

1 **Fourth RENEWAL AGREEMENT BETWEEN VERONA AREA SCHOOL DISTRICT**
2 **AND PASS, Inc.**
3

4 **THIS Fourth RENEWAL AGREEMENT (“Agreement”)** is made effective the 1st day of
5 December, 2014, by and between the Verona Area School District (the “District”) and PASS,
6 Inc. The parties acknowledge that this Agreement is based on the following:
7

8 **RECITALS**

9 A. The original charter contract was awarded to Parents Aiding Students in Schools, an
10 unincorporated volunteer parent group. This group had petitioned the District to establish Core
11 Knowledge® Charter School (“CKCS”) as a grades K-8 charter school pursuant to sec. 118.40
12 of the Wisconsin Statutes. The original charter contract was amended in October 1996 to
13 change the charter recipient to Parents Advocating Student Success Inc. (PASS), a 501(c)(3)
14 organization, who is the current holder of the contract.
15

16 B. On January 8, 1996, the District’s School Board (the “Board”) granted a petition to create
17 CKCS for a five-school-year term. CKCS began operations during the 1996-1997 school year.
18 The initial agreement allowing CKCS to operate as a Wisconsin charter school within the District
19 (the “Original Agreement”) expired at the end of the 2000-2001 school year. The First Renewal
20 Agreement expired at the end of the 2005-2006 school year. The Third Renewal Agreement
21 expires June 30, 2015.
22

23 C. PASS is the current holder of the CKCS charter agreement with the District. All members of
24 PASS are and will continue to be parent volunteers, and will be the recipient of the renewal
25 CKCS charter sought herein.
26

27 D. During the term of the Original and First Renewal Agreements, CKCS has grown to 412
28 students, has had academic success, has demonstrated fiscal responsibility, and has attained
29 strong parental involvement and satisfaction.
30

31 E. The parties wish to execute this Agreement in order to allow for the operation of CKCS for an
32 additional five-school-year term.
33

34 F. Throughout this document and all attached appendices the term “parent” is intended to mean
35 parent or guardian.
36

37 **NOW, THEREFORE**, in consideration of the foregoing recitals and the mutual understandings,
38 releases, covenants and payments herein described, the parties agree as follows:
39

40 **1 . Name of person seeking to renew the Original Agreement.**

41 PASS seeks to renew the charter of CKCS. Additional information concerning the governance
42 plan is outlined in Appendix A.
43

44 **2. Name of person who will be in charge of the charter school and the manner in which**
45 **administrative services will be provided.**

1 The CKCS Director will serve on the District’s administrative team and will be responsible for
2 managing and directing the day to day operations of CKCS. The CKCS Governing Council will
3 govern the School.
4

5
6 **3 . Description of the educational program of CKCS.**

7 The educational program has two major components: the Core Knowledge® Sequence and
8 Direct Instruction. The Core Knowledge® Sequence provides the content guidelines for science,
9 history, literature, geography, music and art. Direct Instruction is the curriculum and method by
10 which reading, spelling, mathematics and written language are taught. This curriculum design
11 incorporates flexible grouping, teaching of strategies, teaching to mastery, encouraging a high
12 level of student involvement, and ongoing monitoring of student progress.
13

14 CKCS has offered Spanish instruction through Futura on Late Start Mondays. Originally
15 Spanish was part of its K-5 curriculum since 1997, but because of budget changes over the past
16 years it has ended. CKCS also incorporates the Core Virtues into its K-8 curriculum. Virtues
17 such as respect, responsibility, and diligence are taught and reinforced to promote basic civic,
18 moral and intellectual development. The Core Virtues instruction enables CKCS to incorporate
19 the learner and character goals of VASD.
20

21 In Appendix B, there is a description of the CKCS educational program and related research.
22 The CKCS Scope and Sequence for K-5 and 6-8, and a list of the Core Virtues, is outlined in
23 Appendix C. In addition, CKCS is using Common Core Standards to guide curriculum
24 outcomes.
25

26 Grades K-8 are presently located within the Badger Ridge Middle School building. It is the intent
27 of the Board to keep CKCS together as a K-8 school in its current location but any future
28 location will be dependent on space needs of the District. It is the intent that the school will be
29 located within District facilities. Services to be purchased by CKCS will be negotiated through
30 proper budget channels and identified in the annual working agreement.
31

32 Currently, CKCS is a K-8 school, with two classes at each grade level. CKCS will not willfully
33 change class sizes at any grade level that would result in class sizes that are significantly below
34 the district average. CKCS may, at the discretion of the Board, be required to renegotiate space
35 allocation within the District.

36 CKCS uses, and will continue to use, personalized learning to support student growth. In
37 addition, personalized learning paths will be developed for every child.
38

39 **4. Methods CKCS will use to enable pupils to attain state educational goals.**

40 CKCS has adopted the Common Core Standards and will utilize both the Core Knowledge®
41 Sequence and Direct Instruction with the goal to attain the state educational and national goals.
42 The Director shall annually review compliance with the Common Core Standards. This
43 information will be included as part of the CKCS Annual Report.
44

45 The Core Knowledge® Sequence provides a coherent, planned progression of specific content
46 knowledge that builds a solid foundation year by year. This foundation of knowledge also

1 provides a common ground for communication in a diverse society. Direct Instruction is a
2 research-based curriculum and method that provides systematic instruction of essential
3 academic skills and strategies utilizing effective and efficient teaching techniques. Direct
4 Instruction emphasizes student success, as mastery of skills and concepts is required of each
5 step in the learning process.

6
7 **5. Method of measuring pupil progress in attaining state educational goals.**

8 Students will participate in all state and federal mandated tests. Additional testing may be
9 administered. All testing information will be evaluated and included as part of the CKCS Annual
10 Report. Also, students in grades 3-8 are tested three times a year using MAP. Parents will
11 receive report cards on a quarterly basis. Report cards are designed to indicate the child's
12 progress in meeting the goals and objectives outlined in the school's curriculum. At least two of
13 these reporting periods will include conferences between the family and teacher. Parents will
14 also be provided with results of the standardized tests performed.

