in accordance with the Kings County SELPA local plan and state and federal law.

The process used at Kit Carson Union Elementary School District Charter to identify incoming students who qualify, or existing students referred for special education programs and services, include but are not limited to the following: a routing system of CUM folders and/or special education folders which identifies the special needs of any student who has an existing IEP, screening for special needs using local assessments, Student Study Team meetings, behavior and health evaluations, psychometric evaluations, and academic assessment in accordance with state and federal law. Prior to enrollment in the Mid Valley Alternative Charter School, each special education student must have an Individualized Education Plan (IEP) which states that the independent study program offered through Kit Carson Union Elementary School District Charter is an appropriate placement for that student. If the IEP team determines that Mid Valley Alternative Charter School is not the appropriate academic placement for the student, then the student will be directed to continue in the school and/or district of residence for appropriate placement and services.

All special education programs and services at Kit Carson Union Elementary School District Charter are provided and/or supervised by appropriately credentialed staff, in accordance with the IEP, and per agreement with the local education agency (LEA), which is Kit Carson Union Elementary School District Charter. The special education programs include services with the Kit Carson Union Elementary School District Charter resource specialist and/or nurse. Additionally, Kit Carson Union Elementary School District Charter contracts with Kings County Special Education Local Plan Area (SELPA) to provide a speech therapist, counselor, psychologist, occupational therapist (OT), adaptive P.E. specialist, and behaviorist. Some Kit Carson Union Elementary School District Charter students are served through other non-public agencies. Additional programs may include but are not limited to the following: social skills training, summer school, supplemental reading instruction, instructional accommodations and/or modifications, self-paced instructional software at the level of educational need, differentiated instruction, and peer and/or cross-age collaboration. The facilities used at Kit Carson Union Elementary School District Charter do not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program.

Kit Carson Union Elementary School District Charter is responsible for meeting the needs of special education students and the special education staff carefully adheres to the time frames and guidelines stipulated by the Individuals with Disabilities Education Act (IDEA).

Students are provided comprehensive access to the core curriculum to the greatest extent possible. To provide access to the comprehensive core curriculum, support is provided per the student's Individualized Education Plan

Kit Carson Union Elementary School District

CDS Code: 16-63958

by certificated special education staff and classified staff in close collaboration with the general education teacher. Students' progress towards goals is reviewed and revised annually by an IEP team to ensure progress on goals, appropriate services, supports, accommodations and/or modifications, and educational benefit to guarantee they are making progress with their learning in accordance with state and federal law.

Title I

Kit Carson Union Elementary School District Charter's Title I program gives extra support school wide to students who have not yet reached proficiency at their grade level. Title I students receive a combination of services including instruction in reading, phonics, spelling, grammar, and writing skills. A variety of teaching strategies are used, including small-group instruction, direct instruction, and pull-out services. Teaching materials used include McGraw Hill and Glencoe reading and spelling materials, Orton Gillingham phonics, Step Up to Writing, *Handwriting Without Tears*, Touch Math and numerous other resources.

The program is monitored and results are reported to the local board. Adjustments are made as necessary in order to ensure student growth and success.

ELEMENT II: MEASURABLE STUDENT OUTCOMES

The vision stated in the Kit Carson Union Elementary School District Charter educational philosophy include that a safe learning and working environment exists for students, staff, and families, Kit Carson Union Elementary School District Charter exists to promote student learning and achievement, and competent, highly qualified staff is maintained to support student success. In keeping with the educational philosophy our measurable student outcome goals are for *all* students *progressing* towards their highest level of achievement and educational program attainment. The following goals can be found in the LCAP.

- High Expectations and Academic Rigor for all students
- Strong Leadership for all staff and students
- High Quality Instruction for all students
- Engage Parents and Volunteers
- Provide an Instructional Setting Where All Students are Encouraged to Learn

Academic Performance Index

See the Academic Performance Index Reports (Attachment E) for historical data. The plan for achieving future academic growth targets includes the following elements:

- 1. Evaluate and/or refine district benchmark assessments program to ensure they are:
 - a. Aligned to common core standards
 - b. Expected level of rigor
 - c. Valid and reliable
 - d. Correlated to California Assessment of Student Performance and Progress (CASPP) outcomes
- 2. Strengthen instructional strategies that are:
 - a. Differentiated for English learners, at-risk students, etc.
 - b. Sensitive to multiple intelligences and to students' diverse learning styles
 - c. Appropriate to standards
- 3. Continue to identify students for intervention and to monitor their progress based upon their achievement on the California Assessment of Student Performance and Progress (CASPP) as follows:
 - a. Students who score below proficient on any area tested in the CASPP system are placed in intervention programs at the onset of the new school year, with the goal of advancing at least one performance level by the end of school year.
 - b. All students will be monitored for progress during the year by the district benchmark exams, with intervention plans developed for any newly identified students. It is the district's plan to transition to the CAASP formative and interim assessments as they become available.
 - c. Using the local assessment data analysis system and the student information system, School wise, to identify targeted standards for each student with development of a corresponding individualized remediation plan.
- 4. Continue to provide professional development to staff to implement the plan.
- 5. Continue reflective practices, i.e. cross grade and grade-level meetings, to analyze data, share best instructional practices, modify the educational program, and plan for future program improvements (especially in the area of agricultural education and career pathways).

ELEMENT III. METHOD BY WHICH STUDENT OUTCOMES AND PROGRESS ARE MEASURED

All students in grades 3 through 8 will maintain or exceed the percentage of Proficient or Advanced achievement levels on the California Assessment of Student Performance and Progress (CAASPP) system. Kit Carson Union Elementary School District Charter Schools will continually strive towards meeting growth targets set forth by the State.

Student progress in meeting the desired student outcomes are measured and evaluated through a variety of assessment tools as outlined below.

- 1. State mandated assessments Students will be assessed annually with all state mandated assessments in the CAASPP program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California English Language Development Test, and the physical performance test.
- 2. Local assessments Schools in the district will conduct local assessments that may include:
 - a. Survey of Early Literacy Learning, Orton Gillingham (K-3)
 - b. Reading fluency assessment (K-3)
 - c. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - d. District benchmark assessments
 - e. Classroom based subject assessments: teacher observation, Common Core- aligned assessments
 - f. Renaissance Learning's STAR Reading standardized computer assessments
 - g. Informal and formal parent conferences throughout the year
 - h. School progress reports
 - i. Report cards
 - i. Daily attendance
 - k. Daily work and homework completion

 - Special subject, grade or school project completion
 California Healthy Kids Survey (5th & 7th grades for Title IV funds)

Use and Reporting of Data

Data on student achievement is collected, analyzed and reported to school staff, parents and guardians through the following measures.

- 1. Methods of collecting data:
 - The district plans to transition to the CAASP formative and interim assessments when they become available.
 - b. Teacher collected data: performance on daily work, teacher observations, homework, projects and student attendance.
 - c. Accelerated Reader reports and Renaissance Learning's STAR Reading reports
 - d. Survey results: Healthy Kids Survey and character trait assessments
- 2. Forums for analyzing data:
 - a. Teacher analysis and reflection on collected student data
 - b. Grade level meetings
 - c. Teacher Collaboration

- d. Parent-teacher conferences
- e. Staff Meetings
- f. Intervention Teams
- g. Student Study Teams
- h. Administrative Meetings
- i. School Site Council
- i. ELAC/DELAC
- k. School Board Meetings

3. Means of reporting data:

- a. Student Reports from the California Assessment of Student Performance and Progress (CAASPP) system
- b. Parent conferences
- c. Board meetings
- d. School Accountability Report Cards
- e. District web site www.kitcarsonschool.com
- f. School and classroom websites

School staff and advisory committee utilize the above collected and reported data continuously to monitor and improve the schools' educational programs so that the stated measurable student outcomes can be attained.

Local Control Accountability Plan

Kit Carson Union Elementary School District Charter Local Control Accountability Plan was adopted prior to the July 1, 2014 deadline and set goals to meet or exceed the established objectives of the Eight State Priorities, including, but not limited to:

Pupil Achievement

- Maintain high academic rigor and full implementation of common core standards
- Increased academic support of mainstreamed SPED students
- Increase academic support of EL students
- Increase student literacy rates
- Train staff on the development of formative assessments to support the common core

Pupil Engagement

- Maintain/increase school attendance rates from 96% actual attendance
- Middle school dropout rates: 100% of students will graduate
- High school dropout rates: N/A as we are a TK-8 district
- High school graduation rates: N/A as we are a TK-8 district

Other Student Outcomes

• Other indicators of student performance in required areas of study described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable. May include performance on other exams

School Climate and Safety

- Maintain minimal student suspension rates
- Maintain minimal student expulsion rates

 Other local measures, including surveys of pupils, parents and staff on the sense of safety and school connectedness.

Parental Involvement in the Local Control Accountability Plan

In order to engage parents and promote their participation in programs for unduplicated students and individuals with exceptional needs, Kit Carson Union Elementary School District Charter actively seeks and encourages parents to participate in the School Site Council, IEP meetings, Special Education Self Review, etc. Bilingual staff are available to translate for parents to facilitate active participation during each of these parent input and involvement opportunities:

- Parent/teacher conferences
- Back to School Night and Open House
- Family Nights
- District committees/ councils will be fully constituted and active within the school community
- DELAC/ELAC
- Special Education Self Review (SESR)

Basic Services

All goals listed in this priority are outlined pursuant to Education Code Section 35186, Williams Act. This code section specifies that: (1) Parents will be notified if regularly there is a misassignment of a certificated employee in a teaching position for which they do not hold the proper credential or if there is a vacant teacher position that remains unfilled by a properly credentialed staff member. (2) There should be sufficient textbooks and instructional materials. That means each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in the class and to take home to complete required homework assignments. (3) School facilities must be clean, safe, and maintained in good repair. (4) Complaint forms must be made readily available.

Rate of teacher misassignment

• 100% of teachers will be fully credentialed and assigned appropriately as outlined by their credential/s

Student access to standards-aligned instructional materials

• 100% of students will have access to standards-aligned instructional materials and textbooks (printed and/or accessible via the internet or on a personal device)

Facilities in good repair

• All school facilities will be inspected annually, and maintained in good repair in accordance with the Williams Act.

Implementation of Common Core State Standards (CCSS)

- Common Core State Academic Content and Performance Standards will be fully implemented (100%) in all subject areas, at all grade levels, for all students and subgroups of students, including English Learners.
- EL students will receive additional services focused on the CCSS that will enable them to successfully access the common core academic content standards.

Course Access

 All students will be given access to a broad course of study that includes all the subject areas described in Section 51210, inclusive, of Section 51220, as applicable. (Math, English/ELA,

- Social Science, Science, Visual and Performing Arts, Health, P.E.)
- Access to art and music curriculum, to supplement the common core curriculum
- Special Education students will be afforded programs and services to meet their exceptional needs in accordance with their IEPs to provide services resulting in educational benefit.
- ELL students will be afforded programs and services that ensure academic benefit for them.
- Low Income and Foster Youth students will be provided programs and services to support attainment of academic proficiency and ensure educational benefit.

ELEMENT IV: GOVERNANCE STRUCTURE

Governing Board

The governance structure of the District is directed by an elected Board of Trustees, consisting of five (5) members, retaining existing terms and qualifications as defined by The County Election Board. The current election process for the Board of Trustees will remain in place. The ultimate authority for the governance of the District remains with this elected Board of Trustees.

Superintendent/Principal

The Superintendent/Principal has primary responsibility for implementing District vision, policies and operation.

Learning Director

The Learning Director has the primary responsibility for curriculum within the Charter District.

Each administrator is responsible for adherence to all applicable Federal and State laws, policies of the District, and implementation of adopted curriculum and programs. In addition, they are charged with the responsibility of all instructional materials, curriculum implementation, professional development, serving as resources for teachers, as well as the oversight of assessment and special programs.

Parental Involvement in School Governance

Parents and guardians play a vital role in the governance of Kit Carson Union Elementary School District Charter. There are various avenues for parents to provide input, including opportunities to serve on committees such as the District Parent Advisory Council/School Site Council, English Language Advisory Committee, and Parent-Teacher Club meetings.

ELEMENT V: QUALIFICATIONS OF INDIVIDUALS EMPLOYED

It is expected that all employees of the District have a solid understanding of, and commitment to, the importance of student success and a commitment to a collaborative partnership. In order to be creative and flexible in providing an optimal learning environment, the District will maintain the following standards for all those who work with children:

Superintendent/Principal

The Superintendent/Principal must hold a valid California administrative credential. The Superintendent/Principal is employed by and responsible to the Board of Trustees. The Superintendent/Principal shall have a criminal background check performed pursuant to Education Code Section 44830.1.

Learning Director

The Learning Director must hold a valid California administrative credential and the experience and skills required to fulfill the responsibilities of the position. The Learning Director must hold a valid California administrative credential and the experience and skills required to fulfill the responsibilities of the position. The Learning Director is employed by the district and responsible to the Superintendent/Principal. The Learning Director shall have a criminal background check performed pursuant to Education Code Section 44830.1.