15
16 **6. The governance structure of the school including the method to be followed by the
17 school to insure parental involvement.**

18 The CKCS Governing Council will govern the school in accordance with the mission statement,
19 this Agreement, the Management Plan, applicable District policy and state and federal laws. The
20 Management Plan shall be created by the Director and Superintendent and approved annually
21 by the Governing Council. The Governing Council may provide input to the Superintendent on
22 the Management Plan. The majority of Governing Council members will consist of volunteers
23 who are parents of CKCS students.

24
25 The Director is hired by the Board to manage and lead CKCS as a school administrator. The
26 Director will manage day-to-day operations consistent with the mission statement, this
27 Agreement, the Management Plan, applicable District policy and state and federal laws. The
28 Superintendent of VASD is the legal agent of the VASD Board responsible for overseeing the
29 operation of CKCS. See Appendix A for additional details concerning the governance structure
30 of CKCS.

31
32 **7. The qualifications that must be met by the individuals to be employed in the school are
33 subject to all applicable laws.**

34 All teaching staff will hold proper teaching licensure required by state charter laws and DPI. All
35 staff will be Verona Area School District employees, subject to the Employee Handbook or other
36 appropriate contract, maintaining and accruing all the same benefits as other District staff in
37 comparable positions. The District Superintendent will inform the Director of all changes in the
38 Employee Handbook and Management Plan and negotiations relevant to CKCS teachers and
39 staff in a timely fashion.

40
41 **8. The procedures the school will follow to ensure the health and safety of the pupils.**

42 Oversight of the health and safety of students is a District policy. CKCS will be housed and
43 maintained within District buildings that are constructed and furnished by the District to serve its
44 student population. Children will have access to the District's health service program provided in
45 the building. District policies for health and safety procedures will be followed.

46

1 **9. The means by which the school will achieve a racial and ethnic balance among its**
2 **pupils that is reflective of the school district population.**

3 The District and CKCS will work collaboratively to develop and implement a demographics
4 strategy and action plan aimed at implementing the CKCS Demographics Plan. The proposed
5 CKCS Demographics Plan is outlined in Appendix D. The latest CKCS Outreach Committee
6 Plan is available for review.

7
8 **10. The requirements for admission to the school.**

9 CKCS enrollment procedures will conform to federal and state statutes. Enrollment in CKCS is
10 open to all district students, grades K-8, as outlined in the District's Choice and Charter policy.
11 Parents enroll their children in CKCS on a voluntary basis. Students who reside outside of the
12 District boundaries may be eligible for admission under the guidelines of the District's open
13 enrollment policy.

14
15 **11. The manner in which annual audits of the financial and programmatic operations of**
16 **the school will be performed.**

17 Budget information for CKCS is attached as Appendix E. CKCS will continue to contract with the
18 District for appropriate services. The need for shared services may change from year to year.
19 CKCS will inform the Superintendent during the regular budget process of any budget changes
20 it intends to implement. Funds allocated to CKCS by the District are audited as part of the
21 regular audit of the District books. All financial records of CKCS, including documentation of any
22 other revenue, contributions and additional financial resources are available for inspection by
23 the District upon request by the Superintendent.

24
25 All financial records of PASS are available for inspection by the District upon written request by
26 the Superintendent. The financial records of PASS will be available to be audited as part of the
27 regular District audit. CKCS shall have no authority to incur debt, to pledge credit or to enter
28 into material (and unbudgeted) contractual obligation on behalf of the District without advance
29 written approval of the Board.

30
31 **12. The procedure for disciplining students.**

32 The Director, teachers and parents of CKCS have established a discipline policy that closely
33 follows the District's discipline guidelines as well as incorporates the philosophy of PBIS (See
34 Appendix F).

35
36 **13. The public school alternatives for pupils who reside in the school district and do not**
37 **wish to attend or are not admitted to the charter school.**

38 CKCS is currently offered as a K-8 option to students in the District. Parents who wish to enroll
39 their students at CKCS do so on a voluntary basis. No student will be required to attend CKCS
40 without the approval of his or her parents or legal guardian. Students are accepted into the
41 school under the guidelines set forth by the District. Parents who do not wish to have their
42 children attend CKCS will make their school choice according to District policy. Students who
43 reside outside of the District boundaries may be eligible for admission under the guidelines of
44 the District's open enrollment policy.

45

1 **14. A description of the school facilities and the types and limits of the liability insurance**
2 **the school will carry.**

3 CKCS is currently located in the Badger Ridge Middle School site. The cafeteria, gymnasiums,
4 art rooms, music rooms, step room, conference rooms, computer labs, CKCS central office
5 space, health room, playgrounds, bathrooms, LMC space, and all common areas are shared
6 with the school where CKCS is housed. Access and use of this space will be determined as
7 needed. It is CKCS's desire to be an active participant in determining facility space affecting
8 CKCS. In addition, CKCS would like district leadership to continue analyzing space for CKCS
9 and make decisions on the future of the school based on what is best for all students. If the
10 school district builds new facilities and relocation of charter schools is considered, CKCS would
11 want the opportunity to re-open the Charter Contract to discuss all possibilities for our K-8
12 program. The liability and other insurance coverage provided by the District for CKCS will be
13 the same as that provided to all other schools within the District.
14

15 **15. The effect of the establishment of the charter school on the liability of the school**
16 **district.**

17 CKCS is an instrumentality of the District and has the same liability coverage as any other
18 District school. Parent volunteers working in and with CKCS shall be afforded the same
19 coverage as parent volunteers working in and with other schools in the District.
20
21
22

23 **16. Additional Provisions.**

24
25 **a. Legal Status.** The CKCS shall be an instrumentality of the Verona Area School District.
26

27 **b. Entire Agreement; Amendment.** This Agreement constitutes the entire agreement between
28 the parties pertaining to the operation and management of CKCS and supersedes any and all
29 prior agreements, representations and understandings of the parties, oral or written. Neither
30 party is entitled to rely upon any representations and warranties that are not expressly set forth
31 herein. No addendum, supplement, modification, or amendment of this Agreement shall be
32 binding on the parties, unless executed in writing by both parties.
33

34 **c. Notice.** Any notice relating to the performance or lack of performance of any provision of this
35 Agreement shall be in writing to the authorized representative of the party to which the notice is
36 given. Notice shall be effective upon personal delivery, or two days following deposit in the
37 United States mail.
38