Certificated Personnel

Classroom teachers who teach core subjects hold valid California teaching credentials in accordance with Education Code 44258.9. They are employed by the district and are responsible to the Superintendent/Principal. Teachers shall have a criminal background check performed pursuant to Education Code section 44830.1.

Nurses

All nurses (RN and LVN) will be fully qualified with the appropriate license to administer the health programs within the district.

Classified Personnel

All classified personnel must meet the qualifications and standards established for employment and are responsible to the Superintendent/Principal and/or Learning Director. All classified employees shall have a criminal background check performed pursuant to Education Code Section 44830.1.

During the life of the charter, the District will have the flexibility of hiring non-certificated instructors, hereafter referred to as instructors, as allowed by law in non-core areas. Areas in which a non-certificated instructor may be contracted may include but are not limited to agriculture, technology, art, music, Spanish language, and physical education. Instructors shall demonstrate qualifications and knowledge of non-academic areas to which they are assigned.

ELEMENT VI: Health and Safety of Pupils and Staff

All individuals employed in the District and enrolled students are subject to standards required pursuant to state and federal law. The District maintains the following:

- Current liability and excess liability insurance coverage as provided by the district selected JPA.
- Exclusion for all losses occurring in violation of any applicable California codes or regulations.
- Compliance with JPA Standards.
- Worker's Compensation pursuant to provisions of the California Labor Code.
- Nurse available to meet the needs in regards to the health and safety of both students and staff.

ELEMENT VII: RACIAL AND ETHNIC BALANCE

Non-Discrimination

The Kit Carson Union District Charter will retain the existing TK-8 grade level configuration of the District to ensure racial and ethnic balance that is reflective of the general population residing within the historical attendance area of the District.

The Kit Carson Union District Charter is nonsectarian in its programs, admission policies, employment practices, and all other operations. The District shall not charge tuition and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability.

ELEMENT VIII: ADMISSION REQUIREMENTS

Student Admission Policies and Procedures

The District identifies the following admission requirements and parameters:

- The District is non-sectarian and does not discriminate based upon race, religion or creed.
- Tuition is not charged.
- Pupils are considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level.
- Students must satisfy all state and locally required immunizations
- All special needs students with an active IEP are admitted per State and Federal Laws.
- If the number of pupils who wish to attend exceeds the school's capacity, enrollment, except for existing pupils of the District, is determined by a public random drawing. Preference shall be extended according to District Enrollment Guidelines (Attachment D) adopted by the Board of Trustees.

Prior to students and parents being admitted into the District, they are required to:

• Understand the District's educational program and philosophy and sign a parent/student Charter master agreement or student parent compact. The purpose of these documents is to encourage the development of responsibility and respect in the students, encouraging each one to become a lifelong learner and productive citizen of the community. (Attachments F & G)

ELEMENT IX. FINANCIAL AUDIT, FISCAL REPORTING AND ACCOUNTABILITY

Budget

The District Superintendent/Principal, the Business Manager, and the Learning Director annually develop a balanced operating budget to be approved by the Board of Trustees as a part of the annual budgetary process. The District's independent auditor annually conducts audits of the fiscal operation. The Kings County Office of Education also provides oversight and monitoring of the District budgetary process and financial condition (Attachment L).

Financial Reporting

The accounting of the District's budgets, revenues and expenditures are conducted in accordance to the Kit Carson Union Elementary School District Charter Board of Trustees' Policies and Administrative Regulations. The board contracts an independent outside auditor to conduct the annual audit of fiscal and programmatic operations and report finding to the board. The district complies with state financial reporting regulations by submitting the 1st and 2nd interim report, unaudited actuals, end of year projection and budget report. These reports are submitted to CDE through the county office of education which monitors the fiscal health of the district in accordance with AB 1200.

Insurance

Kit Carson Union Elementary School District Charter acquires general liability, worker's compensation and other necessary insurance coverage through carriers approved by the district.

Administrative Services

Kit Carson Union Elementary School District Charter is governed by the District's elected Board of Trustees and the Superintendent/Principal and they hold the lead responsibility for administering the District under policies adopted by the governing board. Each school works in cooperation with the District that provides necessary administrative services including: financial management and payroll services, personnel services and instructional program development, as well as services in the areas of special education, food services and the provision and maintenance of facilities. The District also monitors services including school and student performance data, reviewing the school's financial statements and audit reports.

Facilities

Kit Carson Union Elementary School District Charter includes Kit Carson Elementary School and Mid Valley Alternative Charter School which all share a campus of approximately fifteen acres located at 9895 7th Avenue in Hanford, California. Facilities include a Library, Cafeteria, and outdoor amphitheater that are shared by each school.

Transportation

Kit Carson Union Elementary School District Charter provides home-to-school transportation for those students who reside within the District's traditional geographic boundaries. The District transportation system functions under the guidelines of the California Department of Education's Office of School Transportation. Parents or guardians of students who reside outside the district or home school students are responsible for transportation to and from school.

Audits

Each fiscal year, Kit Carson Union Elementary School District Charter Board of Trustees will, oversees the selection of an independent auditor, ensuring that the selected auditor has experience in education finance. The audit verifies the accuracy of the District's financial statements, attendance and enrollment accountings practices,

and review the District's internal controls. The audit is conducted in accordance with generally accepted accounting principles applicable to the District. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable Office of Management and Budget circulars. It is anticipated that the annual audit be completed within six months of the close of the fiscal year and that a copy of the auditor's findings be forwarded to the Business Manager of Kit Carson Union Elementary School District Charter. Any audit exceptions or deficiencies are reported to the Board of Trustees with recommendations on how to resolve them.

School Management Contracts

We do not contract out for business services. All business office personnel are District employees.

ELEMENT X: SUSPENSIONS, EXPULSIONS, and/or LEAVING THE SCHOOL DISTRICT

Suspension/Expulsion Procedures

The District handles student expulsion and suspensions in accordance with Education Code 48900. Board policies and procedures are provided (Attachment H). All discipline matters are conducted in compliance with due process. The decision of the hearing may be appealed to the School Board. The decision of the School Board of Trustees will be final.

Discontinuation of Enrollment

A student's enrollment may be discontinued from a school within the District for non-compliance with the terms of the School-Parent compact/Master Agreement.

The above option shall be applied to those students who fail to meet the terms of the signed compact and through due process have been dismissed from the Charter. In the case of a pupil's dismissal for failure to meet the terms of the compact, the Charter shall continue to enroll the pupil until enrollment in an alternative educational program has been secured. The Charter accepts its responsibility to provide a public education to all students residing within its historical attendance area.

In the event that a parent and the District cannot agree on an alternative placement, the dispute resolution process outlined in Element XIV of this Charter shall be implemented.

ELEMENT XI: COMPENSATION AND BENEFITS

All new and existing employees participate in State Teacher Retirement System (STRS), Public Employee Retirement System (PERS), and Social Security, as appropriate, as required by Education Code 47605(b)(5)(K). All employees of the District will continue with current retirement system provisions. Employees will continue to contribute at the rate established by STRS or PERS. The District makes all employer contributions as required by STRS, PERS, and Federal Social Security. The District also makes contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

ELEMENT XII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

No pupil residing within the historical attendance area of the District shall be required to attend the Kit Carson Union Elementary School District Charter schools. The District will assist with an inter-district transfer (in accordance with agreement) for pupils who choose not to participate or who choose not to adhere to the parent compact/master agreement contained, pursuant to Education Code Section 46600.

The District has entered into interdistrict transfer agreements with Lakeside Elementary School District and Armona Union Elementary School Districts in which those districts unqualifiedly agree to accept the District's students who are in compliance with the receiving district's interdistrict transfer requirements (Attachments F & G).

ELEMENT XIII: Rights of School District Employees

The district acknowledges that no employee can be forced to work for the charter school district; however, since Kit Carson Union Elementary School District is applying to be an all-charter district, it is also acknowledged that all current employees will retain their rights to employment when the district is granted charter status. The charter will pertain to all district staff for the duration of the charter's term. The all-district charter's term will be for five (5) years, unless voluntarily surrendered by the district's Board of Trustees or revoked by action of the State Board of Education and State Superintendent of Public Instruction prior to its expiration. All new employees are informed, before hiring, of the charter status of the district. Once a new employee signs a contract with the district, having been given that information, that employee is deemed to be an employee of Kit Carson Union Elementary Charter School District. If the charter is voluntarily surrendered or revoked, all employees will revert to their status as employees of the Kit Carson Union Elementary School District.

In the event of a dispute between the District and any employee related to this provision of the Charter, the dispute resolution process outlined in Element XIV of this Charter shall be implemented.

ELEMENT XIV: Dispute Resolution

All complaints regarding operation of the Charter will be referred to the chief administrative officer for resolution in accordance with the District-adopted policies. Parents, students, board members, volunteers, and staff at the Charter will be provided a copy of the District's policies and dispute resolution process and will agree to work within it. In the event that the District's adopted policies and process fail to resolve the dispute, it shall be resolved by the joint action of the State Board of Education and the State Superintendent of Public Instruction, following a noticed hearing on the matter. If the State Board of Education and the Superintendent of Public Instruction believe they have cause to revoke this Charter, they agree to notify the governing board of the District and grant the District reasonable time to respond to the notice and take appropriate corrective action prior to revoking the Charter.

The procedures to be followed by the charter district and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

- (A) Kit Carson Union Elementary School District Charter recognizes the fact that the State Board of Education is not a local education agency.
- (B) The costs of the dispute resolution process, if needed, will be shared by the district and the State Board of Education.
- (C) Because it is not a local education agency, the State Board of Education may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.
- (D) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto.

Kit Carson Union Elementary School District Charter agrees to work to accomplish all tasks necessary to fully implement this Charter. If the State Board of Education and Superintendent of Public Instruction believes they have cause to revoke this Charter, they agree to notify the Governing Board of the District and grant the District reasonable time to respond to the notice and take appropriate corrective action prior to revoking the Charter. If such an action takes place, Kit Carson Union Elementary School District Charter will revert back to non-Charter status.

ELEMENT XV: EMPLOYEE REPRESENTATION

The Kit Carson Union Elementary School District Charter shall be deemed the exclusive public school employer of the employees of the District for the purposes of the Education Employment Relations Act.

The district recognizes the Kit Carson Teachers' Association as the collective bargaining agency for all non-management certificated employees. It agrees that any contracts and/or letters of understanding between the District and the Association in existence on the effective date of the Charter and subsequent Charter Renewals, and provisions of the State of California Education Code, and Government Code 3540 et Seq. ("The Rodda Act"), pertaining to employee rights will continue to be binding on both parties until ended or modified through future bargaining agreements.

For purposes of conducting collective bargaining, the charter District and its employee representative unit will continue to comply with board policy and applicable state codes.

ELEMENT XVI: CLOSURE PROTOCOL

Kit Carson Union Elementary School District has been a public school since 1952. If the charter becomes inoperative, the district reverts to non-charter status. Notice of the change in status will be provided to all interested and concerned parties, including but not limited to, students and their families, employees, the Kings County Office of Education, and the State Board of Education and State Superintendent of Public Instruction (through the California Department of Education). Student records will continue to be maintained on site as usual.

Impact on the Charter Authorizer

The Kit Carson Union Elementary School District does not foresee that its charter status per se will resulted in any major workload to the charter authorizer (i.e., the State Superintendent of Public Instruction and State Board of Education, served by the staff of the California Department of Education. The district foresees no increase in the authorizer's workload if the charter is renewed for a fourth five-year period (i.e., to June 30, 2020). Additionally, the District foresees no civil liability effects upon the District or its authorizer, the California State Board of Education, as a result of its charter status.

Modifications and Changes to the Charter

Modifications or changes that are limited to the implementation timelines, specific curriculum content, job descriptions, student and parent expectations or other specific areas may be made with the approval of the Board of Trustees in consultation with the Superintendent.

The District will be reviewed and evaluated annually by the Board of Trustees of the Kit Carson Union Elementary School District Charter. The board's assessment of the District includes but is not limited to:

- Program content
- Student progress
- Management
- Budget
- Future plans

The term of this Charter is for five years following the adoption by the Board of Trustees and approved by the State Board of Education and the State Superintendent of Public Instruction, unless revoked by the State Board of Education and the State Superintendent of Public Instruction or rescinded by the Board of Trustees prior to the expiration of the Charter.

When considering changes to the proposed Charter the State Board of Education contact person will determine if the proposed change is a material revision. Any material revisions must be approved by a majority of certificated teachers and the Kit Carson Union Elementary School District Charter Governing Board of Trustees and require approval by the State Board of Education and the State Superintendent of Public Instruction.