39 **d. No Waiver.** The failure of any party to insist in any one or more instances upon the
40 performance of any of the terms, covenants or conditions of this Agreement shall not be
41 construed as a waiver or relinquishment of the future performance of any term, covenant or
42 condition, and the defaulting party's obligation with respect to future performance of any terms
43 shall continue in full force and effect. The failure of any party to take any action permitted by this
44 Agreement shall not be construed as a waiver or relinquishment of its right thereafter to take
45 such action.
46

1 **e. Dispute Resolution.** In the event any dispute arises between the District and PASS related
2 to this Agreement, such dispute shall first be submitted to the District Superintendent.
3 Thereafter, the Superintendent shall attempt in good faith to resolve the dispute. In the event
4 any dispute is unable to be resolved in this fashion, it shall be submitted to the Board for its
5 consideration and final resolution.
6

7 **f. Invalidity.** If any term or provision of this Agreement is determined to be illegal,
8 unenforceable, or invalid in whole or in part for any reason, such provision or part thereof shall
9 be stricken from this Agreement without affecting the legality, enforceability, or validity of the
10 remainder of this Agreement. If any provision, or part thereof, of this Agreement is stricken in
11 accordance with this section, then the stricken provision shall be replaced, to the extent
12 possible, with a legal, enforceable, and valid provision that is as similar in tenor to the stricken
13 provision as is legally possible.
14

15 **g. Revocation.** This charter may be revoked by the Board if the Board finds that CKCS violated
16 the provisions of sec. 118.40, Stats. Prior to any revocation, the Board will give CKCS written
17 notice setting forth the specific provision of sec. 118.40 Stats and the alleged grounds for
18 revocation. CKCS shall have the right to cure or remedy such default or breach within 90 days
19 following written notice or such longer time if reasonably necessary to cure such breach. If at
20 the end of the cure period the Board believes that CKCS failed to cure or remedy such breach,
21 the Board shall so notify CKCS and shall give CKCS an opportunity to be heard at a public
22 meeting before taking further action on revocation. Reasons for default of the contract include:

- 23 1. The School fails to obtain a minimum of “meets expectation” rating on the Accountability
24 Determination as reported annually on the DPI issued Report Card for three consecutive
25 years;
- 26 2. The Charter School has failed to comply with generally accepted accounting practices of
27 fiscal management in operating the Charter school;
- 28 3. The Charter School employees, or agents, has provided the School District with
29 intentionally false or intentionally misleading information in the performance of this
30 contract;
- 31 4. The Charter School has failed materially to comply with Applicable Law;
- 32 5. The Charter School has violated section 118.40, *Wisconsin Statutes*; or
- 33 6. The Charter School Operator has defaulted materially in any of the terms, conditions, or
34 promises contained in this Contract.
35
36

37 In the event CKCS finds that the Board violated the terms of this Agreement, CKCS will give the
38 Board written notice setting forth the specific provision of the Agreement and the alleged
39 grounds of the violation. The Board shall have the right to cure or remedy such breach within 90
40 days following written notice or such longer time if reasonably necessary to cure the breach. If
41 at the end of the cure period CKCS believes that the Board failed to cure or remedy such
42 breach, CKCS shall so notify the Board and shall request a full Board discussion at a public
43 meeting before taking further action on the breach.
44

45 **h. Accountability.** In recognition of the charter status of CKCS and the role and function of
46 accountability related to the charter school concept, the District will utilize at least the following

1 information when considering renewal of this contract (other information may also be utilized
2 when considering renewal of the contract) :

3
4 1 – Students will perform at least at the district average on state and federal mandated
5 tests in all areas and grades tested. This applies to all students (aggregate whole) and
6 across various demographic populations (e.g., low-income, minority, special ed.).

7
8 2 – Parental satisfaction as measured on the district’s annual parent survey and/or the
9 PASS annual parent survey. The goal is that parental satisfaction reflects at least the
10 district’s average.

11
12 3 – Student satisfaction as measured on the district’s annual student survey and/or the
13 PASS annual student surveys.

14
15 4 – Standardized student achievement results on the MAP test (Measures of
16 Academic Progress) with an emphasis on individual student growth (value-added data
17 with emphasis on projected student growth).

18
19 5 – CKCS’s expenditures not exceeding the yearly agreed upon operating budget.

20
21 6 – CKCS will strive to be similar to the district in enrollment demographics in the
22 category of free and/or reduced percentages

23
24
25 **i. Term.** The term of this agreement shall be for a period of five (5) years beginning on July 1,
26 2015 and ending on June 30, 2020.

27
28
29 **IN WITNESS WHEREOF**, the parties have executed this Agreement as of the date set forth
30 above.

31
32 **Verona Area School District**

33
34 By:
35 Dennis Beres
36 Title: President, Verona Area School Board

37
38
39 **Core Knowledge® Charter School**

40
41 By:
42 Craig Pringle
43 Title: President, PASS, Inc.

44

1 **APPENDIX A**
2 **Verona Core Knowledge Charter® School**
3 **Contract Renewal 2015**

4
5 **Governance Plan**
6

7 **Section 6: The governance structure of the school, including the method to**
8 **be followed by the school to ensure parental involvement. (Section 118.40**
9 **Wisconsin Statutes)**

10
11 **Goal**

12 To create a governance structure that insures quality leadership for CKCS by its
13 school administrator and parent volunteers, while encouraging greater
14 participation in governance by parents and staff.
15

16 **Primary Objectives**

17 Recruit and maintain parental and staff involvement in governance. Provide for
18 greater empowerment, inclusiveness, and responsibility for the Director, parents
19 and staff. Simplify the organization so that lines of reporting are clearly defined
20 and easily understood by all stakeholders. Provide sufficient communication
21 between all stakeholders-parents, staff, administrators, school board members
22 and the community. Create a school community that encourages communication
23 between the administration and parents.
24

25 **Structure Proposal**

26 PASS will consist of five volunteer members, two of whom will be the Governing
27 Council President and Treasurer. All PASS members will be CKCS parents.
28 The main responsibility of PASS will be to hold the charter contract and assure
29 contract compliance. PASS and the Superintendent, at his/her option, will meet
30 at least two times per year to review contract compliance. PASS will conduct
31 business in a manner consistent with the open meetings provisions of the
32 Wisconsin Open Meetings laws.
33