IX. Attachments

Attachment A: Kit Carson Union Elementary School District Charter Core Curriculum

Attachment B: Kit Carson Union Elementary School District Charter Student Support Resources

Attachment C: Student Study Process

Attachment D: District Enrollment Guidelines

Attachment E: Academic Performance Index Report

Attachment F: Kit Carson Elementary School Parent Compact

Attachment G: Mid Valley Alternative Charter School Master Agreement

Attachment I: Expulsion/Suspension Policy

Attachment J: Memorandum of Understanding - Lakeside School District

Attachment K: Memorandum of Understanding - Armona School District

Attachment L: Financial Condition Certification Letter

Attachment M: Assurances

Attachment A: Kit Carson Union Elementary School District Charter Core Curriculum

Reading/Language Arts	<u>Mathematics</u>	<u>History</u>	<u>Science</u>
McGraw Hill Grades K-5	McGraw Hill Mathematics Grades K-6	Scott Foresman Grades 4-5	Scott Foresman Grades 3-5
Literature: Glencoe Grades 6-8	Holt Mathematics	TCI History Alive Grades 6-8	Glencoe Grades 6-8
Common Core standards based teacher developed materials TK-8	Common Core standards based teacher developed materials TK-8	Common Core standards based teacher developed materials TK-8	Common Core standards based teacher developed materials TK-8

Note: The district is currently evaluating CCSS aligned curriculum for adoption in 15-16 and 16-17. Until that time, teachers have worked to align existing curriculum to the standards

In addition to the core curriculum, Kit Carson Union Elementary School District Charter uses many supplementary curriculum materials to customize student learning and help students meet or surpass state standards. Kit Carson Union Elementary School District Charter is currently reviewing CCSS aligned curriculum and materials for adoption.

Attachment B: Kit Carson Union Elementary School District Charter Student Support Resources

Resource	Grades
Student Study Team (SST) A SST is comprised of staff, parents, Learning Director and anyone else who might have input regarding educational issues of certain families. SST makes referrals for further special education testing.	TK - 8
Reading/Language Arts	
Resource	Grades
Accelerated Reader This program is a unique and effective method that encourages students' independent reading. Student progress is tracked through goal-setting and independent testing. Students are able to earn points for reaching their goals and continually strive towards improving their reading ability	2-8
Reading Skills Assessment Materials McGraw Hall Glencoe These resources provide reading assessment in a format that is similar to the state standardized test. They can serve as both yearlong test-taking practice and reading skill assessment.	K-5 6-8
Orton Gillingham	K-3
STAR computerized reading test Test is given on computer and can be administered 2-3 times during the year. The results include suggestions for growth.	2-8
Math	
Resource	Grades
Math Curriculum Assessment and Placement Materials Teacher's editions have placement and review assessments as well as suggestions for identifying emediation needs.	TK- 8
Other / Specialists	
Resource	Grades
Adaptive P.E. / Occupational Therapist Through the Kings County Office of Education, the district contracts services with both an adaptive P.E. teacher and an Occupational Therapist. The need for these services is determined during an addividual Education Plan (IEP) meeting.	TK - 8
Counselor/Psychologist/Behaviorist Through the Kings County Office of Education, the district contracts services for a counselor, sychologist, and Behaviorist. Students are recommended for services during a student study meeting r by referral from parents, teachers, or administrators. Students may be seen individually or in small roups.	TK - 8

Kit Carson Union Elementary School District

CDS Code: 16-63958

English Language Learners Students are identified for supplemental support in acquiring English by the CELDT assessment. Although the classroom teacher is responsible for primary instruction, additional support is provided by trained paraprofessionals who maintain both pull-out and mainstreamed programs.	TK - 8
Resource Specialist Program Provides assessment and assistance to students with a discrepancy between ability and performance. Annual progress is measured and reported to the parents. Referrals made by SST or in writing by the parents.	TK - 8
Special Education The special education program has a full-time Resource Specialist who serves students identified with special needs. Instructional aides assist the teacher in providing small group instruction to students.	TK - 8
Speech and Language Screening Articulation, pragmatics and fluency assistance provided after our specialist has determined qualification.	TK - 8
Vision and Hearing Screening Our county nurse is available one time per week.	TK - 8

Attachment C: Student Study Process

DOB

No

Parent Notified: Yes

Student

Parent

KIT CARSON UNION SCHOOL DISTRICT

Student Study Team Meeting Report

Grade

Phone

Т	eacher	Address	Date	
1.	Reasons for refe	rral:		
2.	Strengths:			
3.	Results/findings	from screenings (DIBELS, MAP, AR):	
4.	Current education	onal performance:	;	
5.	Current concern	s or behavior patt	erns:	
6.	Findings/Recomm	nendations:		
7.	Refer to Special Ed	ucation at this tin	ne? YES NO	

Kit Carson Union Elementary School District

CDS	Code.	16-63958	
CDS	Coue:	10-03938	

8. Other		
9. RTI Information		
Team Members		
Parent Signature	Data	

Attachment D: District Enrollment Guidelines

Enrollment GuidelinesTo be approved by Kit Carson Union Elementary School District Charter

Our charter requires us to have a lottery whenever the classroom enrollment reaches the capacity for the grade level. This lottery will take place at the May board meeting of the Kit Carson Union Elementary School District Charter. The purpose of the lottery will be to rank, in order, all students in that category. All students already enrolled in the district will remain in the district; within the particular school they are currently enrolled.

The procedure also takes into account the fact that room must be left in each of the classes to accommodate those students moving into the district during the school year. The following is the procedure, to be adopted by the Kit Carson Union Elementary School District Charter School Board, which lists the students in order of enrollment priority:

- 1. All students whose parents/guardians are <u>employees</u> of the district will be admitted, if enrollment is below capacity.
- 2. All students whose siblings are enrolled in the district will be admitted, if enrollment is below capacity.
- 3. All students who are enrolled in the district who wish to transfer within the district will be admitted, if enrollment is below capacity.
- 4. All students who are grandchildren of employees of the district will be admitted, if enrollment is below capacity.
- 5. All students who remain on the waiting list will then be entered into the <u>lottery</u>, if enrollment is below capacity.
- 6. During the school year if the total enrollment in each grade level drops below capacity, additional students may be admitted from the lottery waiting list.

Attachment E: Academic Performance Index Report

Kit Carson Union Elementary School District Charter **Growth Academic Performance Reports for 2010-2013**

1/13/2015

2010 Growth API LEA List of Schools Report (CA Department of Education)

DataQuest home > API home > Reports > Select District > District Reports > Current Page

Local Educational Agency (LEA) List of

2010 Growth Academic Performance Index Report

IFA.

Kit Carson Union Elementary

LEA Type:

Elementary

County: CD Code:

Kinas 16-63958 California Department of Education Assessment, Accountability and Awards Division 10/5/2011

	APR LEA Summary
	APILEA Report
	API County List of Schools
	AYP LEA List of Schools
	AYP County List of Schools
An L	EA is a school district or county office of ation.)