34 The CKCS Director is responsible for managing and directing CKCS. The CKCS
35 Governing Council will govern the School. The Governing Council will consist of
36 parents, staff, and community members. Members will be parents of children
37 enrolled in the school, openly elected by the entire membership of families
38 enrolled in the school. The members of the Governing Council are as follows:
39 Director, President (CKCS Parent), Vice President (CKCS Parent), Secretary
40 (CKCS Parent), Treasurer (CKCS Parent), Curriculum Coordinator, one teacher
41 representative, non-officer parent representatives and a Badger Ridge Middle
42 School Representative. The Governing Council will strive to achieve parental
43 representation from multiple grade levels.
44

45 The Governing Council, by majority vote will determine Governing Council
46 meeting schedules. All meetings will comply with the Wisconsin Open Meetings

47 laws. All parent positions are three-year terms, to be staggered as appropriate for
48 continuity. The Governing Council will make decisions by a majority vote of the
49 Governing Council membership.

50
51 The Governing Council will determine the type and makeup of the committees
52 necessary to operate the school. To facilitate compliance with this contract, the
53 Governing Council will, at a minimum, include the following committees: Hiring,
54 Budget, Curriculum and Community Outreach. Changes to the Governing
55 Council committees must be made by a majority vote of the Governing Council.

56
57 **Election Process**

58 The Parent Round Table will conduct elections to PASS and the Governing
59 Council. The Parent Round Table will establish procedures for such elections
60 that allow the opportunity for full participation by all CKCS families, after
61 consultation with the Superintendent. The VASB may audit elections for
62 democratic process integrity.

63
64 **Director's Role**

65 The purpose of the Wisconsin Charter law is to encourage innovative ideas in
66 education. This is accomplished in part by exempting charter schools from
67 certain practices, procedures and policies. As such, charter schools may choose,
68 at the discretion of the Board, curriculum, instructional methods, budget
69 allocations and practices and procedures that differ from the District. The law
70 also states that charter schools are instrumentalities of the District.

71
72 1. The Director reports directly to, and takes direction from and is evaluated by
73 the Superintendent. The Superintendent and/or Director will seek input from the
74 Governing Council regarding the performance of the Director in conducting the
75 evaluation.

76
77 2. A detailed Management Plan will be developed by the Director and
78 Superintendent for approval by the Governing Council on an annual basis. It is
79 the intent of the parties that the first draft of the Management Plan will be
80 presented to the Governing Council for review on or before May 1. The final
81 Management Plan will be signed by August 1. The Superintendent and/or
82 Director will seek input from the Governing Council on the plan. Thereafter, a
83 detailed Management Plan for the school year will be developed by the Director
84 and Superintendent for approval by the Governing Council on an annual basis.
85 In the event that the May 1 date is not met for presentation of the draft of the
86 Management Plan by the Director and Superintendent to the Governing Council,
87 the final Management Plan will be signed within 90 days of the actual date of
88 presentation, instead of the August 1 deadline, thus ensuring 90 days for the
89 review of the Governing Council. In the absence of a signed Management Plan
90 as of August 1, the prior year's Management Plan will be in force.

91

92 The detailed Management Plan will minimally comprise, but not limited to, the
93 following sections:

- 94 Planning and Process Approval
- 95 Communication and Execution
- 96 Conflict Resolution
- 97 Budgeting and Financial Management
- 98 Hiring Process and Guidelines
- 99 Curriculum Development and Facilitation

100

101

102 3. An annual review of the Management Plan will be presented by the Director to
103 the Governing Council and Superintendent. The Annual Report (or Plan of
104 Operation, whichever is required by Board) will be filed on or before August 1 of
105 each year.

106

107 **Hiring of Director**

108 The Director shall be hired by the Board upon the recommendation of the
109 Superintendent. Whenever a vacancy occurs the Superintendent will form a
110 committee, the majority of which will include Governing Council members,
111 parents of students in CKCS and CKCS staff members, for the purpose of
112 participating in interviews for the position of Director. The Superintendent will
113 also form a subcommittee, to include the Governing Council President and
114 PASS, Inc. President. The subcommittee will review candidate credentials and
115 screen candidates to determine which candidates will be interviewed by the
116 entire committee. The Superintendent will make the final determination regarding
117 who is to be interviewed for the position of Director and who is recommended for
118 the position to the School Board.

119

120 **Transition to the New Governance Structure.**

121 It is the goal of the Governing Council and PASS that the Management Plan be
122 approved, bylaws changed and elections to take place, no later than 30 days
123 prior to the start of each school year.

124

1 **APPENDIX B**
2 **Verona Area Core Knowledge® Charter School**
3 **Contract Renewal 2015**
4 **CKCS Educational Programs and Related Research**

5
6 **PHILOSOPHY**
7

8 The Verona Core Knowledge® Charter School is based on the belief that children will
9 maximize their educational potential in an environment which emphasizes teacher
10 directed instruction, research based teaching methods and materials, a solid knowledge
11 base and academically challenging content while encouraging good conduct.
12

13 **RESEARCH—INSTRUCTIONAL METHOD**
14

15 A major study, *Project Follow Through*, was performed in the 1970's by our Federal
16 Government. The study involved over 200,000 children in 178 communities. Twenty-
17 two programs were selected for implementation. The programs were evaluated (by Abt
18 Associates of Cambridge, MA and the Stanford Research Institute) for their
19 effectiveness in three areas: 1) basic skills (language, spelling and mathematics), 2)
20 cognitive skills (higher order thinking skills) and 3) affective measures (self-esteem).¹
21 Control groups were maintained and a variety of testing instruments were used to
22 compare the programs. The program that rated best in basic skills and improvement of
23 self-esteem and which showed a dramatic increase in the student's cognitive skills was
24 a program known as Direct Instruction. "The Direct Instruction model was the only one
25 that was effective with extremely low performers. Performance of this magnitude and
26 consistency had never been demonstrated in the schools before [*Project Follow*
27 *Through*"]².
28

29 In the 1980's a follow up study was conducted that compared students who had been in
30 the Direct Instruction classrooms and control groups. Results showed significant lasting
31 benefits from the Direct Instruction program: "with students achieving higher reading,
32 language and mathematics scores on standardized tests than students who either had not
33 participated in Direct Instruction or who had participated in other programs"³.
34

35 Studies done using Direct Instruction in whole school populations and solely with
36 special needs children provide confirmation that the school that used the Direct
37 Instruction program *Reading Mastery* as the core curriculum had noteworthy increase in
38 student improvement and fewer students at risk in later grades. It was concluded that
39 ALL children benefit from this method. In a November 2008 report, Jean Stockard
40 indicates that "...the systematic implementation of Direct Instruction within the entire
41 school appears to be better for both the general population and the special education
42 population of students"⁴.
43

44 The publication *What Works: Research about Teaching and Learning* by the US
45 Department of Education reached similar conclusions including among others: students
46 learn more when teachers explain exactly what is expected; student achievement rises

47 when teachers ask questions that require evaluation versus recitation of facts; well
48 designed homework, conscientiously done and critiques, extends students learning
49 beyond the classroom.⁵

50
51 More recent studies on Direct Instruction continue to support the effectiveness of Direct
52 Instruction:

53
54 2014, *The Relationship between Lesson Progress in Direct Instruction Programs and*
55 *Student Test Performance*, results indicate that students who were at or approaching
56 mastery at their assigned grade level in Reading Mastery and Connecting Math
57 Concepts had a strong probability of scoring at the proficient level on state assessments
58 and were much more likely than other students to score above the national mean on the
59 MAP (Measure of Academic Progress). The findings are noteworthy as they were
60 replicated over three different sites and several grade levels.

61
62 2007-2013, *An Analysis of Achievement Scores of Arthur Academy Schools*, Reading
63 Mastery and Connecting Math Concepts (both Direct Instruction programs that CKCS
64 uses), were analyzed over six consecutive school years. The data showed that although
65 students started significantly lower than national averages, after only one year of Direct
66 Instruction significant numbers of students were above the national percentiles.

67
68 2010-2011, *A Randomized Control Study of Reading Mastery*, analyzed the use of
69 Reading Mastery, Signature Series on K-2 students in comparison with students using
70 Harcourt Brace. The results showed significantly higher scores even though the
71 students using the Reading Mastery Series started at a lower level.

72 73 **RESEARCH—CURRICULUM CONTENT**

74
75 In 1978, Professor E. D. Hirsch, an English professor from the University of Virginia,
76 conducted a study comparing reading levels of two similar groups when given familiar
77 and unfamiliar topics. Both groups were given the same passage to read. The passage
78 varied by degrading the writing style of the readings for one of the groups. Hirsch
79 found that “when the topic was familiar, the group reading the better written version
80 understood it more efficiently, but when the subject was unfamiliar the performances of
81 the two groups were nearly the same”.⁶ The implication of his finding for students is
82 that those students with broader background knowledge will gain more from their
83 reading. Students build each year on what was learned earlier in Core Knowledge.
84 “Teachers find that in fact students make connections to Core topics they learned in
85 previous grades.... Students make lasting academic connections because of the
86 integration of the curriculum and [its] spiraling structure.”⁷

87
88 The Core Knowledge program also helped narrow the achievement gap between
89 advantaged and disadvantaged students. In a 2003 study, “The achievement gap, as
90 measured by the Stanford 9TA tests, was narrowed for one Core Knowledge cohort and
91 entirely eliminated for the other. The achievement gap between advantaged and
92 disadvantaged students remained large for both cohorts at the control school.”⁸ Another

93 researcher agrees that all children benefit from Core Knowledge regardless of
94 socioeconomic background. This high-quality education is not intended solely for those
95 who can afford private schooling. “The Foundation’s mission is to deliver a rich
96 curriculum to *all* students, and research has shown that Core Knowledge can help boost
97 achievement among disadvantaged students and narrow the achievement gap between
98 advantaged and disadvantaged students.”⁹ Core Knowledge is a perfect program for a
99 public school with students from varied socioeconomic backgrounds.

100
101 While findings regarding socioeconomic status emphasize the need for cultural
102 education for disadvantaged youth, this education is also important for all levels of
103 society. “As the school curriculum has become more incoherent, literacy has declined
104 even among children from literate homes.”¹⁰ The bottom line is that Core Knowledge
105 provides a broad base of knowledge for students to build a rich vocabulary, motivates
106 them to learn while encouraging the desire to learn more, and supports knowledge
107 necessary for higher education.

108 109 **PROGRAM SELECTION**

110
111 Based on the research described above and the educational philosophy of the school, the
112 Core Knowledge® sequence and Direct Instruction were originally chosen as, and
113 continue to be, the instructional methods and curriculum to be followed at CKCS. This
114 will remain the same under the renewal contract. These approaches will be
115 supplemented, where appropriate, with hands on discovery learning (computers and
116 science for example) and cooperative learning. The focus, however, will be teacher
117 directed learning.

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APPENDIX C

Verona Area Core Knowledge® Charter School

Contract Renewal 2015

CKCS Scope and Sequence for K-5 and 6-8, and a list of the Core Virtues

| | Reading | Math | Written Expression |
|---------------------|---|---|---|
| Kindergarten | Reading Mastery I/II Fast cycle I/II Story Patterns Fictional Stories: <ul style="list-style-type: none"> • Mother Goose Rhymes • Aesop’s Fables Legends and Tall Tales Sayings and Phrases Poetry | Distar Arithmetic I Connecting Math Concepts-A Patterns and Classification Rote counting Money Measurement, estimation Addition and subtraction Shapes | Reading Mastery Spelling Language for Learning Beginning punctuation Beginning capitalization Writing sentences Italic handwriting system |
| First Grade | Reading Mastery I/II Fast cycle I/II Fictional Stories: <ul style="list-style-type: none"> • Peter Rabbit • Rapunzel • Rumpelstiltskin and more Aesop's Fables Sayings and Phrases Poetry | Connecting Math Concepts - A/B Rote counting Money Addition/Subtraction Story problems Patterns and Classification Measurement, estimation Geometry | Spelling Mastery A/B Reasoning & Writing A/B Writing sentences and short stories Italic handwriting system |
| Second Grade | Reading Mastery II/III/IV American Myths and Tales Fictional Stories: <ul style="list-style-type: none"> • Tales from China & Japan • El Pajaro Cu • Charlotte's Web and more Mythology of Ancient Greece Sayings and Phrases Poetry | Connecting Math Concepts - B/C Graphs & Tables Money, time, measurement and estimation Addition & subtraction with regrouping Intro. to multiplication Fractions Geometry: shapes, perimeter, area | Spelling Mastery B/C Reasoning & Writing B/C Letter writing Factual Report Writing Short Stories Italic handwriting Cursive handwriting |