(AYP = Adequate Yearly Progress)

LEA API Summary

	All Schools		Deciles	1 and 2
	Number	Percent	Number	Percent
Targets Met*	0	N/A	0	N/A
API Grew, Targets Not Met**	0	N/A	0	N/A
API Remained Same or	1	100	0	N/A
Decined Tarnets Not Met				

Only schools with a valid 2009 Base API and a valid 2010 Growth API are included in these LEA and state summaries.

State API Summary

	All So	All Schools		1 and 2
	Number	Percent	Number	Percent
Targets Met*	4,775	58	923	54
API Grew, Targets Not Met**	1,599	19	373	22
API Remained Same or	1.885	23	398	23
Declined Tarnets Not Met			000	20

^{*} Includes schools with 2010 Growth APIs of 800 or more,
*Includes schools that met schoolwide 2009-10 Growth API targets but did not meet one or more subgroup targets.

	API			Met Growth Target			
y-manus - manusanyan yangangan	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth			Both Schoolwide and Subgroups
KIT CARSON UNION ELEMENTARY Elementary Schools	760	765	D	-5	prince real and		
Kit Carson Elementary Mid Valley Alternative Charter	767	769	5	-2	No	No	No

Click on column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school or LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR)

http://api.cde.ca.gov/AcnlRpt2010/2010GrthAPIdst.aspx?cYear=&allcds=1663958&cChoice=2010GDst1

1/13/2015

2011 Growth API LEA List of Schools Report (CA Department of Education)

<u>DataQuest home</u> > <u>APi home</u> > <u>Reports</u> > <u>Select District</u> > <u>District Reports</u> > <u>Current Page</u>





Local Educational Agency (LEA) List of 2011 Growth Academic Performance Index Report

LEA: Kit Carson Union Elementary

LEA Type: Elementary County: Kings CD Code: 16-63958

California Department of Education Analysis, Measurement & Accountability Reporting Division 8/13/2012

	APR LEA Summary
	API LEA Report
	API County List of Schools
	AYP LEA List of Schools
	AYP County List of Schools
education	A is a school district or county office of on.) Adequate Yearly Progress)

LEA API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	1	100	0	N/A
API Grew, Targets Not Met**	0	N/A	0	N/A
API Remained Same or Declined, Targets Not Met	0	N/A	0	N/A

Only schools with a valid 2010 Base API and a valid 2011 Growth API are included in these LEA and state summaries.

State API Summary

	All Sc	All Schools		1 and 2
	Number	Percent	Number	Percent
Targets Met*	4,594	56	875	51
API Grew, Targets Not Met**	1,513	18	374	22
API Remained Same or Declined, Targets Not Met	2,164	26	474	28

^{*} Includes schools with 2011 Growth APIs of 800 or more.
* Includes schools that met schoolwide 2010-11 Growth API targets but did not meet one or more subgroup targets.

	API			Met Gro		owth Target	
	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	School- wide	- ,	Both Schoolwide and Subgroups
KIT CARSON UNION ELEMENTARY	790	760	D	30	V		processing and a second second
Elementary Schools							
Kit Carson Elementary	790	767	5	23	Yes	Yes	Yes
Small Schools							
Mid Valley Alternative Charter	747*	В	В	В			N/A

Click on column header to view notes.

1/13/2015

2012 Growth API LEA List of Schools Report (CA Department of Education)

DataQuest home > API home > Reports > Select District > District Reports > Current Page



Local Educational Agency (LEA) List of 2012 Growth Academic Performance Index Report

California Department of Education Analysis, Measurement, & Accountability Reporting Division 6/25/2013

LEA:

Kit Carson Union Elementary

LEA Type:

Elementary

County:

Kings

CD Code: 16-63958

APR LEA Summary API LEA Report API County List of Schools AYP LEA List of Schools AYP County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

(AYP = Adequate Yearly Progress)

LEA API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	0	N/A	0	N/A
API Grew, Targets Not Met**	0	N/A	0	N/A
API Remained Same or Declined, Targets Not Met	2	100	1	100

Only schools with a valid 2011 Base API and a valid 2012 Growth API are included in these LEA and state summaries.

State API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	4,594	56	875	51
API Grew, Targets Not Met**	1,513	18	374	22
API Remained Same or	2,164	26	474	28
Declined, Targets Not Met				

^{*} Includes schools with 2012 Growth APIs of 800 or more.

^{**} Includes schools that met schoolwide 2011-12 Growth API targets but did not meet one or more subgroup targets.

	API			Met Growth Target		n Target	
	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	School- wide	All Student Groups	Both Schoolwide and Student Groups
KIT CARSON UNION ELEMENTARY	789	790	D	-1	,	the facilities there is no supplied to the sup	and the second s
Elementary Schools							
Kit Carson Elementary	791	791	5	0	No	No	No
Small Schools							110
Mid Vailey Alternative Charter	723*	733*	5	-10	No	Yes	No

http://api.cde.ca.gov/Acnt2012/2012GrthAPldst.aspx?cYear=&allcds=1663958&cChoice=2012GDst1

1/13/2015

2013 Growth API LEA List of Schools Report (CA Department of Education)

<u>DataQuest home > API home > Reports > Select District > District Reports > Current Page</u>



Local Educational Agency (LEA) List of 2013 Growth Academic Performance Index Report

California Department of Education Analysis, Measurement, & Accountability Reporting Division 7/29/2014

LEA:

Kit Carson Union Elementary

LEA Type:

Elementary

County:

Kings

CD Code: 16-63958

APR LEA Summary API LEA Report API County List of Schools AYP LEA List of Schools AYP County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.) (AYP = Adequate Yearly Progress)

LEA API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	0	N/A	0	N/A
API Grew, Targets Not Met**	0	N/A	0	N/A
API Remained Same or Declined, Targets Not Met	1	100	0	N/A

Only schools with a valid 2012 Base API and a valid 2013 Growth API are included in these LEA and state summaries.

State API Summary

	Ati Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	3,569	42	464	26
API Grew, Targets Not Met**	1,184	14	415	24
API Remained Same or	3,691	44	880	50
Declined, Targets Not Met				

^{*} Includes schools with 2013 Growth APIs of 800 or more.

^{**} Includes schools that met schoolwide 2012-13 Growth API targets but did not meet one or more subgroup targets.