| | Reading | Math | Written Expression |
|---------------------|---|--|---|
| Third Grade | Reading Mastery III/IV Fictional Stories: <ul style="list-style-type: none"> • William Tell • Arabian Nights • Little Match Girl and more Norse Mythology Sayings and Phrases Poetry | Connecting Math Concepts - C/D Roman Numerals Graphs and Tables Fractions, money Measurement: weight, volume Multiplication/Division Geometry: perimeter, area | Spelling Mastery C/D Reasoning & Writing C Letter writing Factual and descriptive paragraphs Factual reports Cursive handwriting |
| Fourth Grade | Reading Mastery IV/V Fictional Stories: <ul style="list-style-type: none"> • Treasure Island • Gulliver's Travels • Robinson Crusoe • Legend of Sleepy Hollow and more Famous speeches Myths Sayings and Phrases Poetry | Connecting Math Concepts - D/E Grids, planes Mixed numbers, lowest form Fractions and decimals Multiplication and division Measurement Geometry: angles, radius, diameter | Spelling Mastery D/E Reasoning & Writing D Letter writing Paragraph and report writing |
| Fifth Grade | Reading Mastery V/VI Fictional Stories: <ul style="list-style-type: none"> • The Iliad and the Odyssey • Tom Sawyer and more Famous speeches Myths and Legends Sayings and Phrases Poetry | Connecting Math Concepts - E/F Ratio and percent Fractions and decimals Measurement Computation Probability and statistics Pre-Algebra Geometry | Spelling Mastery E/F Reasoning & Writing E Letter writing Paragraph and report writing Expository writing |

| | History | Geography | Science |
|---------------------|--|---|--|
| Kindergarten | Native Americans Early Exploration Presidents Symbols and Figures | Oceans & The 7 Continents Poles, maps and globes Locate U.S. and WI | Plants & Animals Human body: senses Magnetism Seasons & weather Care of the earth Famous Scientists |

| | History | Geography | Science |
|---------------------|---|---|---|
| First Grade | <p>Early Civilizations:</p> <ul style="list-style-type: none"> • Mesopotamia • Ancient Egypt • Maya, Inca & Aztec <p>World Religions Modern Civilization and Culture of Mexico Early Exploration & Settlement Symbols and Figures</p> | <p>Mexico Appalachians and Rockies Geographical terms: peninsula, harbor, bay, island Spatial sense: directions, hemisphere Maps & globes</p> | <p>Habitats Ocean Life Human Body Matter & Measurement Electricity Astronomy Earth Famous Scientists</p> |
| Second Grade | <p>Early Civilizations: Asia, India, China Ancient Greece Japan The Constitution American Government War of 1812 Westward expansion Civil War Immigration Civil Rights Symbols and Figures</p> | <p>United States Asia, India, China, Japan, Greece Geographical terms: coast, valley, prairie, desert, oasis The Americas: North, South, Central U.S. States and Capitals</p> | <p>Cycles in Nature: seasonal cycles, water cycles, life cycles Insects Human Body Magnetism Simple machines Famous Scientists</p> |
| Third Grade | <p>Ancient Rome The Vikings Early Americans Thirteen Colonies Early Exploration of North America</p> | <p>Maps & globes Geographical Terms: delta, isthmus, boundary, channel, plateau, reservoir, strait World rivers Canada Mediterranean U.S. States and Capitals</p> | <p>Classification of Animals Human Body: muscular, nervous & skeletal systems Light and Sound Ecology Astronomy Famous Scientists</p> |
| Fourth Grade | <p>Europe-Middle Ages Islam, Holy Wars Early and Medieval African kingdoms China French & Indian War American Revolution Constitutional Government Early presidents Reformers Wisconsin History Symbols and Figures</p> | <p>Maps & globes Mountain ranges Geography of Africa Geography of Western Europe</p> | <p>Human Body: circulatory, respiratory systems Chemistry (atoms, elements, solutions) Electricity Geology: Earth & It's Changes History of the Earth Meteorology Famous Scientists</p> |

| | History | Geography | Science |
|--------------------|---|--|---|
| Fifth Grade | Meso-American civilization European Exploration The Renaissance The Reformation England in the "Golden Age" English Revolution Russia: Early Growth Feudal Japan U.S. Western Expansion Civil War and Reconstruction Native Americans | Maps & globes Great lakes of the world Geography of Central and South America Russia: steppes, seas, rivers Japan: typhoons Pacific Rim U.S. States and Capitals | Classifying living things Cells: Structures and Processes Plants: Structures and Processes Life Cycles Human Body: Endocrine Systems Chemistry: Matter & Change (atoms, molecules, compounds, elements) Famous Scientists |

| | Music | Art |
|---------------------|---|--|
| Kindergarten | Elements of Music: rhythm, movement Orchestra instruments – Listening & Understanding Famous Composers | Elements & Concepts of Art: color, line Famous Artists |
| First Grade | Elements of Music: rhythm, melody, harmony, notation, etc. Jazz Opera Orchestra instruments Famous Composers | Elements of Art: color, line, shape, texture Ancient Art: Egypt & Mexico Portrait and Still Life Famous Artists |
| Second Grade | Elements of Music: staff, clefs, coda, phrasing, etc. Orchestra instruments Keyboard instruments Study of periods of music Famous Composers | Elements of Art: line Sculpture Abstract Art Architecture Landscapes Continued use of various media Famous Artists |