	API			Met Growth Target			
	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	School- wide	Al Student Groups	Both Schoolwide and Student Groups
KIT CARSON UNION ELEMENTARY	764	795	D	-31			,
Elementary Schools							
Kit Carson Elementary	766	796	4	-30	No	No	No
Mid Valley Alternative Charter							

Click on column header to view notes.

http://api.cde.ca.gov/Acnt2013/2013GrthAPIdst.aspx?cYear=&allcds=1663958&cChoice=2013GDst1

Attachment F: Kit Carson Elementary School Parent Compact

KIT CARSON UNION SCHOOL DISTRICT

School-Parent Compact

The	Ten	cher's	Pledae.

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach all the necessary concepts to your child before regular homework is assigned.
- I will strive to address the individual needs of your child.
- I will treat your child with dignity and respect.
- I will regularly communicate with you regarding your child's progress.

-	1950	45	-6
٦	1		
- 1	115		39.7
- 1	100	Name of Street	
- 1		TAXAB (

Teacher's Signature

Date

The Student's Pledge:

I realize that my education is important to me. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will return completed homework on time.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day unless I am ill.
- I will be responsible for my own behavior.
- I will be a cooperative learner.



Student's Signature

Date

The Parent's Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the responsibilities to the best of my ability:

- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time every day.
- I will encourage my child to read an average of 15 minutes per day.
- I will attend Back-to-School Night and parent conferences.



Parent's Signature

Date

I:\school\welcome\Parent Compact

Attachment G: Mid Valley Alternative Charter School Master Agreement

Mid Valley Alternative Charter School Master Agreement for Independent Study

Student:

Student Number:

Address:

Location:

1st Phone Number:

DOB:

Beginning Date:

Contract Term:

Year:

2nd Phone Number:

Grade Level:

School for Classroom Option:

Program Placement:

End Date:

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established district or charter school's governing board and are consistent with district or charter school standards as outlined in the district or charter school's subject/course descriptions. Assignment and Work Record Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "course value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value
Literature	Language Arts	13 Weeks
Spelling	Spelling and Handwriting	13 Weeks
Grammar	Language Arts	13 Weeks
Science	Science	13 Weeks
Math	Mathematics	13 Weeks
Writing	Language Arts	13 Weeks
Social Studies	Social Studies	13 Weeks
P.E.	Physical Education	13 Weeks

Method of study: Specific methods of study will be designated on the Student assignment and Work Record and are incorporated herein. Examples of methods of study for the student will include: Textbook Activities, Problem Solving, Drill & Practice, Library Research,

Web/Internet Research, Field Trips, Independent Reading.

Kit Carson Union Elementary School District

CDS Code: 16-63958

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all.

Assignments and specific resources will be designated on the Assignment and Work Record forms and are incorporated herein.

Method of Evaluation: Academic evaluations will be designated on the Assignment and Work Record and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Student Conferences, Chapter/Unit Tests, Work Samples, Observations, Quizzes, State Standards Testing.

	to report to their teacher as scheduFrequency: At least once per week.		
and that a classroom op	It is understood that independent studention is always available at the student adent study only if the student is offer	t's home district. Instruction m	nay be provided for a

Assignments: According to the district or charter school policy for grades K through 3, the maximum length of

time allowed between when the assignment was made and the date the assignment is due is 5 school days, and for grades 4-8 the maximum length of time allowed between when the assignment was made and the date the assignment is due is 10 school days unless an exception is made in accordance with the district or charter school policy. After 3 consecutive missed assignments, as per board policy, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

Additional courses may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the student.

Prior to admission into the Mid Valley Alternative Charter School, students and parents acknowledge the following requirements: Students must adhere to district policies of dress code, student behavior, student discipline, sexual harassment, Kit Carson School Site Campus Rules, alcohol and drug discipline policies, etiquette and privacy rules, security guidelines and vandalism policies as outlined in the Kit Carson School Parent-Student Handbook.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student:	Date:
Parent/Guardian/Caregiver:	Date:
Supervising Teacher:	Date:
Other:	Date:

Attachment H: Expulsion/Suspension Policy

Kit Carson Union ESD

Board Policy

Suspension And Expulsion/Due Process

BP 5144.1

Students

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law and the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

- 1. While on school grounds
- 2. While going to or coming from school
- 3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

<u>District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.</u>

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension and Expulsion

Except when a student commits an act that violates Education Code 48900(a)-(e) or his/her presence

causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in Education Code 48915(c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

(cf. 5131.7 - Weapons and Dangerous Instruments)

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

District staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of

the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law and that, if there are reasonable factors that may prevent the parent/guardian from complying with the requirement, he/she should contact the school. (Education Code 48900.1)

(cf. 5145.6 - Parental Notifications)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by any method that maintains the confidentiality of the student's records.

(cf. 5125 - Student Records)

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Supervised Suspension Classroom

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Decision Not to Enforce Expulsion Order

Upon voting to expel a student, the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (Education Code 48917)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Policy KIT CARSON UNION SCHOOL DISTRICT adopted: October 22, 2014 Hanford, California

Attachment I: Memorandum of Understanding - Lakeside





9895 7th Avenue - Hanford, CA 93230 -- (559) 582-2843 - Fax (559) 582-7565



Lines Carmon Jaseune Corta Sheree Den : Joe Qirve: a

Memorandum of Understanding

In accordance with Education Code 47605(f) and 47606(a), should the guardians of a student enrolled in the Kit Carson Union School District choose not to participate in the District Charter, they may choose to enroll their children in the:

Lakeside Union Elementary School District

The Lakeside Union Elementary School District agrees to permit said children to enroll as students upon meeting the following criteria:

- The Lakeside Union Elementary School District is not impacted
- The students are in compliance with the receiving district's inter-district transfer requirements and policies.

Agreed upon by:

Todd Barlow, Superintendent/Principal Kit Carson Union School District

Mark

Cindi Marshall, Interim Superintendent/Principal

Lakeside Union Elementary School District

"Where students come first"

Attachment J: Memorandum of Understanding - Armona



KIT CARSON UNION SCHOOL DISTRICT

Mid Velley

9895 7^H Avenue - Hanford, CA 93230 -- (559) 582-2843 - Fax (559) 582-7565

Board of Trustees
Amy Alama
Line Carlson
Jasmine Costa
Sheree Denia
Jor Greene

Memorandum of Understanding

In accordance with Education Code 47605(f) and 47606(a), should the guardians of a student enrolled in the Kit Carson Union School District choose not to participate in the District Charter, they may choose to enroll their children in the:

Armona Union Elementary School District

The Armona Union Elementary School District agrees to permit said children to enroll as students upon meeting the following criteria:

The Armona Union Elementary School District is not impacted

 The students are in compliance with the receiving district's inter-district transfer requirements and policies.

Agreed upon by:

Todd Barlow, Superintendent/Principal

Kit Carson Union School District

Xavier Piña, Superintendent

Armona Union Elementary School District

1/14/ Date

"Where students come first"

Attachment K: Signatures of Permanent Status Teachers per Education Code 47606(1)



KIT CARSON UNION SCHOOL DISTRICT

1895 7th Avenue -- Hanford, CA 93230 -- (559] 582-2843 -- Fax (559) 582-7565



Board of Trustees
Andy Atems
Etita Carlson
Jasmine Costa
Sheree Denix
Joe Oliverra

January 26, 2015

We, the undersigned certificated staff of Kit Carson Union School District, support the 2015-2020 initial charter application.

Grade/Name	School	Signature
Kindergarten: Sheri Kanagawa	Kit Carson	Shew Kanagawa
Kindergarten: Erika Roper	Kit Carson	Torska a. Roper
1st grade: Cecilia Bartram	Kit Carson	Cecilia Batian
1st grade: Lori Roy	Kit Carson	Loui Ron
2nd grade: Megan Barcellos	Kit Carson	Merch Famello
3rd grade: Tanya Bryant	Kit Carson	Jame Bryont
3rd grade: Chandalin Champlin	Kit Carson	U CR
4th grade: Jill Chrisman	Kit Carson	Orei Chusman
4th/5th grade: Amy Awbrey	Kit Carson	
5th grade: Richard McClelland	Kit Carson	Kall McCuelf
6th grade: Steven Lloyd	Kit Carson	steen the
7th grade: Michelle King	Kit Carson	Michillo Kin a
7th/8th grade: Chris Benedict	Kit Carson	Cesses 1
8th grade: Jean Pasley	Kit Carson	1990 000 1
SpEd: Kim Leigh	Kit Carson	IKRO
K-8 Home School: Becky Hoffer	Mid Valley	Berton
K-8 Home School: Cheryl Jones	Mid Valley	Church Chas

"Where students, come first"

Attachment L: Financial Condition Certification Letter



Kings County Board of Education

Area 1 Mickey Thuyer

Area 2
Joe Hammond

Area 3

John Boogaard

Area 4
William Gundacker

Area 5 Rachel R. Caudillo

August 14, 2014

Mr. Leonard Dias, Board President Kit Carson Union School District 9895 7th Avenue Hanford, CA 93230

Re: Approval of LCAP and Budget

Dear Mr. Dias,

This is the first year the district developed the Local Control Accountability Plan in conjunction with the district budget. The Kings County Superintendent of Schools is also required in this first year to approve the district LCAP. New laws and regulations govern this process. We appreciate your district's attention to these new requirements.

Requirements of the Kings County Office of Education

In accordance with Education Code Sections 52070 and 42127, the Kings County Office of Education has reviewed the Local Control Accountability Plan (LCAP) and adopted budget of the school district for fiscal year 2014-2015.

Education Code requires the County Superintendent to approve the LCAP or annual update for each school district after determining all of the following:

- The LCAP adheres to template adopted by the State Board of Education.
- The budget includes expenditures sufficient to implement the specific actions and strategies included in the LCAP.
- The LCAP adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated students pursuant to Sections 42238.02 and 42238.03.

Education Code requires the County Superintendent to approve, conditionally approve, or disapprove the adopted final budget for each school district after doing the following:

- Examine the adopted budget to determine whether it complies with the standards and criteria established pursuant to Section 33127 and identify any technical corrections needed to bring the budget into compliance with those standards and criteria.
- Determine whether the adopted budget will allow the district to meet its financial obligations during the current fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments.
- Determine whether the adopted budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

Our analysis must also include, under AB 2756, any reports or studies that show signs of 1144 wile cally distressed, Hanford, California 93230 Telephone 559.584.1441 Fax 559.589.7000 www.kingscoe.org

LCAP & Budget Approval

Based upon our review, KCOE approves the 2014-2015 District LCAP. Clarifying questions were sent to district management. The district has provided a revision of the LCAP addressing the clarifying questions. We have requested the district to submit the revised LCAP to the Governing Board for informational purposes.

Budget Approval

Ed Code 42127(d) (2) only allows the County Superintendent to approve the budget once the LCAP has been approved. From our analysis, and after we have approved the LCAP, based on the district budget reports and projections provided, we conclude that;

- The district has met the criteria and standards
- The district will meet its financial obligations in the current year based on the district's multi-year projection.

Based on our analysis and review, KCOE approves the 2014-2015 District Adopted Budget.

Further Information

We have noted from information provided to the County Office of Education that negotiations have not been settled for your certificated and classified bargaining units for the 2014-2015 fiscal year. State regulations require a school district to determine the cost of salary settlements with certificated and/or classified bargaining units and provide County Offices of Education with an analysis of the costs when negotiations are completed. The Governing Board must certify as to the validity of the analysis. The Superintendent and Chief Business Official are required to certify the district's ability to fund the agreement. We ask that your business office submit the analysis, disclosures, and certifications as required.

Assembly Bill (AB) 2756 requires school districts to submit copies of any study or report that indicate signs or symptoms of fiscal distress to the county office of education. Should the district acquire any such reports or studies during the fiscal year, please submit them to District Business Services as soon as they are available.

If you have any questions about the LCAP, please contact Carmen Barnhart, Assistant Superintendent of Educational Services at 584-1441, ext. 7089. If you have any questions about the adopted budget, please contact Jamie Dial, Director of District Business Services, at 584-1441, ext. 7043.

Sincerely

Tim Bowers

Kings County Superintendent of Schools

cc: Kit Carson Union School District, Todd Barlow, Shelley Leal KCOE: Stephen Corl, Jamie Dial, Carmen Barnhart

Attachment M: Assurances

Assurances

This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application. As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Kit Carson Union Elementary School District Charter is true to the best of my knowledge and belief. I understand that, if awarded a renewal charter, the school district:

- 1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public school. [Ref. California Education Code 47605(c)(1)]
- 2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with 3540) of Division 4 of Title4 of Title 1 of the Government Code. [Ref California Education Code 47605(b)(5)(O)]
- 3. Will be nonsectarian in its programs, admissions, policies, employment practices, and all other operations. [Ref. California Education Code 47605(d)(1)]
- 4. Will not charge tuition. [Ref. California Education code 47605(d)(1)]
- 5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code 47605(d)(2)(B)]
- 6. Will not discriminate against any student on the basis of disability, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. [Ref. California Education Code 47605(d)(1)]
- 7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.
- 8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, 11967.5.1 (f)(5)]
- 9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Ed. Code 47605 (1)]
- 10. Will at all times maintain all necessary and appropriate insurance coverage.
- 11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school district.

Todd Barlow, Superintendent/Principal

1 28 2015 Date