| | Music | Art |
|---------------------|---|--|
| Third Grade | <p>Elements of Music: accents, downbeat, notation, etc.</p> <p>Orchestra instruments: brass, percussion, woodwinds</p> <p>Study of periods of music</p> <p>Famous Composers</p> | <p>Elements of Art: light and shadow, space, design</p> <p>Art of Ancient Rome, Greece and Byzantine Civilization</p> <p>American Indian Art</p> <p>Continued use of various media</p> <p>Famous Artists</p> |
| Fourth Grade | <p>Elements of Music: rhythm, melody, harmony, etc.</p> <p>European Baroque-Modern</p> <p>Vocal ranges</p> <p>Orchestra instruments: strings, percussion</p> <p>Gregorian Chants</p> <p>Study of periods of music</p> <p>Famous Composers</p> | <p>Islamic Art & Architecture</p> <p>Art of Middle Ages</p> <p>Art of Africa</p> <p>Art of China</p> <p>Art of the United States</p> <p>Continued use of various media</p> <p>Famous Artists</p> |
| Fifth Grade | <p>Elements of Music: rhythm, melody, harmony, etc.</p> <p>American Musical Traditions: Spirituals</p> <p>Study of periods of music</p> <p>Famous Composers</p> | <p>Renaissance Art</p> <p>19th Century American Art</p> <p>Art of Japan</p> <p>Continued use of various media</p> <p>Famous Artists</p> |

| | Language Arts | World History |
|--------------------|--|---|
| Sixth Grade | <p>Writing, Grammar, and Usage</p> <p>Poetry</p> <p>Fiction and Drama:</p> <ul style="list-style-type: none"> • <i>Ghost of Black Hawk Island</i> • Shakespeare's <i>Julius Caesar</i> • <i>My Brother Sam is Dead</i> • <i>Dragonwings</i> <p>Sayings and Phrases</p> <p>Vocabulary Workshop Level A</p> <p>Reading Text:</p> <ul style="list-style-type: none"> • <i>Realms of Gold Vol I</i> | <p>Lasting Ideas from Ancient Civilizations</p> <p>Enlightenment</p> <p>French Revolution</p> <p>Romanticism</p> <p>Industrialism, Capitalism, Socialism</p> <p>Latin American Independence Movements</p> |

| | Language Arts | World History |
|---------------|--|---|
| Seventh Grade | Writing, Grammar, and Usage Poetry Fiction, Nonfiction, and Drama <i>Strange Case of Dr. Jekyll and Mr. Hyde</i> <i>The Call of the Wild</i> <i>Diary of Anne Frank</i> <i>Roll of Thunder, Hear My Cry</i> <i>The Giver</i> Foreign phrases commonly used in English Vocabulary Workshop Level B Reading Text: <i>Realms of Gold Vol 2</i> | World War I Russian Revolution World War II |
| Eighth Grade | Writing, Grammar, and Usage Poetry Fiction, Nonfiction, and Drama <i>The Good Earth</i> <i>The Breadwinner</i> <i>Journey to Jo 'Burg</i> <i>The Watsons Go to Birmingham--1963</i> Foreign phrases commonly used in English Vocabulary Workshop Level C Reading Text: <i>Realms of Gold Vol 3</i> | Decline of European Colonialism Cold War Middle East & Oil Politics End of Apartheid in South Africa |

| | U.S. History | Geography | Math |
|-------------|---|---|--|
| Sixth Grade | Immigration, Industrialization, and Urbanization Reform | Spatial Sense Five Themes Deserts of the World Latin America | Numbers and Number Sense Ratio and Percent Computation Measurement Geometry Probability and Statistics Pre-Algebra |

| | U.S. History | Geography | Math |
|----------------------|--|---|---|
| | | | <u>Texts:</u> Middle School Math Course 1 Middle School Math Course 2 |
| Seventh Grade | America Becomes a World Power American from the Twenties to the New Deal | Europe United States | Properties of Real Numbers Polynomial Arithmetic Equivalent Equations and Inequalities Integer Exponents Three Dimensional Objects Angle Pairs, Triangles Measurement Probability and Statistics <u>Texts:</u> Middle School Math Course 3 Pre-Algebra |
| Eighth Grade | Civil Rights Movement Viet Nam War and Rise of Social Activism Civics—The Constitution | China Middle East Canada & Mexico | Properties of Real Numbers Relations, Functions and Graphs Linear Equations and Functions Arithmetic of Rational Expression Quadratic Equations and Functions Analytic Geometry Intro to Trigonometry Triangles and Proofs <u>Texts:</u> Pre-Algebra Algebra I Geometry* *As needed |

| | |
|--|----------------|
| | Science |
|--|----------------|

| Science | |
|----------------------|---|
| Sixth Grade | <p>Metric System, Lab Safety, Microscope Labs and Dissection Labs</p> <p>Astronomy: Gravity, Newton's Law, Stars, Galaxies, Earth-Moon system</p> <p>Plate Tectonics: Introduction To Our Earth, Structure of the Earth, Crust Movements, Earthquakes and Volcanoes</p> <p>Energy, Heat and Heat Transfer: Forms and sources of energy, Fossil fuels, Nuclear energy, Heat and temperature, Transfer of heat energy, Properties of matter, Phase changes</p> <p>Oceans: Surface, Subsurface land features, Currents, Tides, Waves, Marine life</p> <p>Human Body: Circulatory and Lymphatic System, Immune System</p> <p>Scientist Research: Latimer, Wegner, Curie, Newton</p> |
| Seventh Grade | <p>Metric Review, Lab Safety Review, Microscope and Dissection Labs</p> <p>Atomic Structure: Early theories of matter, Development of modern chemistry, Periodic table</p> <p>Chemical Bonds and Reactions: Transfer of electrons, Ionic, Metallic, Covalent bonding, Chemical reactions, Balancing chemical equations, Exothermic and endothermic reactions, Reactions with acids and bases</p> <p>History of Earth: Fossils record, Geologic ages of the earth, Precambrian era, Paleozoic era, Mesozoic era, Cenozoic era (including life forms of each)</p> <p>Cells Division & Genetics: Cell division, Mendel's experiments, Chromosomes and genes, DNA</p> <p>Genetics & Evolution: Adaptation, Mutation, Extinction, Natural selection, Trait variation, Speciation</p> <p>Scientist Research: Darwin, Meitner, Lavoisier, Mendeleev</p> |
| Eighth Grade | <p>Metric Review, Lab Safety Review, Microscope and Dissection Labs</p> <p>Physics: Newton's Laws, Speed, Force, Work, Energy, Power, Density, Buoyancy</p> <p>Electricity & Magnetism: Basic terms and concepts, Flow of electrons, Conductors and insulators, Static electricity, Measurement of flowing electricity, Ohm's law, Connection between electricity and magnetism, Magnetic fields, Practical applications</p> <p>Electromagnetic Radiation and Light: Waves and electromagnetic radiation, electromagnetic spectrum, Refraction and reflection</p> <p>Sound: Properties of waves, Amplitude and frequency, Transverse and longitudinal waves, Production & travel of sound waves, Speed of sound</p> <p>Biochemistry (Chemistry of Food and Respiration): Sources of energy for life, Energy in Plants: Photosynthesis; Energy in animals: Respiration; Human nutrition and respiration, Human health</p> <p>Scientist Research: Einstein, Hodgkin, Maxwell, Steinmetz</p> |

CORE VIRTUES CURRICULUM

The core values taught throughout the K-8 sequence are:

Respect and Responsibility

Diligence

Gratitude

Generosity

Courage

Loyalty

Compassion

Forgiveness

Hope

True Heroism

Self Control and Self Discipline

Appreciation and Wonder for Beauty of Our World

Charity

Perseverance (Enduring adversity)

Faithfulness

Graciousness and Courtesy

Love of Country

Empathy

Gentleness and Humility

Wisdom: Knowledge of the Things that Matter

1 **APPENDIX D**
2 **Verona Core Knowledge® Charter School**
3 **Contract Renewal 2015**
4 **Demographics Plan**

5
6 **Section 9: The means by which the school will achieve a racial and ethnic**
7 **balance that is reflective of the school district's population. (Section 118.40**
8 **Wisconsin Statutes)**

9
10 **Proposed Plan**

11
12 1. CKCS acknowledges that balanced demographics is a shared responsibility
13 with the District.

14
15 2. It is the goal of the parties that the demographics plan will enable the District
16 and CKCS to develop strategies that will comply with VASD Rule 342.7, and
17 establish and strive for maintaining demographic balances (within 5 percentage
18 points of district Free and Reduced Lunch average and within 3 percentage
19 points of the district EEN averages). The data will be analyzed based on
20 grouping of K-5 students and 6-8 students. Specific strategies will be developed
21 by the Director and Governing Council with assistance from the Superintendent,
22 pursuant to the demographics plan.

23
24 3. The following types of activities, among others, may be appropriate
25 components of the CKCS Demographics Plan:

26
27 a) Continue to contact all families referred to CKCS by the District,
28 informing them about the school and their ability to choose.
29 Meet with VASD counselors, administrators and other first contact
30 staff within the District to answer their questions and encourage
31 partnership.

32
33 b) Distribute any district-approved choice literature as directed by the
34 district's demographic plan to key points within the community. This
35 could include apartment rental agencies, realtors, community
36 centers, chambers of commerce, major employers, etc.

37
38 c) Invite all District administrators and staff to visit CKCS on a regular
39 basis to learn more about it.

40
41 d) Continue to conduct outreach activities in target neighborhoods as
42 directed by the District's demographic plan. These may include
43 informational mailings, meetings with residents, informational social
44 gathering sponsorships, etc.

45
46 e) Work with the District to develop a survey for students with

47 Exceptional Educational Needs (EEN) and who receive Free and
48 Reduced Lunch (FRL) each year to gauge their interest in any of
49 the choice options in the District. Follow up with a phone call to all
50 that are interested or somewhat interested in CKCS.

51
52 4. CKCS administration will work to build relationships with other VASD
53 administration and staff. By establishing lines of communication, trust and
54 respect, administrators and staff from each site may better inform new and
55 existing VASD families about CKCS.

56
57 5. Annually, a CKCS Outreach Committee Demographics plan is devised and
58 carried out. A copy of the current CKCS Outreach Plan is available upon
59 request.

1 **APPENDIX E**
2 **Verona Core Knowledge® Charter School**
3 **Contract Renewal 2015**
4 **Budget Assumptions**
5

6 The following assumptions are made with respect to the Verona CKCS Budget.
7 A copy of the current school year budget for CKCS is filed annually with the VASD and is
8 available for review upon request.
9

10 1. The budget is prepared according to the District timetable. The CKCS Director and the
11 CKCS budget committee evaluates the needs, priorities and goals of the school and prepares
12 the budget accordingly. The CKCS Director and budget committee then meet with the District's
13 Business Manager to discuss the budget and make adjustments as necessary. The CKCS
14 Governing Council approves the final budget, which is then submitted according to District
15 procedures and timetables, to the VASD finance committee and Board for approval.
16

17 2. Funding for current year is based on the third Friday count of September of the previous year.
18

19 3. Shared services are negotiated annually with the District based on CKCS's use of the
20 services. The CKCS Director is responsible for tracking whether the percentage paid reflects
21 actual use, and recommends adjustments to the CKCS budget committee accordingly.
22

23 4. Any additional expansion approved by the Board will be funded at the appropriate grade level
24 rate at which such approved expansion occurs
25

26 5. CKCS is viewed as one of ten sites within the VASD. It is the philosophy of the VASD to treat
27 all sites as equal partners in the attempt to provide a quality education to all students.
28 Therefore, all budgeting and financial agreements between sites are done on an equitable and
29 fair basis. The budgeting process is a fluid process that reflects the on-going changes in the
30 financial management of the school district.
31

32 The district will not revoke CKCS's charter for maintaining a negative balance in any one
33 specific year. Good fiscal management is expected of CKCS, as it is expected at all VASD
34 school sites. Any fiscal management problems at CKCS would result in on-going, constructive
35 conversations to help the school. Because of CKCS's good past fiscal management, such
36 conversations are not anticipated.
37

38 CKCS will participate in the funding model adopted by the VASD. At the current time, it is the
39 FTE model. The district can change the funding model and/or FTE model. The district will have
40 advanced communication with the CKCS director on any such changes before they are
41 implemented.
42

43 6. Grants, donations, or other revenue generated by PASS or CKCS is intended for use solely
44 by CKCS or PASS as applicable, within the District's policies. Any additional revenue will not
45 have an impact on the equitable allocation or annual budget funds CKCS receives from the
46 District.
47